CDEC 2340

Instructional Techniques for Children with Special Needs

Spring 2025

INSTRUCTOR CONTACT INFORMATION

Instructor: Holli Lazard, M.Ed.

Email: hlazard@lit.edu

Office Phone:

Office Location:

Office Hours: See Starfish for Available Office Hours

CREDIT

3 Semester Credit Hours

MODE OF INSTRUCTION

Hybrid

COURSE LEVEL: Advanced

PREREQUISITE:

Childcare Administrator- Level II Certificate

COURSE DESCRIPTION

Exploration of development and implementation of curriculum for children with special needs

COURSE OBJECTIVES

Upon completion of this course, the student will be able to

- Understand developmental milestones and their variations in young children
- Recognize signs of developmental delays and disabilities in early childhood
- Collaborate effectively with families and multidisciplinary teams
- Apply evidence-based instructional strategies for young children with special needs

CORE OBJECTIVES

1. Describe adaptations necessary to the learning environment to accommodate each child with special needs

2. Differentiate guidance strategies for children with special needs

3. Develop instructional strategies using an Individual Education Plan (IEP) and an Individualized Education Family Service Plan (IFSP)

4. Demonstrate strategies for supporting families

REQUIRED TEXTBOOK AND MATERIALS

Require a laptop or device to allow you to access LIT Blackboard
All course materials will be provided at each face-to-face class time and on the Blackboard LMS system. It is mandatory that students access the Blackboard course a minimum of two a week for submission of discussion posts/journal entries/ quiz/assignments and for the reading/video course materials

ATTENDANCE POLICY

1. You must log into Blackboard and access this course a minimum of 2 times per week.

2. Cheating of any type will not be tolerated.

3. Late assignments will be accepted with a deduction as a late penalty. Students will receive a zero for assignments not completed.

4. If you wish to drop this course, you must drop it administratively. If you do not drop, you will receive an F for the course.

5. Internet usage- students are to use proper netiquette when participating in course email, assignment submissions and online discussions.

6. Class attendance and participation in the one day a week face to face class is expected. You have made a professional and academic commitment by registering for the course. Attendance is an essential part of that commitment and of the utmost importance!!

> if you must be absent, YOU are responsible for determining what was missed.

(exchange name & phone number w/a class member today!!)

> it is your responsibility to sign in when an attendance sheet is available.

> be in class prior to class beginning and remain until class is dismissed.

> schedule personal appointments/business matters around your class load

> if you are late for class, enter quietly, don't let door slam, don't talk on your way in,

AND take a seat near the door.

Drop Dates

This course adheres to the add/drop standards for each term as stated by Lamar Institute of Technology. For more details, refer to the https://www.lit.edu/student-success/2024-2025-college-calendar

STUDENT EXPECTED TIME REQUIREMENT

Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in class discussions.

Discussion Boards

Students are expected to participate in threaded Discussion Board topics. Participation is required in the discussion posts by responding to the thread, then posting engaging comments or questions to at least two other peers' posting.

Late Discussions will receive a grade reduction. I take late work for 4 days past the due date.

Response Times

I expect to respond to your emails within 24 hours. For the most expedited response, please email me directly, not in the message box contained in the course on Blackboard. All discussion posts/responses, homework, quizzes, and assignments are usually graded by the Monday of the next week.

Course Instructor Evaluation

Instruction as well as student performance is subject to evaluation. Procedures for instructor evaluation will be provided near the end of this course via email from Lamar Institute of Technology. Save a screenshot of your instructor's evaluation completion page and upload it to the appropriate spot for extra credit.

COURSE EVALUATION

Final grades will be calculated according to the following criteria: FP = Final Projects

The total of the Final Projects counts as your final exam grade.

Grading

Discussion posts 15%

video-reading quizzes 15%

Complete 6 case

studies

assignments 15%

journal entry 15%

Final Projects

FP 1 Reflection on competency 10%

FP 2 Reflection on competency 10%

FP 3 Create a resource guide for parents of children with developmental delays 10%

FP 4 Provide brochures or materials for other students to use in their resource guides 10%

Total = 100%

GRADING SCALE
90-100 = A
80-89   = B
70-79   = C
60-69   = D
0 – 59   = F

MAKE-UP WORK

Late Discussions and Assignments will receive a 25% grade reduction. I take late work for 4 days past the due date. Quizzes and Assignments/Projects will not be accepted late without consultation with the professor.

ACADEMIC DISHONESTY
Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at
http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty.

AI STATEMENT
Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignment appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own, original work, unless otherwise specified. Students should contact their instructor with any questions as to acceptable use of AI / ChatGPT in their courses.

TECHNICAL REQUIREMENTS
The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at https://lit.edu/online-learning/online-learning-minimum-computer-requirements. A

functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at Special Populations - Lamar Institute of Technology (lit.edu).

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand, and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

Remember this: Netiquette (Online Etiquette) Statement

GUIDELINES WHEN COMMUNICATING WITH OTHERS (EMAIL, DISCUSSIONS, BLOGGING, AND ETC.)

Always sign your names to any contribution you choose to make.

Be constructive in your responses to others in the class.

Do not use all caps (Doing so may be interpreted as shouting).

Re-read your postings before sending them.

Always think before you write. Respond respectably.

Use appropriate grammar and structure. Spell-check your postings.

Use short paragraphs focused on one idea.

ADDITIONAL COURSE POLICIES/INFORMATION

COLLEGE LEVEL WORK IS EXPECTED

o unless otherwise stated – all work is to be computer generated and double spaced.

o no make-up work will be assigned.

o if you use the LIT Learning Lab computers - save all your work on a USB device &

not to hard drive

o class time is NOT time to study and/or do course work for any class.

CLASSROOM ETIQUETTE:

> turn off all personal communication devices PRIOR to beginning of class period.

> remove cell phone and/or musical device ear buds from ears.

> courtesy is expected during question-and-answer time.

> remove sunglasses, hats, and/or caps.

> be respectful to others – profanity and/or obscene language may be offensive to some people – a difference of opinion is acceptable

Course Requirements

Because we will have guest speakers at our face-to-face classes, the topics each week may change in order to have time to meet with our guest speakers.

Date	Topic	Blackboard Assignments	Final Project Submission
Week 1	Orientation to CDEC 2340	Netiquette and Blackboard modules	
Week 2	Understand typical developmental milestones across physical, cognitive, social, and emotional domains.	Reading and video on Bright Futures Guidelines by the American Academy of Pediatrics Analyze video clips and identify milestones. Quiz on Reading/Video Discussion Post Journaling	**Complete competency evaluation. At the end of the 7th week, you will complete another one. Then submit both of them with a short statement of what you have learned.**
Week 3	Understanding Developmental Delays and Disabilities • Recognize potential developmental delays • Underlying causes • Characteristics of disabilities in early childhood (e.g., ASD, Down syndrome).	CDC Early Intervention Guidelines Watch and analyze video case studies of developmental delays.	
Week 4	Designing Inclusive Early Childhood Environments • Setting up an inclusive classroom for young children. • Adapting materials and toys for accessibility.	NAEYC Webinar on Inclusive Classroom Planning Design a model inclusive classroom layout.	

Week 5	Instructional Strategies • Explore intervention strategies for supporting children with developmental delays. • Implementing visual schedules and social stories.	Resource: ECTA Center offers strategies for early childhood intervention	
Week 6	Communication Strategies and Language Development • Supporting speech and language development. • Techniques for nonverbal communication (e.g., sign language, PECS). • Collaborating with speech-language pathologists (SLPs).	Design a language-rich activity for preschoolers.	**Final Project** **Create a resource guide for families. Submit it on Week 15 for your Exam grade.**
Week 7	Social-Emotional Development in Young Children • Encouraging emotional regulation and resilience. • Teaching social skills through modeling and play. • Addressing trauma and its impact on early development. • Promoting peer interactions and friendships Positive Behavior Supports in Early Childhood	CASEL Framework for SEL integration in early education. Develop a social-emotional learning (SEL) activity. Develop a behavior support plan for a hypothetical child	**Complete competency evaluation. At the end of the 7th week, you will complete another one. Then submit both of them with a short statement of what you have learned.**

	- Managing challenging behaviors in young children. - Strategies for positive reinforcement and redirection. - Implementing visual schedules and social stories.		
Week 8	Cognitive		
Week 9	Physical development	Write a 2-page essay summarizing key takeaways how you will apply this knowledge in future work.	
⬜Week 10	Childfind & IEP Role of observation in identifying needs.		
Week 11	Early Intervention & IFSP	Head Start's Inclusion Lab App for creating and implementing individualized plans	
Week 12	**Family-Centered Practices** - Engaging families in early intervention and education. - Understanding family dynamics and cultural considerations. - Building trust and effective communication with parents.	Early Intervention and Family Support (YouTube) Resource: ECLKC Family Engagement Resources emphasize collaboration Role-play a family meeting to discuss intervention plans.	Final Project: Complete this

Week 13	Speaker TBD	Discussion Post Journaling	
Week 14	Speaker TBD	Discussion Post Journaling	Submit your family resource folder.
Week 15	Speaker TBD	Discussion Post Journaling	