

**WEST LOS ANGELES COLLEGE
CHILD DEVELOPMENT 44
EARLY INTEVENTION FOR CHILDREN WITH SPECIAL NEEDS
SYLLABUS
FALL 2015**

Instructor: Evelyn A. Gomez, M.A.
Office Telephone: (310) 287-4200
Office hours: Wednesday 6:00 p.m.-6:30 p.m.
Office Location: GC130

Section # 3556
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Classroom Location# GC 130

Course Description: This course focuses on accommodating and adapting the physical environment, instructional strategies and curriculum to meet the needs of differently-able children and their families. Legal mandates and the impact of laws and legislation will be examined in respect to the impact on children and their families. Understanding the process of assessment and developing and Individual Family Services Plan will be analyzed and discussed. This course covers the theoretical aspects of working with children with special needs. This course will focus on children ages 0-8 to encompass school age children as well as infants through preschool age children.

Units: 3

Days/Hours: Wednesday: 6:45p.m. –10:00p.m.

Prerequisite: Verification of annual Tuberculosis Test

Required Texts: Exceptional Children: An Introduction to Special Education 10th Edition
By: William L. Heward ISBN-10: 0132626160 • ISBN-13: 9780132626163
<http://www.pearsonhighered.com>



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

1. Analyze and compare legal mandates and discuss the impact on children, families and programs.
2. Examine and identify components of a comprehensive delivery program.
3. Discuss and analyze the role of the family in developing the Individual Family Service Plan.
4. Demonstrate ability to plan, write, and implement goals and objectives that are functional, generative, and measurable and reflect family priorities.
5. Synthesize information and develop strategies to adapt Early Childhood Environments to meet the diverse needs of children with disabilities.
6. Design and implement appropriate intervention and instructional strategies that take into account the diverse learning styles and modalities.

Course Learning Outcome (SLO):

1. Students will identify and describe the family systems approach to early intervention and develop a strategy to enhance family support and family-professional partnerships in an Early Intervention Program.

Criterion Level: At least 70% of students will achieve this SLO.

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Course Evaluation and Requirements for Grading:

Grades will be based on a points system that will include the following assignments:

1.	Class activities	7 @ 5 points	= 35
2.	Reflection Journals/case study	6 @ 5 points	= 30
3.	Team Presentation	50 points	= 50
4.	Midterm Exam	50 points	= 50
5.	Community Work/Volunteer	50 points	= 50
6.	Observation	45 points	= 45
7.	Research	80 points	= 80
8.	Portfolio	10 points	= 10
9.	<u>Final Exam</u>	50 points	= 50
Total Possible Points			= 400

Assignments:

- No late assignments will be accepted.
- All assignments are due at the end of the class. If you are absent, your assignment will be considered late.
- There are no make up assignments.
 - You will receive one **“Coupon”** good for turning in **one** late assignment.
 - The coupon must be submitted with the late assignment no later than 1 week past the due date.
 - Coupons will not be accepted for quizzes, exams, &/or presentations.
 - Unused coupons can be turned in for 5 points at the end of the semester
- All out of class assignments must be typed.
- Save all graded assignments in case of grade verification is ever needed.
- Detailed descriptions of the following assignments will be given in class:
 1. **Class Activities:** All class activities must be completed during class time. Must be present in order to complete these. There are no make-up for class activities.
 2. **Reflection Journals/Case Study:** You will reflect/write your own thoughts on a given question based on a selected case study.
 3. **Team Presentation:** You will work with a team and be assigned one of the following areas to demonstrate modifying materials and curriculum to meet the demands of children with special needs. You are to utilize your text book and you may use the materials provided in this lab environment or E3-106. Your team will have 45 minutes for their demonstration.
 - Table top and art activities: Chapter 9
 - Outside: Chapter 10
 - Snack Time: Chapter 11
 - Supporting Literacy: Chapter 13
 4. **Midterm-Examination:** All questions will be multiple choice and true/false, worth 50 points.
 5. **Community work/volunteer:** You are to complete 10 hours working with children with disabilities.
 6. **Observation:** You are to document adaptations in an environment that serves children with special needs. Documentation can be in many forms: power point, video clips movie, book with photos, poster, brochure, artistic drawings. To be presented in class.
 7. **Research/Presentation:** As a group, you will be required to research on any disability from the textbook/other condition you wish to research and present a power-point presentation. Po
 8. **Portfolio:** You will include all assignments, handouts, class activities, etc. obtained in class, in an organized manner.
 9. **Final Examination:** A total of 50 multiple choice and true false questions.

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Attendance Policy: Your attendance is mandatory.

- Roll is taken at the beginning of the class hour. If you are not present during roll you will be counted absent.
- If you miss **three** class sessions you will be excluded from class.
- **Three** tardies will be equivalent to **one** absence.
- If you are absent the day any demonstration is due you will lose the points for that demonstration.
- You must be present to participate in the demonstrations of other students.

Drop Policy:

- Last Day to drop a class without receiving a “W” **Sunday, September 13, 2015**
- Last Day to drop a class to receive a “W” **Sunday, November 22, 2015**
- **It is the student’s responsibility to:**
 - Inform the instructor at the end of class of your late arrival.
 - Inform the instructor of personal/medical emergencies affecting your attendance.
 - **Officially drop this class if you stop attending.**
 - Obtain information about missed classes from fellow students. Use the buddy system.
Exchange phone numbers with a classmate.

SIMPLE RULES OF CLASSROOM COURTESY:

- Arrive on time.
- Attend class regularly.
- Stay until class is over.
- Come to class prepared with appropriate reading and writing materials.
- Be respectful to your instructor and other classmates.
- Use appropriate language at all times.
- Sleeping in class is not permitted.
- The classroom and class time is reserved for students enrolled in the class only
- (No Children please!)

CHILDREN IN CLASS:

By directives of Academic Affairs, students are not allowed to bring their children to class. The college expects parents to take care of their own childcare needs.

ACADEMIC DISHONESTY POLICY:

“Violations of academic integrity of any type by a student provides grounds for disciplinary action by the instructor or college. Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one’s identity for the purpose of enhancing one’s grade. For more information on the Standards of Student Conduct refer to the college catalog available in hardcopy and outline at www.wlac.edu.”

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CELL PHONE POLICY/ELECTRONIC EQUIPMENT USE:

- **TURN OFF ALL CELL PHONES WHILE IN CLASS. Do not engage in conversations on your cell phone while in class. This includes TEXTING, SOCIAL MEDIA, and SELFIES!**
- **ABSOLUTELY NO EXCEPTIONS!!!**
- Students who do not adhere to this policy will 1st be given a warning. Next time, they will be asked to leave the class. If it happens a 3rd time, the student will be referred to the Vice President of Student Services, and will return to class only after the Vice- President has cleared him/her to return.

Class Activities: Class participation is mandatory. You will participate in a variety of activities throughout the semester. However, points will be assigned to **5** individual/group activities on assigned dates. All activities must be completed during class time. If you arrive late on a day when the class has already completed an activity, you will not receive credit for the work. It is imperative that you are regular in attendance and active in all classroom activities. ***There are no make-ups for class activities.***

Quizzes and Examinations: All quizzes and exams will be given on the dates indicated. They may cover the assigned reading material, videos, class activities, and class lecture/discussions. Exams will be multiple choice, true/false, essay, or short answer. ***No make-up quizzes or exams will be given.***

Readings: All chapters should be read during the week they are assigned.

Extra Credit:

- You may receive extra credit (10 pts. total) by doing **two** of the following:
 - Attend a museum that serve children with special needs (5 points) or
 - Attend approved workshops that are offered through-out the semester (5 points)
 - Suggestions (OPEN)

Student Support Services: For support services please refer to Schedule of Classes Fall 2015. You may also seek additional assistance from your instructor during designated office hours and/or by appointment.

Disability Services: “Any student who feels she/he may need an academic accommodation based on the impact of a disability should contact Disabled Students Programs & Services (DSP&S) **Disabled Students Programs and Services (DSP&S):** is dedicated to promoting academic success by providing services and accommodations that assure educational access for students with disabilities. *Any student who feels she/he may need an accommodation based on the impact of a disability should contact Disabled Students Program and Services (DSP&S) at (310)287-4450 or visit the DSP&S office in Student Services Building room SSB 320. Department Email: dsps@wlaac.edu*

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Important Campus Information

Student Support Services:

- The following centers and labs are available for your support:
 - *WLAC Library*
 - *Student Success Center, SSB 420, 310-287-4462*
 - *Learning Center (310)287-4404 (writing lab)*

For detailed information regarding student support services please refer to Schedule of Classes and/or campus website: www.wlac.edu . You may also seek additional assistance from your instructor during designated office hours and/or by appointment.

Student Process for Addressing Concerns/Chain of Command for Student Concerns: If you have a concern regarding your learning opportunities in this class, please follow the following steps:

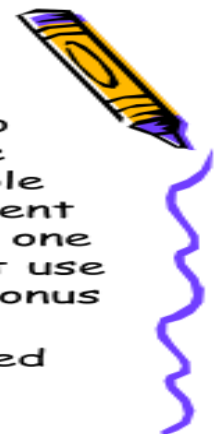
- **(1st)** Communicate your concern with you instructor. Best time is during office hours.
- **(2nd)** If you need your concern addressed further, schedule an appointment with the Behavioral and Social Sciences Department Chair, Dr. Sholeh Khorooshi by calling (310)287-4539.
- **(3rd)** Your next step for further discussion, schedule an appointment with the Dean of Workforce Development.
- **(4th)** The Dean of Workforce Development may refer you to the Dean of Student Services or the Executive Vice President if there is no resolution at step 3.
- **(5th)** Further referral may be to the WLAC Compliance Officer.

Coupon:

Child development coupon

- This certifies that the bearer of this coupon, _____ is allowed to turn in one late assignment or have one excused absence without penalty. Staple this coupon to your assignment or present it to the class instructor no more than one week after your absence. If you do not use this coupon, you may redeem it for 5 bonus points at the end of the semester.
- **Limitations:** coupons will not be accepted for quizzes, exams &/ presentations.

Authorized by: Ms. E. Gomez _____
Expires at end of semester: _____



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Individual Grading Sheet

Attendance:

<u>9/2</u> 1 st day of class	<u>9/9</u>	<u>9/16</u>	<u>9/23</u>	<u>9/30</u>	<u>10/7</u>	<u>10/14</u>	<u>10/21</u>	<u>10/28</u>
<u>11/4</u>	<u>11/11</u>	<u>11/18</u>	<u>11/25</u>	<u>12/2</u>	<u>12/9</u>	<u>12/16</u> Final Exam		

1. Class Activities x 7 _____ / 35 points
 ___/5 ___/5 ___/5 ___/5 ___/5 ___/5 ___/5
2. Case Study/Reflection Journals x6 _____ / 30 points
 ___/5 ___/5 ___/5 ___/5 ___/5 ___/5
3. Team Presentation/Demos _____ / 50 points
4. Midterm Examination _____ / 50 points
5. Community work/volunteer _____ / 50 points
6. Observation and Presentation _____ / 45 points
7. Research Project/Presentation _____ / 80 points
8. Portfolio _____ / 10 points
9. Final Examination _____ / 50 points

Total Points Possible _____ / 400 points
Extra Credit - ___/5 pts ___/5 pts _____ / 10 points
Coupon - _____ (late assign.) or _____ / 5 point
Total Points / Grade _____ / _____

<p>Grading Scale: A = 400 – 342 pts. B = 341 – 283 pts. C = 282 – 224 pts. D = 223 – 165 pts. F = 164 – 0 pts.</p>

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Week	Date	Lecture Topics/Readings Assignment (This is what we will be focusing on in class each day. Try to read chapters the night before.)	Assignments/Exams DUE DATES
1	9/2	Course overview and Introductions	Syllabus Contract Sample Quiz Sample Case Study
2	9/9	Chapter 1-The Purpose and Promise of Special Education	Case Study Reflection #1
3	9/16	Chapter 2-Planning and Providing Special Education Services Class Activity #1	Case Study Reflection #2
4	9/23	Chapter 3- Collaborating with Parents and Families in a culturally and Linguistically Class Activity #2	Case Study Reflection #3
5	9/30	Chapter 4- Intellectual Disabilities Class Activity #3	Case Study Reflection #4
6	10/7	Chapter 5-Learning Disabilities	Case Study Reflection #5
7	10/14	Chapter 6-Emotional or Behavioral Disorders	Case Study Reflection #6
8	10/21	MIDTERM-EXAMINATION- based on all chapters and lecture notes and activities up to this date (Chapters 1-6)	MIDTERM EXAM
9	10/28	Chapter 7-Autism Spectrum Disorders Chapter 8-Communication Disorders Chapter 9- Deafness and Hearing Loss Class Activity #4	
10	11/4	Chapter 10-Blindness and Low Vision Chapter 11-Physical Disabilities, Health Impairments, and ADHD Chapter 12- Low-Incidence Disabilities: Severe/Multiple Disabilities Class Activity #5	OBSERVATION DUE
11	11/11	HOLIDAY-NO CLASS!	HOLIDAY-NO CLASS
12	11/18	Chapter 13-Gifted and Talented Chapter 14-Early Childhood Education Chapter 15-Transitioning to Adulthood Class Activity #6 Class Activity #7	
13	11/25	Team Presentations (Table top and Art Activities and Outside)	Team Presentations
14	12/2	Team Presentations Snack time, Supporting Literacy	Team Presentations
15	12/9	Research Presentations (A-Z)	Research Paper Due
16	12/16	FINAL EXAMINATION (Chapter 6-13)	Extra-Credit/ Unused Coupons

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Sample Quiz

1. The field in which researchers from many disciplines work to describe changes in children as they grow is called
 - A. Psychology
 - B. Psychoanalysis
 - C. Child development
 - D. Socioemotional development

2. Changes in how children think, remember, and communicate is called
 - A. Physical development
 - B. Cognitive development
 - C. Socioemotional development
 - D. Child development

3. Poverty, malnutrition, and a lack of adequate medical care are examples of
 - A. Nature
 - B. Nurture
 - C. Behavior genetics
 - D. Socioemotional development

4. Which of the following theorist developed the sociocultural theory of child development?
 - A. Jean Piaget
 - B. Erik Erikson
 - C. Sigmund Freud
 - D. Lev Vygostky

5. Which of the following theorist is often called the father of cognitive development theory?
 - A. Jean Piaget
 - B. Erik Erikson
 - C. Sigmund Freud
 - D. Lev Vygostky

Sample Reflection Journal: Write a paragraph (a paragraph consist of 5 sentences)

Why do you want to work with Children with Special needs? Write your response on a separate sheet of paper.

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Syllabus Contract

Write your response on this paper.

1. What is your instructor's name, college email and personal email?
2. By when do you need to submit your TB clearance, why is a TB clearance needed for this class?
3. What is the total possible points for this class?
4. How many points total are The Team Presentations?
5. What date is Midterm exam administered?
6. When is observation due?
7. How many points total are the class activities?
8. What is the Cell Phone Policy for this class?
9. List the date for dropping the class "without receiving a W."
10. Date for dropping the class with a "W"
11. On what date is your observation due?
12. Class meets every Wednesday, what time does class begin?

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13. What time does class end?

14. Is late work accepted?

15. Coupons will not be accepted for _____, _____,
_____.

16. Can you make up and Exam?

17. When is the Final Exam?

18. If you get a total of 400 points at the end of the semester, what would your final grade be?

Students Name _____ Date _____

Student's email _____

Student's phone number _____

Students Signature _____

By signing I understand and agree the important elements of the syllabus.