

Course: CHDEV-11 The Young Child with Special Needs

Instructor: Meredith Mathias, M.S., P.P.S, School Psychologist

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Zoom meeting time: Tuesday 6:30-7:30

(9-week on-line class)

How to contact me

Email- meredith.mathias@reedleycollege.edu

Send a message on Canvas

Respond to the Q & A discussion board on Canvas

You can send an email anytime, send a message anytime on Canvas, and respond to the Q & A discussion board anytime.

Please just give me 24 hours to respond to your messages.

Course Description- In this class you will learn about the history of how the field of special education and early childhood special education formed, the rights of families and children with special needs, and will also learn about various special needs and how to support children with these special needs.

Course Outcomes:

In the process of completing this course, students will:

Student Learning Outcomes: Upon completion of this course, students will be able to: *Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.

* Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.

* Collaborate with families and community members in supporting inclusion of children with special needs.

Attendance and Drop Policies-

If you are enrolled and do not complete the first module (Ice Breaker and Introductions) within the first 2 weeks as well as our first Zoom meeting which will be the first week of class you will be dropped after those first 2 weeks of class.

Attendance with our weekly Zoom meetings are especially important to receive information and clarity about assignments, class topics, and to give us a sense of class community as we will be able to share ideas and thoughts with each other. So, attendance will be kept track of during our Zoom meetings.

Late Work Policy-

Each assignment and discussion boards are due 2 weeks after it is assigned.

My first commitment to this class is to make sure all my students understand the assignments and discussion boards and that you know I am there to assist you if you are having difficulty.

With that said if you are having problems with an assignment or a discussion board or are just having a difficult time being able to turn it in please contact me and I can work with you.

If I do not hear from you that you may be struggling with the assignment or discussion board and you do not turn it in within the 2 weeks after it was due you will only be able to get 50% of the points that the assignment or discussion board were worth. Examples if the assignment is worth 20 points the maximum amount of points you will get are 10 points. If the discussion board is worth 50 points that maximum amount of points will be 25.

For quizzes and exams I give a week to complete them, if you miss the due date the quiz and exam will be closed to you. You will have to contact me to explain why it was missed, and I will only reopen it for 2 days for you to complete it.

Grading Policy:

15 quizzes at 20 points each=300 points

1 Reflective Paper= 150

15 Assignments/Discussions 10 points each= 150

Grading Distribution:

Grade	Points
A	500-600
B	400-499
C	300-399
D	200-299
F	0-199

ACCOMODATIONS

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.), per the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act, please contact me ASAP. I am happy to work with students to ensure and support your academic success.

Having Problems?

If at any time you find you are having trouble succeeding in this course, whether because of a change in your life circumstances or because of something you do not understand about the material, please see the instructor. There are several services available to assist Reedley College students in succeeding in their coursework.

Academic Dishonesty

Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a profoundly serious offense and will incur serious consequences.

Cheating

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

Plagiarism

Plagiarism is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on

Cheating and/or plagiarism will not be tolerated. A student will receive no credit for the assignment if in the opinion of the instructor the individual has cheated.

Accommodations for Students with Disabilities:

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

Changing Syllabus Statement:

This course syllabus is equivalent to a contract between the instructor and the student. However, the information in this syllabus is subject to change at any time during the semester. All changes will be stated on Canvas and students are responsible for noting such changes.

Important Dates Spring 2021 Semester

January 11, 2021 (M) Instruction Begins

January 18, 2021 (M) Martin Luther King, Jr. Day observance

February 12, 2021 (F) Lincoln Day observance

February 15, 2021 (M) Washington Day observance

March 9, 2021 (T) Final and last day of class

March 15, 2021 CD 16 short term class begins

March 29 – April 2, 2021 (M-F) Spring recess [classes reconvene April 5]

May 21, 2021 (F) End of spring semester/commencement

Weekly Class Schedule

Section 0: Course Introduction

Learning Unit 0: What do you know about Special Education? (Week 1)

Section 1: History of Special Education and Early Intervention

Learning Unit 1: The influencers of Special Education. (Week 1)

In the process of completing this course, students will be able to:

** Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.*

Section 2: Meeting the needs of our exceptional learners

Learning Unit 2: Parents Rights and Infant/preschool special education services. (Week 2)

Section 3: Diversity in Special Education

Learning Unit 3: Multicultural and Bilingual aspects of Special Education. (Week 2)

Section 4: Supporting parents and families with an Exceptional Child

Learning Unit 4: Reflective practice, collaboration, and having a relationship-based program. (Week 3)

In the process of completing this course, students will be able to:

* Collaborate with families and community members in supporting inclusion of children with special needs.

Section 5: Learning about Developmental Disabilities

Learning Unit 5: Learners with Intellectual Disability. (Week 3)

Learning Unit 6: Learners with Learning Disabilities. (Week 3)

Learning Unit 7: Learners with Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder. (Week 4)

Learning Unit 8: Learners with Emotional Disorder and Behavioral Disorders. (Week 5)

Learning Unit 9: Learners with Autism Spectrum Disorder. (Week 6)

Learning Unit 10: Learners with Communication Disorders. (Week 7)

Learning Unit 11: Learners who are Deaf and Hard of Hearing and Learners who are Blind or have Low Vision. (Week 7)

Learning Unit 12: Learners with low-incidence, multiple, and physical disabilities, and health impairments. (Week 8)

Final (Week 9)

In the process of completing this course, students will be able to:

What are possible causes, what does it look like, how does this student become eligible for special education services, and possible interventions.

*Critically analyze various exceptionalities and conditions of children and identify interventions based on the developmental continuum.