

**CENTRAL TEXAS COLLEGE**  
**SYLLABUS FOR CDEC 1359**  
**CHILDREN WITH SPECIAL NEEDS**

Semester Hours Credit: 3 (48 contact hours)

**INSTRUCTOR:** \_\_\_\_\_  
**OFFICE HOURS:** \_\_\_\_\_

**I. INTRODUCTION**

- A. A survey of information regarding children with special needs including possible causes and characteristics of exceptionalities, intervention strategies, available resources, referral processes, the advocacy role, and legislative issues. The student will summarize causes, incidence, and characteristics of exceptionalities related to the domains of development; discuss current terminology and practices for intervention strategies; identify appropriate community resources and referrals for individual children and families; identify legislation and legal mandates and their impact on practices and environments; explain the role of advocacy for children with special needs and their families; and identify materials and resources, including current technology, to support learning in all domains for each and every child.
- B. This course is a required course for the AAS Degree and Certificates in the Child Development field.
- C. This course is occupationally related and serves as preparation for careers in Child Development.
- D. Prerequisite(s): None

**II. LEARNING OUTCOMES**

- A. Upon successful completion of this course, The Children with Special Needs, the student will be able to:
  - 1. Summarize causes, incidence, and characteristics of exceptionalities related to the domains of development.
    - a. Define areas of exceptionalities and special education.
    - b. Identify exceptionality as to genetic versus environmental causes.
    - c. Discuss the prevalence/incidence of the different categories of exceptionalities.
    - d. Describe possible signs or characteristics of each area of exceptionality.
  - 2. Discuss current terminology and practices for intervention strategies.
    - a. Discuss classification and labeling of children with special needs.

- b. Identify individuals and their role in developing and implementing educational plans.
  - c. Discuss how goals from IEPs and IFSPs are written for daily activities and routines.
- 3. Identify appropriate community resources and referrals for individual children and families.
  - a. Summarize needs and challenges of families caring for children with special needs by providing appropriate resources and referrals.
  - b. Gather information on resources available in the community.
  - c. Discuss referral process.
- 4. Identify legislation and legal mandates and their impact on practices and environments.
  - a. Discuss history and impact of legislation affecting children with special needs.
  - b. Describe impact of landmark court cases on special education.
- 5. Explain the role of advocacy for children with special needs and their families.
  - a. Identify agencies which advocate for children with special needs and their families.
  - b. Explain how the code of ethical conduct applies to special education.
- 6. Identify materials and classroom resources, including current technology, to support learning in all domains for each and every child.
  - a. Create and/or modify environments, equipment, materials, supplies and experiences to meet individual needs of all children including children with special needs.
  - b. Establish and maintain positive, collaborative relationships with other professionals and families, and work effectively as a member of a professional team.

This course has the same content and rigor as that found in the blended and/or traditional classroom. The course is based upon the departmental syllabus and uses the same instructional material worldwide.

### **III. INSTRUCTIONAL MATERIALS**

#### **A. Text:**

The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)

#### IV. COURSE REQUIREMENTS

##### A. General:

1. Participate in class by attending every week and online students should log into Blackboard on a regular basis to complete assigned course work.
2. Notify the instructor as soon as possible of any situation that may cause a delay in your course work being completed or submitted after the due date.
3. Know and observe all college regulations. (Refer to the CTC Catalog)
7. Read all assigned selections and view any video content from the course material for class discussion.
8. Ask instructor for permission before using audio-recorders to record face to-face or blended classes.
9. Keep cell phone on vibrate in face-to-face or blended classes. Refrain from texting, or using cell phone in face-to-face or blended classes, unless otherwise indicated by instructor.

##### Absences:

Students may also be administratively withdrawn from class when their absences **exceed a total of four (4) class** meetings for a 16 week course (including blended courses) or three (3) class meetings for less than 16 weeks, **and** in the opinion of the instructor, the students cannot satisfactorily complete the course. Online students the last date of attendance is the last activity by the student in the course. (Refer to CTC catalog page 44).

##### B. BioSyg authenticity:

Students taking the course in blended and/or online delivery method, must establish a BioSyg account. The link to register for an account is available within the blackboard course. The log-in will be required at least once while attending the course. The instructor has the discretion of where to locate the authenticity link.

#### V. EXAMINATIONS

- A. There will be a lesson quiz/examination administered throughout the course as determined by the instructor.
- B. Make-up examinations will be given only with the instructor's permission.
- C. All students are expected to maintain the highest standard of scholastic honesty in the preparation of all course work and during lesson quizzes/examinations.

## VI. SEMESTER GRADE COMPUTATIONS

- A. The course has a total of 500 points possible. Your final course grade will be determined by the following point system:

Discussion Questions	12 @ 20 points each	240 points
Quizzes	11 @ 20 points each	220 points
Book Report		<u>40 points</u>
Total		500 points

### Course Grade Calculation:

Grade	A	Points	450-500
	B		449-400
	C		399-350
	D		349-300
	F		299-0

## VII. NOTES AND ADDITIONAL INSTRUCTIONS

- A. **Withdrawal from course:** It is the student's responsibility to officially drop (withdraw) from a class if circumstances prevent attendance. Any student who desires to, or who must officially withdraw from a course after the first scheduled class meeting, must file an Application for Withdrawal with the Records and Registration Office. (Go to CTC home webpage/ Current Students/ Registration/ Drop and Withdrawals for complete information and forms).
- B. **Administrative Initiated Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar. (See Page 45 of the CTC catalog).
- C. **Incomplete Grade:** In keeping with College policy, the instructor may grant an incomplete grade in cases in which the student has completed the majority of the course work, but because of extenuating circumstances, is unable to complete the requirement for the course. Prior approval from the instructor is required before the grade of "IP" is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be replaced with the student's actual grade, including an F; but it may not be replaced with a W. At the end of the 110 calendar days if the student has not completed the remaining coursework as required by the instructor, the "IP" will be converted to an "FI" and appear as an "F" on the student's official transcript. (See Page 48 of the CTC catalog).
- D. **American with Disabilities Act (ADA):** Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website

at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

- E. **Instructor Discretion**: The instructor reserves the right of final decision in course requirements.
- F. **Civility**: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
- G. **Scholastic Honesty**: All students of the Child Development program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Students found guilty of scholastic dishonesty are subject to disciplinary action according to CTC policy. Each student should avoid:
  - 1. Plagiarism: the taking of passages or ideas from writings of others without giving proper credit to the source.
  - 2. Collusion: working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.
  - 3. Cheating: giving or receiving information on an examination, homework, or projects.

## VIII. COURSE OUTLINE

(Instructors may combine lessons as required to meet term dates).

### A. Exceptionality and Special Education Overview

- 1. **Learning Outcomes**: Upon successful completion of this unit, the student will be able to:
  - a. Provide an educational definition of exceptional learners.
  - b. Explain the prevalence of exceptional learners.
  - c. Define special education and explain how special education is provided.
  - d. Explain teachers' roles in special education and discuss the origins of special education.
  - e. Summarize what legislation and litigation have affected special education.
  - f. Describe how the intent of special education law is implemented in individualized education for students with disabilities.

- g. Discuss the referral process for children with special needs.

2. **Learning Activities:**

- a. Read assigned course material
- b. Class lecture/discussion
- c. Outside class assignments
- d. Quizzes/Exams as determined by instructor

3. **Equipment and Material:** Audio-Visual Aid and other material per instructor needs.

**B. Integration and Inclusion of Children with Special Needs**

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to:

- a. Describe the trends and issues in access to new technologies.
- b. Identify the issues in early intervention for children with disabilities.
- c. Describe curricula and instructional strategies that help some students with disabilities be successful in the general education classroom.
- d. Explain the proper classification and labeling of children with special needs.
- e. Discuss ways we can establish and maintain positive, collaborative relationships with other professionals and families, and work effectively as a member of a professional team.

2. **Learning Activities:**

- a. Read assigned course material.
- b. Class lecture/discussion.
- c. Outside class assignments.
- d. Quizzes/Exams as determined by instructor.

3. **Equipment and Material:** Audio-Visual Aid and other material per instructor needs.

**C. Family Role and Advocacy for Children with Special Needs.**

1. **Lesson Outcomes :** Upon successful completion of this unit, the student will be able to:

- a. Identify state and local agencies which support and/or advocate for families and children with special needs and discuss the ways in which they support the family and children with special needs.

- b. Discuss the effects of a child with a disability on the family and summarize the needs and challenges of families caring for children with special needs.
  - c. Explain the code of ethical conduct when working with families and children with special needs.
  - d. Summarize ESL and various cultures awareness of children and disabilities.
2. **Learning Activities:**
- a. Read assigned course material.
  - b. Class lecture/discussion
  - c. Outside class assignments.
  - d. Quizzes/Exams as determined by instructor.
3. **Equipment and Material:** Audio-Visual Aid and other material per instructor needs.

#### **D. Intellectual Disabilities**

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to:
- a. Define intellectual disabilities according to educational and medical models.
  - b. Explain the causations of intellectual disabilities.
  - c. Discuss the incidence rate of intellectual disabilities.
  - d. Identify who, when and how a diagnosis occurs for children with intellectual disabilities.
  - e. Summarize and discuss classroom strategies and technology resources for students with intellectual disabilities.
  - f. Research and/or review parent and teacher resources for children with intellectual disabilities.
2. **Learning Activities:**
- a. Read assigned course material.
  - b. Class lecture/discussion
  - c. Outside class assignments.
  - d. Quizzes/Examinations as determined by instructors.
3. **Equipment and Material:** Audio-Visual Aid and other course material per instructor needs.

#### **E. Learning Disabilities**

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to:

- a. Define learning disabilities according to educational and medical models.
- b. Explain the causations of learning disabilities.
- c. Discuss the incidence rate of learning disabilities.
- d. Identify who, when and how a diagnosis occurs for children with learning disabilities.
- e. Summarize and discuss classroom strategies and technology resources for students with learning disabilities.
- f. Research and/or review parent and teacher resources for children with learning disabilities.
- g. Discuss assessment practices professionals use with students with learning disabilities.
- h. Identify some of the psychological, behavioral and educational characteristics of learners with learning disabilities.

2. **Learning Activities:**

- a. Read assigned course material.
- b. Class lecture/discussion
- c. Outside class assignments.
- d. Quizzes/Examinations as determined by instructors.

3. **Equipment and Material:** Audio-Visual Aid and other course material per instructor needs.

**F. ADHD: Attention Deficit Hyperactive Disorder**

1. **Learning Outcomes :** Upon successful completion of this unit, the student will be able to:

- a. Define ADHD according to educational and medical models.
- b. Explain the causations of ADHD.
- c. Discuss the incidence rate of ADHD.
- d. Identify who, when and how a diagnosis occurs for children with ADHD.
- e. Summarize and discuss classroom strategies and technology resources for students with ADHD.
- f. Research and/or review parent and teacher resources for children with ADHD.
- g. Summarize the different types of medicines and therapies for children with ADHD.

2. **Learning Activities:**

- a. Read assigned course material.
- b. Class lecture/discussion.
- c. Outside class assignments.
- d. Quizzes/Examinations as determined by instructors.

3. **Equipment and Material**: Audio-Visual Aid and other course material per instructor needs.

## **G. Emotional Behavior Disorders**

1. **Learning Outcomes** : Upon successful completion of this unit, the student will be able to:
  - a. Define emotional and behavioral disabilities according to educational and medical models.
  - b. Explain the causations of emotional and behavioral disabilities.
  - c. Discuss the incidence rate of emotional and behavioral disabilities.
  - d. Identify who, when and how a diagnosis occurs for children with emotional and behavioral disabilities.
  - e. Summarize and discuss classroom strategies and technology resources for students with emotional and behavioral disabilities.
  - f. Research and/or review parent and teacher resources for children with emotional and behavioral disabilities.
  - g. Discuss the society perception of mental health and the issues that families face.
  - h. Discuss classroom behavior management strategies and Applied Behavior Analysis techniques.
2. **Learning Activities**:
  - a. Read assigned course material.
  - b. Class lecture/discussion.
  - c. Outside class assignments.
  - d. Quizzes/Examinations as determined by instructors.
3. **Equipment and Material**: Audio-Visual Aid and other course material per instructor needs.

## **H. Autism Spectrum:**

1. **Learning Outcomes** : Upon successful completion of this unit, the student will be able to:
  - a. Define autism spectrum according to educational and medical models.
  - b. Explain the causations of autism.
  - c. Discuss the incidence rate of autism and various theories of why the rate is increasing.
  - d. Identify who, when and how a diagnosis occurs for children with autism.

- e. Summarize and discuss classroom strategies and technology resources for students with autism disorders.
- f. Research and/or review parent and teacher resources for children with autism.
- g. Discuss some of the behavioral characteristics of autism spectrum disorders.
- h. Explain how the concepts of bullying in schools affect students in general and those with autistic spectrum disorders.

2. **Learning Activities:**

- a. Read assigned course material.
- b. Class lecture/discussion
- c. Outside class assignments.
- d. Quizzes/Examinations as determined by instructors.

3. **Equipment and Material:** Audio-Visual Aid and other course material per instructor needs.

**I. Communication Disorders (Speech and Language):**

1. **Learning Outcomes :** Upon successful completion of this unit, the student will be able to:

- a. Define communication disorders according to educational and medical models noting the difference between speech and language disorders.
- b. Explain the causations of communication disorders.
- c. Discuss the incidence rate of communication disorders.
- d. Identify who, when and how a diagnosis occurs for children with communication disorders.
- e. Summarize and discuss classroom strategies and technology resources for students with communication disorders.
- f. Research and/or review parent and teacher resources for children with communication disorders.
- g. Explain the role of the Speech Language Pathologist as a professional team member.

2. **Learning Activities:**

- a. Read assigned course material.
- b. Class lecture/discussion
- c. Outside class assignments.
- d. Quizzes/Examinations as determined by instructors.

3. **Equipment and Material:** Audio-Visual Aid and other course material per instructor needs.

**J. Deaf and Hard of Hearing:**

1. **Learning Outcomes** : Upon successful completion of this unit, the student will be able to:
  - a. Define both deafness and hard of hearing impairment according to educational and medical models noting the difference between the two disorders.
  - b. Explain the causations of deaf and hard of hearing impairments.
  - c. Discuss the incidence rate of both disabilities.
  - d. Identify who, when and how a diagnosis occurs for children with deaf and hard of hearing impairments.
  - e. Summarize and discuss classroom strategies and technology resources for students with deaf and hard of hearing impairments.
  - f. Research and/or review parent and teacher resources for children with deaf and hard of hearing impairments, including state schools.
  - g. Discuss the deaf culture, sign language and cochlear implants for children with hearing impairments.
  
2. **Learning Activities**:
  - a. Read assigned course material.
  - b. Class lecture/discussion.
  - c. Outside class assignments.
  - d. Quizzes/Examinations as determined by instructors.
  
3. **Equipment and Material**: Audio-Visual Aid and other course material per instructor needs.

**K. Blind and Low Vision Impairments:**

1. **Learning Outcomes** : Upon successful completion of this unit, the student will be able to:
  - a. Define blindness and low vision impairments according to educational and medical models.
  - b. Explain the causations of blindness and low vision impairments.
  - c. Discuss the incidence rate of blindness and low vision impairments.
  - d. Identify who, when and how a diagnosis occurs for children with blindness and low vision impairments.
  - e. Summarize and discuss classroom strategies and technology resources for students with blindness and low vision impairments and how these affect the classroom as a whole.
  - f. Research and/or review parent and teacher resources for children with blindness and low vision impairments.

- g. Discuss deaf-blindness and explain some unique educational considerations and/or problems it entails for both the classroom teacher and the student.

2. **Learning Activities:**

- a. Read assigned course material.
- b. Class lecture/discussion.
- c. Outside class assignments.
- d. Quizzes/Examinations as determined by instructors.

3. **Equipment and Material:** Audio-Visual Aid and other course material per instructor needs.

**L. Physical Impairments, Traumatic Brain Injury (TBI), and Other Health Impairments (OHI):**

1. **Learning Outcomes :** Upon successful completion of this unit, the student will be able to:

- a. Define physical impairments, TBI and OHI according to educational and medical models.
- b. Explain the causations and different types of physical impairments and OHI.
- c. Discuss the incidence rate of these different disabilities.
- d. Identify who, when and how a diagnosis occurs for children with some of the common types of impairments for these disabilities.
- e. Summarize and discuss classroom strategies and technology resources for students with physical, TBI and OHI types of disabilities.
- f. Research and/or review parent and teacher resources for children with these disabilities.
- g. Explain how everyday physical barriers pose difficulty for these children.

2. **Learning Activities:**

- a. Read assigned course material.
- b. Class lecture/discussion.
- c. Outside class assignments.
- d. Quizzes/Examinations as determined by instructors.

3. **Equipment and Material:** Audio-Visual Aid and other course material per instructor needs.