

Children with Special Needs (CDEC 1359)



Credit: 3 semester credit hours (3 hours lecture)

Prerequisite/Co-requisite: N/A

Course Description:

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.

Required Textbook and Materials:

1. *An Introduction to Young Children with Special Needs* by Richard M. Gargiulo & Jennifer L. Kilgo, 4th edition. Wadsworth Cengage.
 - a. ISBN number is 978-133-95920-5
2. A package of #882 Scantrons and #2 pencils.

Course Objectives:

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

1. Summarize causes, incidences and characteristics of exceptionalities related to the domains of development.
2. Discuss current terminology and practices for intervention strategies.
3. Identify appropriate community resources and referrals for individual children and families.
4. Review legislation and legal mandates and their impact on practices and environments.
5. Explain the role of advocacy for children with special needs and their families.
6. Identify materials and resources, including current technology, to support learning in all domains for each and every child.

Course Outline:

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| A. Perspectives, Policies & Practices: | 3. Prevalence of Children w/Special Needs |
| 1. Foundation of Special Education | 4. Importance of ECSE |
| 2. Origins of Early Childhood Special Ed | C. Family-Based ECSE Services |
| 3. Compensatory Education Programs | 1. Historical Perspective |
| B. Context of Early Childhood Special Education (ECSE) | 2. Changing American Family |
| 1. Definitions & Terminology | 3. Family Systems Theory |
| 2. Litigation & Legislation | 4. Family Professional Partnerships |

- D. Assessment of Young Children w Special Needs
 - 1. Assessment Purposes, Procedures & Types
 - 2. Considerations & Cautions in Assessment of Young Children
 - 3. Purposes of Assessment in ECSE
 - 4. Screening Young Children
- E. Delivering Services to Young Children with Special Needs
 - 1. Inclusive Learning Environments
 - 2. Service Deliver Models
 - a. Home Based Programs
 - b. Center Based Programs
 - 3. Professional Teaming & Collaboration
 - 4. Transition
- F. Curriculum for Young Children with Special Needs Curriculum for
 - 1. Historical, Legislative, & Philosophical Influences on Curriculum
 - 2. Theoretical Influences on Curriculum Development
 - 3. Curriculum Models
- F. Designing Learning Environments for Young Children With Special Needs
 - 1. Organizing the Learning Environment
 - 2. Creating Activity Areas or Learning Centers
 - 3. Outdoor Learning Environments
 - 4. Selecting Learning Materials
- G. Adapting Learning Environments for Young Children with Special Needs
 - 1. Cognitive Delays/Disabilities
 - 2. Autism Spectrum Disorders
 - 3. Communication Delays/Disabilities
 - 4. Sensory Impairments: Vision
 - 5. Sensory Impairments: Hearing
 - 6. Physical/Medical Delays/Disorders
- H. Intervention & Instructional Strategies
 - 1. Teacher Mediated Strategies
 - 2. Peer Mediated Strategies
 - 3. Routine Based Strategies
- I. Contemporary Issues & Challenges
 - 1. Celebrating Cultural Diversity
 - 2. Emerging Populations of Young Children with Special Needs
 - 3. Contemporary Issues in ECSE

Grade Scale:

900 – 1000	A
899 – 800	B
799 – 700	C
699 – 600	D
599 - 0	F

Course Evaluation:

Final grades will be calculated according to the following criteria:

1. 3 Tests	30%
2. Research Paper & Review	20%
3. Introductory Assignment	10%
4. Video Review	10%
5. Attendance & Participation	10%
6. Summaries of Tour/Speakers	20%

Course Policies:

1. No food, drinks, or use of tobacco products in class.
2. Beepers, telephones, headphones, and any other electronic devices must be turned off while in class.
3. Do not bring children to class.
4. No late assignments will be accepted.
5. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.
6. Additional class policies as defined by the individual course instructor.

Disabilities Statement:

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building. You may also visit the online resource at <http://www.lit.edu/depts/stuserv/special/defaults.aspx>

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 or obtained in print upon request at the Student Services Office. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.