

LOS ANGELES MISSION COLLEGE/ SPRING 2013

Bilingual Course: CD45 PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS II

Section #3188 Day/Time: TH:3:30 PM to 6:40 PM

Assistant Professor: Gloria San José Daims, M.S.

Email: daimsgs@lamission.edu Office & hours: CCDS 213 Mondays: 3:20 PM to 4:20 PM Tuesdays: 11:10 to 3:10 pm Wednesdays: 3:25 pm to 4:00 PM or by previous appointment)

Course Syllabus

Prerequisites: None /Lecture 3 hours

REQUIRED TEXTBOOKS: 1) EDUCATING EXCEPTIONAL CHILDREN, 13th Edition, Kirk/Gallagher/Coleman/Anastasiow , ISBN10: 0-495-91360-X, ISBN13: 978-0-495-91360-3 AND 2) CD45/44 Collection of Handouts /Daims Spring 2011

Course Description:

Bienvenidos/as al curso CD45! Welcome to CD45! This course is an overview of programs providing special education services for children with exceptional needs focusing on preschool through school age. It will include a study of various programs, legislation, characteristics of various exceptionalities and educational implications. Observations in schools is required.

Format:

The class structure demands regular, consistent attendance and active participation. There will be frequent in class- activities, critical reflection and discussion on class readings. Videos, small/large group discussions will be used to understand the study of children with exceptional needs. **It is your responsibility to communicate with instructor, regarding understanding of the course/materials and professional or personal obstacles that may be have an effect on your coursework.**

Es su responsabilidad el comunicarse con el instructor, referente a la comprensión del curso y materiales. No dude en comunicar cualquier obstáculo personal; o profesional que crea pueda afectarle en esta clase.

☺☺☺Cell phones cannot ring or be used during class or testing. Cells are OK in silent vibrator modes. **Talking on the phone while inside the classroom is NOT ALLOWED. Thank you!!!! ☺☺☺**

Class schedule

The time set for each chapter and schedule of assignments is tentative and may change. Changes to the schedule may be made and when necessary. Any changes will be announced in class and it is your responsibility to keep abreast of them. **There are no make-ups for any exams.**

Accommodations:

Students with a verified disability who may need a reasonable accommodation for this class are encouraged to notify the instructor AND contact the Disabled student program Services (DSPS) Instructional Building Room 1018 Ph: 818/364-7732 or 818/364-7861 (TDD) as soon as possible. All information will remain confidential.

Financial Aid is available! Call (818) 364-7648

Go to the Financial Aid Office in the Student Services Annex of the Instructional Building Website address: <http://www.lamission.edu/financialaid/>

Course Content

- Legal Mandates/Laws & Special Education
- IEP & IPP
- Professional, Legal and Ethical Practices
- Instructional Settings; Inclusion, mainstream, Special Day Class, LRE
- Trends and issues In Special Education
- Programs and Options; Agencies (Regional Center) , Community Resources (R&Rs), Transitions to workforce/job training
- Low Incidence Disabilities (DHH, VI, OH)
- Learning Modality Differences , Intellectual differences (including gifted)
- Diverse learning styles
- Behavioral Differences, Behavior Change Programs , ABA, DTT, TEACCH, Floortime
- Communication Differences: Alternative and Augmentative
- Communication, Visual Communication Systems, PECS
- Health Differences, Autism Spectrum Disorder: ADHD/ADD, Multiple Disabilities
- Adaptations: Modifications and Accommodations of curriculum and environment. Encouragement of developmental play behavior
- Family Systems Theory
- Advocating for children/family rights/ Empowering families, self advocacy
- Cultural Expectations & Special Needs

Student Learning Outcomes(SLO'S)

1. Students will conduct observations of children with disabilities. Based on the observations, students will identify areas of need.
2. Students will conduct observations of children with disabilities. Based on the observations, students will assess support required.
3. Students will conduct observations of children with disabilities. Based on the observations, students will identify and evaluate available referrals

- Explain the legal mandate and the development of the IEP and IFSP
- Describe the various categories of disabilities outlined by Federal legislation
- Evaluate children's behavior and make accommodations in activities, environment, curriculum as necessary

- Propose modifications and accommodations of curricula and classroom environments in an inclusive setting.
- Identify programs and service options available for children with special needs from birth through age 21
- Discuss major approaches to prevention of disabling conditions and implications of early identification and early childhood special education.
- Assess children's behavior and make accommodations in activities, environment, curriculum as necessary
- Demonstrate the use of effective verbal and written communication skills to actively collaborate with families in an ongoing and positive manner to support each child's development
- Demonstrate awareness of sociocultural and linguistic factors that influence perceptions of disability, quality of life, and services for children with disabilities and their families

COURSE OBJECTIVES:

- Examine the legal mandate and the development of the Individualized Education Plan and Individualized Family Service Plan.
- Describe the various categories of disabilities outlined by Federal legislation
- Examine the developmental assessment process and its role in identifying, planning and intervening for a young child with exceptional needs and his/her family.
- Differentiate the common acronyms used to identify students with special needs and services and programs in special education and early intervention
- Demonstrate ability to work as a member of a trans-disciplinary team to provide an effective educational program for each child.
- Evaluate children's behavior and make accommodations in activities, environment, curriculum as necessary
- Propose modifications and accommodations of curricula and classroom environments when including children with exceptionalities into the general education class.
- Examine the major trends and issues in special education.
- Compare programs and service options available for children with special needs from birth through age 21
- Collect information about major agencies and community resources for services for children with special needs
- Examine the various categories of disabilities outlines by Federal legislation
- Compare major approaches to prevention of disabling conditions and implications of early identification and early childhood special education.
- Differentiate the common acronyms used in the field of early intervention and special education.
- Analyze underlying causes of disabilities: organic, environmental and the transaction between the two.
- Examine and discuss the educational implications of children with disabilities.

- Assess children's behavior and make accommodations in activities, environment, curriculum as necessary
- Examine and discuss the educational implications of children with disabilities.
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- Assess children's behavior and make accommodations in activities, environment, curriculum as necessary
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- Examine and discuss the educational implications of children with disabilities.
- Assess children's behavior and make accommodations in activities, environment, curriculum as necessary
- Evaluate modifications and accommodations of curricula and classroom environments when including with disabilities into the general education class.
- Analyze the implications of a child with disabilities on families----using family systems approach
- Demonstrate the use of effective verbal and written communication skills to actively collaborate with families in an ongoing and positive manner to support each child's development
- Relate sociocultural and linguistic factors to perceptions of disability,

OBSERVATION CHILDREN WITH EXCEPTIONAL NEEDS/ CLASSROOM / (4 to 4 1/2 pages long)

You will need to observe a special needs classroom. Inclusive classroom or center based/clinic that serves preschoolers or elementary school children with special needs. Plan to spend **one hour** in the classroom observing the children and environment. Instructor will provide a list of special education centers and or center based sites.

Due to confidentiality reasons, personal identifying information about the children such as name, last name or address should not be typed on the report. Use a fictional name or just initials when referring to the child being observed on your report. Remember that you will be doing an observation and you will not interact with the child or adult. If the child approaches just be polite and tell her/him that you are working and you cannot play or talk. Remember to record objective information. Do not try to interpret, judge or make comments about the child's or

adult's behaviors. Please use question and answer format to write your paper.
Type each question and answer the following questions:

GENERAL INFORMATION

- **Date & Time of the observation:**
- **School Name and Room Number:**
- **Address:**
- **Phone:**
- **Start Time: Ending time:**
- **Number of children in the classroom:**
- **Grade/Level/Ages:**
- **Type of Exceptional needs of the children observed:**
- **Number of Adults and /or teachers present:**
- **Number of children present:**

A. Gross Motor development: 1) How do the children move around the classroom? (wheelchairs, crutches..) 2) How do the children explore the environment? Provide TWO examples of behaviors being observed reflecting this skill.

B. Fine motor skills: 1) How do the children use their fine motor skills? Provide Two specific examples of behaviors being observed reflecting this skill. Any adaptive materials?

C. Cognitive skills: 1) How do the children solve problems? Provide TWO examples of behaviors being observed reflecting cognitive skills.

D. How might the child's environment influence the child's behaviors? (loud noises, calm environment, non familiar people, short transition time, etc..) Provide TWO specific examples.

E. Language: Expressive skills: 1) How do the children express their wants and needs? (expressive language) Provide ONE example of behaviors being observed reflecting this skill. 2) **Receptive skills:** How do the children understand others? Provide ONE example of behaviors being observed reflecting this skill

F. Social/Emotional: 1) How and when does the adult initiate interactions with the children? Provide TWO examples of behaviors being observed reflecting this interaction..

2) How often do the children communicate talk to the adult and/or teacher? Provide TWO examples of behaviors being observed reflecting this interaction.

3) **Describe** the interactions among children. Use TWO examples to support your observation

G) Environment: Describe any special adaptive equipment observed in the classroom or any accommodations that were implemented during your observation.

H) Briefly explain your personal impression about the classroom observed. (what did you like or did not like. Why?)

SMALL GROUP PROJECT/ORAL PRESENTATION: CASE STUDY: PROGRAM ADAPTIONS AND CURRICULUM:

Information for this project will be given in class

Testing Course Requirements Grade Point values

• Two Exams 25 points each.	50
(Involve true/false, fill in, multiple choice questions and /or short/long essay questions reg. videos and class content)	
• Class Observation	20
• Program Adaptations/Group project /Presentation	10
• Participation &Attendance	20
• Each missed class/participation will receive 4 point deduction	
Total points you can earn	100

90-100 (90-100%) = A

80-89(80-89%) = B

70-79 (70-79%) = C

60-69 (60-69%) = D

0-59 (0-59%) = F

3 points extra credit for each paper (observation papers.) will be given to those students who use the writing /tutoring at the LEARNING CENTER on campus or child development tutoring center. Please request proof of your service from the tutor at the tutoring center which will need to be attached to your observation paper

3 points extra credit for attending a conference related to special education. One page summary of the conference needs to be presented and proof of attendance needs to be attached to the paper.

Cheating and Plagiarism will not be tolerated. During exams all books and papers are to be stored out of sight. **Plagiarism:** Representation of expression or ideas from either published or unpublished work(s) as students own. People who do not adhere to these guidelines will be subject to instructor and college disciplinary action (please refer to LAMC policy on Academic dishonesty on college catalogue)

I care about your learning material, getting a good grade, and have a positive experience!!! Your class participation is very valuable and always appreciated. Students and teachers benefit from each other's feedback and experiences.

No absence excuses a student from making up work missed. **Students must contact a fellow student to find out about the material covered during the class and any assignments due. Trade names and phone numbers with two other students in case you miss a class and need lectures notes.** You are not competing in class. Help each other!!! Always contact the instructor when you need help(contact info is stated above). According to LAMC policy, you are expected to attend very meeting of all classes for which you are registered. Please follow LAMC standards of conduct, Class attendance is essential for understanding and comprehension of the material. ****Being late or leaving early account for half and absence. If you need to leave early please let me know.****be on time , do not leave early, stay up to date with the assignments, do not miss Quizes/assignments, ask questions and seek help from the instructor as necessary. **THERE WILL NOT BE MAKE UP EXAMS!**

MAKE SURE YOU SIGN THE ATTENDANCE ROSTER EACH TIME YOU ATTEND AND STAY IN CLASS.It is the student's responsibility to process "adds", "drops", etc in timely manner. **Failure to process "drops" so may result in a grade of "F" in this class.** **If you decide to drop the class it is important to follow the proper procedures in order to avoid getting an "F" in the class.** There are some useful numbers on campus: general campus 818-364-7600 Library x7106 Learning center x7756 Admission & Records 818/833-3322 Bookstore 818/ 364-7768 Campus sheriff x818-364-7843 (or free from campus pay phones: hit *11)

CHILD DEVELOPMENT ASSIGMENTS/RUBRIC

CONTENT AND DEVELOPMENT: 50%

- Student responds to all questions and provides examples related to the topic as needed.
- The student seems to be writing from own knowledge or experience.
- All sources used for quotes and facts are credible and cited correctly

ORGANIZATION: 25%

- Writing is presented in a logical order and the way is presented or introduced keeps the interest of the reader.

LANGUAGE USE & FORMAT: 25%

- Paper is neatly typed with no distracting corrections. **Double space.**
- All questions and answers are typed.
- All sentences are well-structured.
- Correct word usage.
- No grammatical spelling or punctuation errors
- Paper is stapled and pages are numbered

General guidelines for typed written assignments:

<ul style="list-style-type: none"> ✓ Computer generated ✓ <u>Underline questions</u> <ul style="list-style-type: none"> ✓ 12 point font ✓ Double space ✓ <u>Include a title page.</u> Title page includes the following: Title of assignment, name of course, instructor's name, student's name, section number, hour & day of class, date.

******Failure to do the above will bring point deductions******

COURSE CALENDAR/CHILD DEVELOPMENT 45, Spring 2013

<u>DATE-2013</u>	<u>Topics/Assignments</u> <u>*You need to complete the assigned readings PRIOR to the lecture.</u>
02/07	Introduction. Certificates. Permits. Syllabus. What's Special Education?
02/14	1. Children with Exceptionalities and Their Families NEXT WEEK BRING A SCARF OR BANDANA TO CLASS!
02/21	Did you bring a scarf or bandana? Ch.2 Exceptional Children & Social Institutions. Bring name of the school you will be observing for approval.
02/28 NO CLASS	NO CLASS/ Instructor attending conference Day to work on your school observation!
03/07	Ch 3. Early Intervention& Support services
03/14	Ch. 4 Children with learning disabilities
03/21	Ch. 5 Children with Autism Spectrum Disorders.
03/28 NO CLASS	NON INSTRUCTIONAL DAY
04/04 NO CLASS	SPRING BREAK /NO CLASS
04/11	Ch. 6. Children with Intellectual and Developmental Disabilities. Review for midterm exam Class Observation paper is due today!!! Share observations in small groups! Assignment program adaptations will be given today! Make groups of 5 students! Time to work with your group
04/18	Ch. 7 Children with Emotional and Behavior Disorders Midterm exam is today! Ch 1 to 6 Ch.8 Children with Communication, Language, and Speech Disorders. Time to work with your group to prepare class adaptations!
04/25	Presentations class adaptations! Ch. 9 Children with special gifts and talents
05/02	Ch.10 Children with Deafness or Hearing Loss.
05/09	Ch. 11 Children with visual impairments.
05/16	Ch. 12 Children with Physical Disabilities, Health Imp. Multiple disabilities Review for final!
05/23	Final exam Ch 7 to 12 In class activity/Video
5/30	Get your scores! Q& A Have a great summer!
	Finals week/Questions & Answers/ Have a great summer!!

GRADE RECORD**NAME**

Exams will be returned to the instructor after the student has seen the grade. Use this sheet to record and track your progress throughout the semester.

Number of absences(leaving early/ arriving late counts as half absence;
_____):

Exam 1- _____

Exam 2 – _____

Class Adaption Presentations _____

Class behavioral Observation _____

Participation _____

Extra credit? _____

Total semester points _____

90-100 (90-100%) = A

80-89(80-89%) = B

70-79 (70-79%) = C

60-69 (60-69%) = D

0-59 (0-59%) = F

