CDEC 2340

Instructional Techniques for Children with Special Needs

online
Fall 2025

INSTRUCTOR CONTACT INFORMATION
Instructor: **Sharon Kruger, M.Ed.**
LIT Email: skruger@lit.edu
Office Phone: **409-241-3163**
Office Location: MC 231
Office Hours: See Starfish for Available Office Hours

CREDIT
3 Semester Credit Hours

MODE OF INSTRUCTION
Hybrid-Online component face to face class is TBD face to face or virtual Blackboard Kaltura Collaboration

PREREQUISITE/CO-REQUISITE:
none

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

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

DROP POLICY
If you wish to drop a course, you are responsible for initiating and completing the drop process by the
specified drop date as listed on the Academic Calendar. If you stop coming to class and fail to drop the
course, you will earn an "F" in the course.

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.

Online students should expect to spend at least as much time in this course as in the traditional, face-to-
face class.

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 to 48 hours. All discussion posts/responses, homework, quizzes,
and assignments are usually graded by the day after the due date.**

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

Grading Policy and Evaluation

ASSIGNMENTS	% of total grade

discussion posts (complete on topic or incomplete)	**15%**
respond to discussion posts (complete on topic or incomplete)	
Assignments (Homework) written answers to questions about the reading	**10%**
Quiz: open book quiz **Quiz: video quizzes**	**15%**
Journal	**10%**
Project 1	**10%**
Project 2	**10%**
Project 3	**10%**
Project 4	**10%**
Project 5	**10%**
TOTAL	**100%**

Instead of taking a final exam, you will complete five projects (presentation) that will be submitted at different times during the semester.

A 90 to 100%
B 80% and less than 90%
C 70% and less than 80%
D 60% and less than 70%
F 0% and less than 60%

MAKE-UP WORK

> I take late work for 4 days past the due date at a 25% penalty. If you see that you cannot meet the due dates, please contact me before your work is late. Accommodation can be made for events beyond the student's control.

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.

You are responsible for the content of any work submitted for this course. Use of artifical intelligence (AI) to generate a first draft of text is permitted, but you must review and revise any AI-generated text before submission. AI text generators can be useful tools but they are often prone to factual errors, incorrect or fabricated citations, and misinterpretations of abstract concepts. Utilize them with caution.

For this online course: In your submissions: Clearly state whether an AI tool was used or not. Name the specific tool (e.g., ChatGPT, Grammarly). Provide specific and relevant examples. Double check your submission to ensure there are no factual errors from AI. Edit and personalize AI suggestions to show student's own thinking.

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.

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

CLASSROOM ETIQUETTE for attending hybrid <u>face to face sessions</u>:

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

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

> do not pass notes.

> do not eat candy and/or gum.

> clear off tabletop/desk AND be prepared to take notes.

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

> throw trash away before and/or after class – not during class

> 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.

> disruptive and rude behavior includes (but is not limited to!)

- going through day planner, purse, and/or backpack/yawning/stretching/tapping w/pen
- or pencil/crumpling up paper.

CLASSROOM ETIQUETTE for attending hybrid Kaltura <u>Collaboration virtual sessions</u>

>Log in a few minutes early to test your equipment (camera, microphone, internet connection), and have your course materials ready before class begins. This is important because punctuality and preparedness show professionalism and respect for the instructor and classmates, improving overall class flow.

>Unless instructed otherwise or you've made arrangements for privacy, turn on your camera during class. It helps build a stronger learning community and allows for better interaction. This is important because visual presence fosters accountability and engagement, and instructors can better gauge student understanding.

> Keep your microphone muted unless you're speaking. Background noise can disrupt the class for everyone. This is important because muting your microphone minimizes distractions and keeps the focus on whoever is presenting or leading the discussion.

> Use verbal or chat participation to ask questions, contribute to discussions, or respond to prompts. Passive attendance limits learning. This is important because active learning increases retention and helps instructors adjust pacing or clarify topics in real time.

> Wear appropriate clothing, use a neutral background (or a professional virtual one), and **avoid multitasking during class.** This is important because maintaining a respectful and distraction-free learning   environment supports a professional academic atmosphere.

Course Requirements

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.

Additionally, students are expected to:

- Log on at least three times a week – on different days in order to completely weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus;
- Participate in the weekly threaded discussions;
- Cheating will not be tolerated

If you find that you cannot meet the class's minimum discussion requirements, please contact your instructor as soon as possible.

You should expect to spend 8 – 12 hours per work actively engaged within this course.

Course Requirement

CDEC 2340 Instructional Strategies for Children with Special Needs Fall 2025

Throughout this course, during the Kaltura Collaborative Zoom sessions, we will have community members talk about providing services for young children with special needs and their families. It is very important that you attend these sessions. The dates will be posted on the Blackboard course.

Required Material:

The required readings and videos for this weeks' class are embedded in this learning module.

Weeks 1 and 2	**Instructional Strategies for Children with Special Needs – An Introduction** • Why monitoring children's development is important • Why you have a unique and important role in developmental monitoring • How to easily monitor each child's developmental milestones • How to talk with parents about their child's development The required readings and videos for this weeks' class are embedded in this learning module. Discussion post(s) Respond to discussion post(s) Assignment(s) Journal(s) Quiz on this week's material
Week 3	**Early Identification of Disabilities** Students will be able to notice early signs that a child may need extra help, know when to talk to their director, and understand how to guide families to the right professional, and understand the importance of letting professionals diagnose. The required readings and videos for this weeks' class are embedded in this learning module. Discussion post(s) Respond to discussion post(s) Assignment(s) Journal(s) Quiz on this week's material
Weeks 4-5	**Foundations of Inclusion**

You will be able to:
▪ Define inclusion and features of early childhood inclusion,
▪ Discuss the legal and policy foundations of inclusion,
▪ List research-based inclusion practices, and
▪ Identify actions that you might take to build a high quality inclusive program.
Objectives

The required readings and videos for this weeks' class are embedded in this learning module
Discussion post(s)
Respond to discussion post(s)
Assignment(s)
Journal(s)
Quiz on this week's material

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Weeks 6-7

Supporting Children with Communication and Language Challenges
By the end of this Learning Module you will be able to :
➡ Identify the differences and similarities of fluency disorder, communication disorder, language disorders, speech production disorders.
➡ Define echolalic behaviors.
➡ Define Total Communication Tools
➡ List several ways to support communication and language development in the early childhood classroom.
➡ List the benefits of using an Augmentative Alternative Communication Device.
➡ Identify the six phases of the Picture Exchange Communication System.
➡ Identify instructional strategies to use with children with Communication and Language Disorders.

The required readings for this weeks' class are embedded in this learning module.
Discussion post(s)   5
Respond to discussion post(s)   5
Assignment(s)   5
Journal(s)
Quiz on this week's material

Weeks 8-9

Supporting children with social and emotional challenges

In this learning module, students will learn practical strategies for supporting young children in an inclusive classroom, focusing on emotional regulation, social skills, peer interactions, and behavior management. The class will cover various techniques to help children manage their emotions, build positive relationships, and interact respectfully with their peers. This class will give you tools to create an inclusive, supportive classroom environment where every child can thrive emotionally, socially, and behaviorally.

Objectives

Students will be able to:

1. Identify **three ways to encourage emotional regulation and resilience** in children, including how to handle challenging behaviors in a way that supports their growth and well-being.
2. Recognize **three strategies for teaching social skills** using modeling, play, and visual aids and social stories to help children learn how to interact with others.
3. Discover **three strategies to support peer interaction and friendships**, creating an environment where all students feel included and valued.
4. Learn **three ways to use positive reinforcement and redirection** to guide children toward better behavior in the classroom.
5. Understand **three strategies for supporting appropriate behavior** through calming or self-regulation techniques for children with sensory processing needs.

The required readings for this course are embedded in this learning module.

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)

Quiz on this week's material

Weeks 10 - 11

Supporting children with IDD (Intellectual Developmental Delays)

Lesson Description:

In this lesson, students will explore Intellectual and Developmental Disabilities (IDDs) and their impact on cognitive functioning, adaptive behavior, and developmental milestones. Students will learn about common conditions such as Down Syndrome, Fragile X Syndrome, and Fetal Alcohol Spectrum Disorders. The lesson will emphasize the importance of recognizing developmental milestones to support young children and their families. Additionally, students will gain an understanding of person-first language, promoting respect and inclusiveness when building a rapport with individuals with disabilities.

Objectives:

1. Identify and describe common intellectual and developmental disabilities, including their causes and characteristics.
2. Explain the role of developmental milestones in monitoring children's growth and supporting early intervention.
3. Understand the importance of person-first language and how it promotes dignity and respect for individuals with disabilities.
4. Recognize the caregiver's role in observing and communicating developmental concerns to families and healthcare professionals.

The required readings and videos for this week's class are embedded in this learning module.

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)

Quiz on this week's material

Weeks 12-13

Young Children with Physical, Vision or Hearing Differences
Learning module description:
This course is about people who experience the world in different ways due to physical, visual, or hearing differences. Students will learn what these impairments mean, how they affect people's daily lives, and—most importantly—how to be kind, respectful, and inclusive. Through real-life examples, videos, hands-on activities, and discussions, this course helps students become allies and provide accommodations for everyone.

⊙ Learning Objectives
By the end of this course, students will be able to:
- Define and identify different types of physical, visual, and hearing impairments.
- Understand common assistive tools like prosthetics, wheelchairs, hearing aids, and sign language.
- Describe how conditions like cerebral palsy, cataracts, and deafness impact people's lives.
- Demonstrate respectful and inclusive communication with peers who are differently abled.
- Apply empathy, inclusion, and person-first language in real-life situations.
- Reflect on how to make classrooms and communities more accessible.

The required readings and videos for this week's class are embedded in this learning module.
Discussion post(s)
Respond to discussion post(s)

Assignment(s)
Journal(s)
Quiz on this week's material

Weeks 14 & 15   **Reflections on course material**
             Due Week 15: **Family Resource Tool kit (portfolio)**
             Due Week 15 --- End of course Self-Assessment Survey