



Child Development 45
Spring 2015
Programs for Children with Special Needs II
April 13th– June 1st (Hybrid Class)

| | |
|--|---|
| Instructor Name: Ms. Ruth Monroe E-mail: monroerl@wlac.edu | School Website: www.wlac.edu |
| Class Hours: Monday Evenings (6:45 p.m. – 10:00 p.m.) Office Hours: Monday (5:00 p.m. – 6:00 p.m.) GC 130 | School Address: 9000 Overland Ave., Culver City, CA 90230 |
| Class Section No.: 8529- 3 Units | Room Location: GC 130 |

Welcome to CD 45

This semester, you will develop your understanding of children with special needs and an overview of special education. The goal is for you to become a better educator who is responsive, knowledgeable and able to design and implement instruction by the end of this course. The skills you learn will help you succeed both in and out of class. However, your education is ultimately YOUR responsibility. YOU determine your level of success. Successful college students are self-motivated. Successful college students understand the importance of studying the material, coming to class prepared and practicing skills learned. YOU CAN DO IT and I'm here to help. ☺

Course Description

This course identifies political and social implications that affect special education and it identifies the different categories of disabilities. The Individual Education Plan is discussed and evaluated. Students are exposed to techniques for identifying goals and objectives for children with special needs. Teaching techniques and designing curriculum activities are discussed designed and implemented in the class projects. The course focuses on children ages infancy through ages 8 encompass school age children as well.

Required Textbook & Materials

Exceptional Children, An Introduction To Special Education, William Heward, 10th Edition, Pearson Publishing, ISBN: 978-0-13-262616-3
Scantrons-Forms No.882 and a number 2 pencil
USB Flash Drive needed for lesson plan presentation and teaching aids for demonstration
Access to COMPUTER BECAUSE THIS A HYBRID CLASS

Recommended Materials

<http://kidshealth.org/parent/classroom/#cat21071> – over view of disorders and health related issues
<http://www.p12.nysed.gov/specialed/idea/> - IDEA website
http://www.sagepub.com/gargiulo3estudy/pdf/Gargiulo_IFSP.pdf
http://education.com/reference/article/ref_individual_family/

Course Objectives

- Upon successful completion of this course, students will be able to . . .
1. Understand the connection between family patterns and expectations. Students will learn how to develop communication between parents and teachers.
 2. Identify some of the characteristics of what is involved in being a teacher in an inclusive program for young children.
 3. Create a schedule for young children in an inclusive program.
 4. Develop lesson plan that show adaptation techniques to support an inclusive environment and learning experience.

Student Learning Outcomes (SLO)

1. Students will be able to identify some of the characteristics of being involved as a teacher in an inclusive program for young children.
2. Students will be familiar with the process of and tool for assessment, intervention and course of action Individual Family Service Plan. (IFSP)
3. Write lesson plans that show adaption techniques to support an inclusive environment and learning environment.

Course Requirements and Assignment Guidelines

College Attendance/Drop Policy

- Class Activities: Class participation is mandatory. You will participate in a variety of activities throughout the semester. Individual points will be assigned to group presentations on assigned dates. presentations must be completed during class time.
- Attendance – your attendance is mandatory. This is a hybrid and 8 Week class. If you are absent, you will not be able to make up any missed assignments/tests etc. Upon your return, you will be responsible for any assignment, tests, etc. There are no make-up assignments.
- Attendance is taken at the beginning of the class. If you are not present, you will be marked as absent. Upon three absences, you will be excluded from the class. A total of three late arrivals and/or early dismissals will equal one absence.
- Important dates – April 20 – last day to drop with no fee & no “W” .
- May 22- last day to drop with a “W” .
- “W’s” now count toward attempts at any one course. After three (3) attempts the state will not pay the college for a student to take a course.
- Student responsibility – 1. Obtain information from fellow students for missed classes. 2. Inform instructor of any personal, medical emergencies affecting your attendance and learning and officially drop the class if you are not attending. 3. To officially drop this class if you stop attending
- Use the buddy system: Exchange phone numbers with classmate

Assignments

- All homework assignments are due on the due dates per Etudes and bring a hardcopy to class meetings.
- Classroom assignments are turned in at the beginning of class. No acceptations.

Grading

335- 300 = A

299 – 264 = B

263 – 228 = C

227 – 192 = D

191 -Below ⊗

| Assignments | Total Points | Your Points | Final Points |
|--|--------------|-------------|--------------|
| Current Issues & Future Trends – 3 @ 20 pts | 60 | | |
| VETA and Carl Perkins Funding Survey | Yes/No | | |
| IFSP Project TBA 2 nd SLO-TBA | 20 | | |
| Class Collaborations -5@10 pts | 50 | | |
| Exam 1 – Chapters 9 -10 In-Class | 30 | | |
| Exam 2 – Chapters 11- 12 In-Class | 50 | | |
| Lesson Plans – 2 @ 25 pts 1 st SLO-Format will be distributed | 50 | | |
| Final Exam – Chapters 13, 14,&15 | 75 | | |
| Total | 335 | | _____/335 |

Class Policies

Attendance

Class discussions and group work are an integral part of this course, attendance is mandatory. Up to 3 absences are allowed. After that, you could be dropped. Students are expected to attend every class meeting, to arrive on time and stay throughout the class period. Excessive absenteeism will lower your grade, as well as walking in and out of class. 3 tardies and/or 3 early dismissal = 1 absence. Students may be dropped from class for excessive tardiness, or for failure to attend class the first day or during the entire first week of class.

Walking In and Out of Class

When you arrive to class, make sure you have used the restroom, had a chance to eat, check your messages, etc. Walking in and out is rude and disruptive. If you need to leave early, or have some other problem, you need to notify me in advance. Any student who makes a habit of walking in and out of class may be asked to leave.

Preparedness

You are expected to arrive on time. You will come to each class session prepared. You will have your books, binder, pens/pencils, any work that is due, and you will be prepared to discuss all readings/assignments.

Cell Phones

iPods

Turn them off and put them away when class begins! Although it may not seem possible, you can survive without talking and texting on your cell phone, or listening to your iPod, for a little over an hour. Talking and texting on cell phones not only distract you, but they are a distraction for and your peers and I. Distractions interrupt/disrupt the class and I will not tolerate interruptions. **You will be asked to leave if this occurs.**

"Netiquette" and "Civilogue"

This semester, you will post weekly assignments in Etudes on various topics related to the class and the world around us. The term "netiquette" is a combination of the words internet and etiquette. The term "civilogue" is a combination of the words civil and dialogue. Both terms, as well as the words used to create them, are essential to the class. You may not agree with the views and opinions expressed by your peers, but you don't have the right to be disrespectful. Personal attacks, profanity, vulgarity and comments that are not productive additions to the conversation will be deleted and you will not receive credit for the assignment.

Contacting Me

Private messages in Etudes and phone calls are the best and quickest way to contact me. Therefore, excuses such as, "I tried to contact you but (fill in the blank)" will not work. If you have a problem, do not let it snowball. Contact me immediately. 310-417-3505. Students are expected to ask questions and obtain help from instructor via private messages, phone calls, and/or during office hours.

For more information refer to the attached link: http://www.wlac.edu/academics/pdf/WLAC_12-15_Catalog_Policies.pdf

College Policies:

Academic Integrity (Plagiarism)

In accordance with code 9803.28, academic dishonesty is prohibited and will not be tolerated in this class. Violations of academic integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade. Academic dishonesty of any type, such as cheating or knowingly furnishing false information, by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation.

Academic dishonesty policy: LACCD student code of conduct as it relates to student dishonesty (Board Rule 9803.28) as follows: "Violations of academic integrity of any type by a student provides grounds for disciplinary action by the instructor or college. Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, enhancing one's grade. For more submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing information on the Standards of Student Conduct refer to the college catalog available in hardcopy and online at "www.wlac.edu."

Student Conduct

According to code 9803.15, disruption of classes or college activities is prohibited and will not be tolerated. Refer to the catalog and the Standards of Student Conduct in the Schedule of Classes for more information.

Recording Devices

State law in California prohibits the use of any electronic listening or recording device in a classroom without prior consent of the instructor and college administration. Any student who needs to use electronic aids must secure the consent of the instructor. If the instructor agrees to the request, a notice of consent must be forwarded to the Vice President of Academic Affairs for approval (WLAC College Catalog).

**Note: This syllabus and class schedule is subject to change if circumstances warrant
Syllabi revisions and divergences may occur**

Course Calendar

| Week & Date | Assignments & Activities | Assignment Due Dates |
|-----------------------------|--|--|
| <p>Week 1 (4/13/15)</p> | <p align="center">Chapter 9: Deafness and Hearing Loss Douglas Jackson-El Paso Regional Day School Program for the Deaf-El Paso, Texas</p> <ul style="list-style-type: none"> ✓ Definitions ✓ Types and Causes of Hearing Loss ✓ Identification and Assessment ✓ Technologies and Support ✓ In class group collaboration <p align="center">ALL students enrolled must complete the VTEA and Carl Perkins funding Survey. Once completed please bring in a copy of the confirmation page.</p> <p align="center">Use this link: https://services.laccd.edu/districtsite/workforce_dev/vtea/survey_login3.asp</p> | <p align="center">Review Chapter 9</p> <p>Purchase Your Textbook Read Chapter 9 <u>Current Issues & Future Trends Article</u> Read Page 330-331: Deafness: The Dilemma Cite article in APA style submit online Summarize article & answer question1 on page 331 from the article.(Due 4/20/15)</p> |
| <p>Week 2 (4/20/15)</p> | <p align="center">Chapter 10: Blindness and Low Vision Cecelia Peirano – Columbus, Ohio</p> <ul style="list-style-type: none"> ✓ Definitions ✓ Educational Approaches ✓ Educational Placement Alternatives ✓ In class group collaboration | <p align="center">Review Chapter 10</p> <p>Read Chapter 10 <u>Current Issues & Future Trends Article</u> Read Page 372-373: Inclusion of Students With Visual Impairments Cite article in APA style submit online Summarize article & answer question2 on page 373 from the article (Due: 4/27/15)</p> |
| <p>Week 3 (4/27/15)</p> | <p align="center">Chapter 11: Physical Disabilities, Health Impairments, and ADHD Carol Moss-Colerain Elementary Columbus, Ohio</p> <ul style="list-style-type: none"> ✓ Definitions of physical Disabilities and Health Impairments ✓ Types and Causes ✓ Attention-Deficit/Hyperactivity Disorder ✓ Exam 1 – Chapters 9 - 10 ✓ In class group collaboration | <p align="center">Review Chapter 11 Exam 1- Chapters 9 & 10- Tonight</p> <p align="center">Lesson Plan Demonstration – “TBA submit online Due: 5/4/15</p> |
| <p>Week 4 (5/4/15)</p> | <p align="center">Chapter 12: Low-Incidence Disabilities: Sever/Multiple Disabilities Deaf Blindness and Traumatic Brain Injury Carey Creech-Galloway George Rogers Clark High School-Winchester, Kentucky</p> <ul style="list-style-type: none"> ✓ Defining Severe, Profound and Multiple Disabilities ✓ Characteristics of Students with Severe and Multiple Disabilities ✓ Cognitive Functions ✓ Lesson Plan Presentations/Demonstrations tonight | <p align="center">Review Chapter 12</p> <p><u>Current Issues & Future Trends Article</u> Read Page 406-407: Monkey Helpers: Personal Care Attendants and Cite article in APA style submit online Summarize article & answer the questions1&2 On page 407 from the article. Lesson Plan Presentation(Due: Tonight) Exam 2- Chapters 11& 12 (5/11/15)</p> <p align="center">Review Chapter 13-/Lesson plan 5/18/15</p> |
| <p>Week 5 (5/11/15)</p> | <p align="center">Chapter 13: Gifted and Talented Linda Michael: Edison Elementary –Ashland City School-Ashland, Ohio</p> <ul style="list-style-type: none"> ✓ Definitions ✓ Characteristics ✓ Educational Approaches ✓ Exam 2- Chapters 11& 12 Tonight ✓ In Class group Collaboration | <p align="center">Lesson Plan Demonstration –TBA submit online (Due: 5/18/15)</p> |
| <p>Week 6 (5/18/15)</p> | <p align="center">Chapter 14: Early Childhood Special Education Mark Fraley: Madrona Elementary School-Seattle Public School</p> <ul style="list-style-type: none"> ✓ The Importance of Early Intervention ✓ Idea and Early Intervention/Early Childhood Special Education ✓ Curriculum and Instruction in Early Childhood Special Education ✓ Special Delivery Alternatives for Early Intervention ✓ Lesson Plan Presentations/Demonstrations tonight | <p align="center">Lesson Plan Demonstration –TBA (Due: Tonight) HOLIDAY MEMORIAL DAY NO CLASS NEXT WEEK 5/25/15</p> |

| | | |
|-----------------------------|---|---|
| <p>Week 7 (5/25/15)</p> | <p>Memorial Day College is Closed - No Class</p> <p>Chapter 15: Transiting to Adulthood</p> <ul style="list-style-type: none"> ✓ Bradley Baumgartner –East Anchorage High School-Anchorage, Alaska ✓ How Do Former Special Education Students Fare as Adults ✓ Transition Planning ✓ Postsecondary Education | <p>Memorial day Holiday Campus Closed</p> <p>Focus Questions</p> <p>On page 543 Answer the following question How can teachers of elementary students with disabilities help them prepare for successful life as adults?</p> <p>Use APA style (Due 6/1/15) Submit online</p> <p>Individual Family Service Plan (IFSP)TBA submit online (Due:6/1/15)</p> |
| <p>Week 8 (6/1/15)</p> | <p>Last Week of School –</p> <p>Final Exam Week Chapters 13, 14, & 15</p> <p>Individual Family Service Plan (IFSP)TBA</p> <p>Focus Question Due tonight</p> | <p>Final Exam – Chapters 13, 14, & 15</p> <p>Date to be taken: 6/1/15</p> |

“What’s in a Name? The Labels and Language of Special Education” presents an enlightening commentary on the challenge and importance of changing attitudes and values toward individuals with disabilities. Write your responses to the following questions: How does the practice of changing labels affect people with and without disabilities? How can the use of labels both help and hinder children with exceptionalities?

Case study 1 - Chan is seven years old. When Chan was younger his parents thought he was very clever, so they were anxious to send him to school. However they are disappointed with Chan. He has had to repeat Grade One. His teacher says that Chan is clever but that he is lazy and careless. He only concentrates when he likes the subject. So, for example Chan is very good at maths and drawing but he is always making mistakes in Khmer. He writes some letters back to front and his spelling is terrible. His teacher is often angry with Chan. He can't understand why Chan is so good at maths and so bad at Khmer. At the end of Grade One, Chan was still forgetting to put the sok on some letters.

Case study 2 - A Nguyen Thi Hong is seven and lives with his parents in Svay Pak in the northern outskirts of Phnom Penh. At home his parents speak mainly Vietnamese although Thi Hong does speak Khmer. His parents work hard to find the money to send Thi Hong to school, but in school Thi Hong is miserable. All he has to do is open his mouth and the other children make fun of his accent and his poor ability to speak Khmer. They don't play with him and the older boys pick fights with him too. Thi Hong knows how important it is to stay at school so at least one in his family will have the education to get ahead. But it is so hard for him to put up with the way the other children treat him. It is also really hard to keep up with his lessons. He wants to respect his parents by staying in school, he wants to speak Khmer properly, he wants to learn, but most days it is really very, very hard.

Case study 3 - Soriya is 12 years old. She is in Grade One at the school in her village. Her family is poor, so Soriya didn't start school until she was nine. Her parents couldn't afford it. Her two brothers started school at six years old. They are now in Grades Three and Four. She likes school and she is clever. Soon after Soriya started school, her mother had another baby, so Soriya had to stay at home to help look after the house. She missed a lot of school so she had to repeat Grade One. Soriya still likes studying but it is hard. Her mother wants Soriya to help look after the baby so that she can be able to sell things in the market. So Soriya is still missing a lot of school and when she is at school she is very tired. She is worried that she'll have to repeat Grade One again. She wants to help her mother but she also wants to study. She is afraid that if she has to repeat again then her parents will decide it is not worth her going to school at all.

Case study 4 - Boramey was born with a clubfoot and his right hand is weak. He is in Grade Two at school. Boramey has always been very bright and he wanted to go to school very much like the other children in his village. However, the school is very far from his house and because of his foot he can't walk there. His parents thought this would be a problem but in the end one of Boramey's friends gave him a lift on his bicycle. At first some of the students used to tease Boramey, but the teacher told them off. In class Boramey is the best student but because he can't run like the other children, he is sometimes left out of their games. This makes him sad.