LOS ANGELES MISSION COLLEGE
CHILD DEVELOPMENT 45: Programs for Children with Special Needs II
Fall 2012 Joyce Gronewold

Section # 3093
Wednesday, 15:30 – 18:40pm (3:30 – 6:40pm)
CCDS 201

Office Hours: Wednesdays 2:30 – 3:30 pm, adjunct office CCDS
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Course Description (3 units)
This course is designed for students interested in working with children with special needs from preschool through school age. It will include a study of various programs, legislation, characteristics of various exceptionalities and educational implications. Observations in schools will be required.

Student Learning Outcomes	College GE SLO	Assessment Method
Students will utilize knowledge of disabilities to design an instructional program and environment that matches a child's learning styles and special needs.	Problem Solving	Observation/ Case Study
Students will summarize historical perspective, legal mandate of the special education movement as it relates in present trends, issues and practice.	Written and Oral Communication	Examination Question/ Book Report/ Current Events
Students will compare and contrast characteristics in children with special education needs which determine eligibility for services	Written and Oral Communication/ Problem Solving	Examination Question/ Observations

Course Objectives:
Upon completion of this course students will have an understanding of, or be able to apply, the following principles and concepts. Upon successful completion of this course, students will be able to:

1. Identify and discuss the major trends/issues of special education;
2. Discuss major approaches to prevention of disabling conditions and implications of early identification;
3. Identify major agencies and community resources for services for children with special needs;
4. Compare and contrast different styles and modalities of learning;
5. Analyze underlying causes of disabilities: organic, environmental and the transaction between the two;
6. 6. Describe and discuss modification and accommodation of curricula and classroom environments when including students with disabilities into the general education setting;
7. Understand the legal mandate and understand the development to fhte Individualized Education Program;
8. Identify programs and service options available for children with special need from 3 through age 21;
9. Discuss the implications of a child with disabilities on families – using family systems approach;
10. Identify and describe the various categories of disabilities as outlined by federal legislation;
11. Identify the common acronyms used to identify students with special needs and services and programs in special education;
12. Identify and discuss the education implications of disabilities – specific learning disability, mental retardation, multiple disabilities, vision impairment, hearing impairment, behavior disorder, autism, traumatic brain injury, orthopedic impairments, other health impairments and communication disabilities;
13. Observe and analyze children's behavior and make accommodations in activities, environment, curriculum as necessary, and
14. Increase ability to work as member of transdisciplinary team to provide an effective educational program for each student.

Attendance:
Los Angeles Mission College attendance policies will be respected. Students will be expected to attend and participate in each class session. Students are responsible for all material and information presented during class sessions. The student is individually responsible for completing all necessary paper work with the appropriate office should he/she need to drop, withdraw, add or be reinstated to the class. Attendance and participation will be included in determining each student's final semester grade.

Text:
Kirk, Samuel, Gallagher, James J., Coleman, Mary Ruth and Anastasiow, Nick. Educating Exceptional Children. Boston, Mass. Houghton Mifflin Harcourt Publishing Company..

Collection of Handouts

Assignments:
Only assignments of the highest quality will be accepted. Written work must be ink. All assignments must be turned in on the assigned date. NO LATE ASSIGNMENTS WILL BE ACCEPTED WITHOUT PRIOR APPROVAL OF THIS INSTRUCTOR.

Students with special learning needs are expected to confer with this instructor to arrange for possible adaptations of assignments or accommodations. Arrangements must be agreed upon by student and instructor prior to the due date of first assignment.

Reaction Paper or Book Report	30 points
Observation	75 points
Community Resource Binder	75 points
Disability Awareness Project	75 points
Midterm	50 points
Final Exam	75 points
Attendance/Participation	20 points
Total	400 points

Grading:
90% 360-400 points = A
80% 320-359 points = B
70% 280-319 points = C
60% 240-279 points = D

Description of Assignments

1. Reaction Paper or Book Report
   a. Assume as disability, and go out in the community for one hour.
   b. Write a paper about your experiences. Describe your experiences, the reaction of others, and your reaction to the experience. Explain how this experience will be beneficial in working with children with disabilities.

   OR

   a. Read a book about someone with a disability.
   b. Write a paper which BRIEFLY describes the disability and it's effect on the persons life. Explain how this information will be beneficial in working with children with disabilities.

2. Observation Report
   You will receive a form to fill out. Observe a child with special needs for one hour. This MUST be a child who has been IDENTIFIED as having special needs. If possible, observe the child in a school or structured setting.

3. Community Resource Binder
   Find and describe resources in the community that would be useful for children with special needs and their families. I will give you a format to use. At least 50% of your resources must be local.

4. Disability Awareness Project (Group Activity)
   Your group will create an activity to educate the general education child about a specific disability. This activity will be presented to the class. Your presentation should be a hands-on activity and should be no longer than 10 minutes.

5. Midterm/In Class Final
   The tests for this class will include multiple choice, true and false, short answer and matching questions.

SCHEDULE

Date	Topic/Assignment	Reading
8/29	Introduction/Syllabus/Special Education	
9/5	Legal Mandate/Historical Perspective	Chapter 1,2
9/12	Working with Families, Categories	Chapter 3
9/19	Assessment/Identification/IEP process	
9/26	**Reaction Paper or Book Report Due** Students with Learning Disabilities	Chapter 4
10/3	Students with Emotional and Behavioral Disorders	Chapter 6
10/10	**Observation Due** Students with Intellectual Disabilities	Chapter 5
10/17	Students with Attention Deficit/Hyperactivity Disorder	Chapter 6
10/24	**Midterm** Students with Autism Spectrum Disorder	Chapter 8
10/31	Students with Communication Impairments	Chapter 7
11/7	**Disability Awareness Project Due (In Class Presentations)**	
11/14	Students with Hearing Impairments	Chapter 10
11/21	Students with Vision Impairments	Chapter 11
11/28	**Community Resource Binder Due** Students with Physical Disabilities, Health Impairments and Multiple Disabilities	Chapter 12
12/5	**In Class Final**	
12/12	Last Class	