

**MAYLAND COMMUNITY COLLEGE  
Welcomes You To:**

**EDU 221, Section CA  
Children with Exceptionalities  
Credit Hours: 3      Contact Hours: 3**

**Spring 2007**

**Course Description**

This course, based on the foundation of typical development, introduces working with children with exceptionalities. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the learning environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, and collaborate with families and professionals to plan, implement, and evaluate inclusion strategies.

**Prerequisites:** EDU 144, 145

**Corequisites:** None

**Instructor Information**

**Instructor:** Dean Myers  
**Office Location:** Crossnore Academy  
**Telephone Number:** (828) 733-4229  
**E-mail Address:** jstevens@mayland.edu  
**Office Hours:** Tuesday before and after class

**Course Information**

Class meets on Tuesday from 6:00 to 8:50 PM in the professional lab at Crossnore Academy.

**Required Text(s):** Allen, K. Eileen and Glynnis E. Cowdery. **The Exceptional Child: Inclusion in Early Childhood Education.** 5<sup>th</sup> Edition. New York: Delmar/Thomson Learning. 2005.

**LRC Resources:** Resource books for report

**Required supplies:** A 2-3 inch notebook for recording observations, and activities, articles, report and introduction of special guest. Dividers for sections.

### **Course Objectives/Competencies:**

1. Demonstrate an understanding of the philosophical, historical, and legal issues in the field of early childhood special education and intervention.
2. Explain the etiology, identifying characteristics, range and complexity of different exceptionalities (e.g., mild, moderate, severe/profound) and risk factors and their influences on development.
3. Describe a variety of appropriate assessment tools and procedures and their purposes, including on-going observation, data collection and analysis.
4. Describe the development and use of IEP/IFSP goals based on appropriate guidelines.
5. Describe the strategies to include the family as a partner in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for the child.
6. Determine how to plan and adapt inclusive environments and curriculum that are reflective of the children in the classroom.

### **Attendance Policy/Tardiness/Make-Up Work:**

Regular class attendance is regarded as essential to the academic progress of the student. You are expected to attend class and are responsible for contacting the instructor if you must be absent from class. To reward attendance and to allow for legitimate absences, attendance is counted as one test grade. The grade is computed as follows: 16 class meetings: 6.25 points for each attendance. **Two** tardies will equal one absence. You will be considered tardy if you enter the classroom after the appointed hour to begin. The student must be present for the entire class to receive the attendance points.

Make-up work will be assigned at the instructor's discretion. If students have acceptable reasons for absences, make-up work will be assigned. This work must be turned in to the instructor within **one week** of the date it is assigned.

### **Grading Criteria/Tests/Projects:**

Grades will be assigned according to the following criteria:

1. Participation in class discussion and activities.
2. Reading of materials as they are assigned.
3. Review of **3** journal, magazine, or newspaper articles relating to children with exceptionalities. Students will read the article, summarize the information, and critique this information in **one to one and one-half pages**. Reviews must be typed using 12 font and be double-spaced. Reviews are due on the following dates: **January and February for the brief summaries**

4. Observations - Each student will observe 1 individual who exhibits special needs. Observe each individual for at least thirty minutes, interact with the individual as much as possible, and write your findings in report form. Include: ages of the children, setting in which observation takes place, activities in which the child is involved, interactions with others in that setting, your reactions to this observation, and anything else that you feel is appropriate to include. You may not observe a special need that another class member is observing. **If more than 2 closings occur, other observations will be assigned.** Observations are due on \_\_\_\_\_.
5. Activities - Each student will bring to class 15 activities (10 if no bad weather) appropriate for children with exceptionalities. **(This will take the place of one college closing for bad weather-for the second and sequential closing due to bad weather day add 5 activities.)** The activities can be located on the internet, magazine or a book developed to enhance activities of exceptionalities. Each student will choose 1 activity to present to the class, preferably at the time of class discussion relating to the particular exceptionality. Class members will participate in the activities, with materials being provided by the student making the presentation. All class presentations must be completed by \_\_\_\_\_.  
\*Students must inform the instructor when they prefer to present their activity and schedule a date.
6. An in-depth review, written and oral, of one area of exceptionality (choose area with which you are not familiar). Students will choose an area, research that area, and write a report (minimum of 4 typed, double-spaced pages and 4 references) describing it and report orally. The report must include a description of the exceptionality, causes (genetic or environmental), medical treatments, sources of assistance available and where to find them, impact on families and child care programs as well as the child, and your opinions concerning the information you have gathered. The written review is due on \_\_\_\_\_. **You may not read your report to the class.** Oral presentations, using note cards if you choose to, will be scheduled for \_\_\_\_\_.
7. Each student will schedule an outside resource person to talk about an area of exceptionality. Students must inform the instructor when they wish to present their resource person and schedule a date. **Each student is responsible for a thank-you card and a small gift for this resource person.** You may choose to ask a parent of an exceptional child as well as therapists, teachers, etc. Presentations must be completed by \_\_\_\_\_.
8. Tests on materials covered in class and assigned readings. You are expected to take test on assigned date. If this is not possible, you are responsible for making **prior** arrangements with the instructor. All make-up tests must be taken within one **week** of assigned date. After one week, the grade for the test will be zero. Any bonus questions given on the original test will not be given on make-up

tests. It is the student's responsibility to initiate the make-up arrangement.

9. Assignments are due according to dates printed on the syllabus or at times specifically assigned by the instructor, whether the student is present or not. If you know that you must be absent on the due date of an assignment, turn it in to the instructor early to avoid a late penalty. Failure to turn in an assignment on the due date will result in a **10**-point deduction for each class day it is late. If problems arise, you are encouraged to contact the instructor prior to the due date.

If you are experiencing difficulty in a course, please contact the instructor for assistance. If the instructor deems it necessary, he/she may request an individual conference with you.

<b>Participation</b>	<b>10%</b>	
<b>Tests</b>	<b>10%</b>	
<b>Attendance</b>	<b>10%</b>	
<b>Activities</b>	<b>10%</b>	
<b>Article Reviews</b>	<b>10%</b>	
<b>Report</b>	<b>20%</b>	
<b>Observations</b>	<b>10%</b>	
<b>Resource Person</b>	<b>20%</b>	(this will also reflect the gift of thanks for the resource person) (the night of presentation-no late thank you)

**Grading Scale:**

- A = 94 - 100**
- B = 86 - 93**
- C = 78 - 85**
- D = 70 - 77**
- F = Below 70**

**Inclement Weather Procedures:**

In all periods of inclement weather you are reminded to use good judgement when making travel decisions. Life and safety are the primary considerations. We expect you to give due consideration to your responsibility for attendance; however, we expect you to make the decision of whether to travel on unsafe highways and to accept the responsibility for your decisions. Make-up work will be assigned according to procedures already cited in the syllabus.

Additional information concerning inclement weather is listed in the Student Handbook on page 9.

**Academic Standards/Student Expectations/Ethics:**

Please turn off all electronic equipment; cell phones, beepers, or etc. during class, unless you have prior instructor approval. Students are expected to conduct themselves as mature and responsible individuals at all times, showing high regard and respect for the rights, privileges and property of others, including college facilities and property. Students who are disrespectful, exhibit rude or disrespectful behavior to the

instructor or other students will be asked to leave class. For grading purposes this will be considered an absence. All students are expected to follow MCC's Conduct Policy & Student Code of Conduct listed in the Student Handbook & Planner, pages 15 - 21. Violation of any regulations or applicable federal, state, or local statutes may result in administrative action up to and including suspension or expulsion.

In addition to academic performance, students should exhibit the qualities of honesty and integrity. Any form of dishonesty (cheating, fabrication, facilitation of academic dishonesty, plagiarism, etc.) will make the student subject to disciplinary action.

**Be honest!**

The incomplete "I" grade indicates that the student has failed to finish a portion of the required work for the class due to unusual circumstances. Should you request and receive an "I" for this course, it must be removed by the end of the next semester (or sooner if requested by the instructor) to avoid the grade automatically changing to an "F".

**Withdrawal Dates:**

**Spring 2007**

End of Unconditional Withdrawal  
End of Conditional Withdrawal

Tuesday, February 13, 2007  
Tuesday, March 27, 2007

**Administrative Withdrawal statement: If a student has not been in contact with the instructor and has not attended class for a consecutive two-week period, an administrative withdrawal will be submitted by the instructor. This student will not be allowed to return to the class.**

**Any student requesting special accommodations for this course due to a disability should apply for services through the SOAR Office or the Counseling Center, which will document the disability. A counselor will then help determine which accommodations, if any, the student needs for success in this course.**

## **Course Outline/Weekly Topics**

<b>Week 1</b>	<b>Introduction Definitions</b>
<b>Week 2</b>	<b>Inclusive programs Federal legislation</b>
<b>Week 3</b>	<b>Normal and exceptional development Developmental disabilities</b>
<b>Week 4</b>	<b>Sensory impairments Physical disabilities</b>
<b>Week 5</b>	<b>Learning and behavior disorders</b>
<b>Week 6</b>	<b>Learning and behavior disorders</b>
<b>Week 7</b>	<b>Partnership with families</b>
<b>Week 8</b>	<b>Assessment IFSP/IEP process</b>
<b>Week 9</b>	<b>Implementing inclusive programs</b>
<b>Week 10</b>	<b>Arranging the learning environment</b>
<b>Week 11</b>	<b>Facilitating Social development</b>
<b>Week 12</b>	<b>Facilitating speech, language, and communication</b>
<b>Week 13</b>	<b>Facilitating cognitive learning</b>
<b>Week 14</b>	<b>Facilitating independence</b>
<b>Week 15</b>	<b>Managing challenging behaviors</b>
<b>Week 16</b>	<b>Transitions Evaluation</b>