DATE OF LAST REVIEW: 02/2013
CIP CODE: 19.0708
SEMESTER: DEPARTMENT SYLLABUS
COURSE TITLE: Care of Children with Disabilities
COURSE NUMBER: CHLD0123
CREDIT HOURS: 3 Credit Hours
INSTRUCTOR: DEPARTMENT SYLLABUS
OFFICE LOCATION: DEPARTMENT SYLLABUS
OFFICE HOURS: DEPARTMENT SYLLABUS
TELEPHONE: DEPARTMENT SYLLABUS
EMAIL: “KCKCC-issued email accounts are the official means for electronically communicating with our students”

PREREQUISITES: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: This course will cover information about children from birth through age eight within the context of an educational setting. This course addresses those children who have been identified as having disabilities, others who may be delayed in their development, as well as children who might be at-risk for problems in learning and development. This may be due to exposure to adverse genetic, biological or environmental conditions. The information is presented within the context of an educational environment with particular emphasis on inclusive practices, family-centered services, transdisciplinary service delivery, authentic assessment, cultural sensitivity and competence, developmentally and individually appropriate practices, activity-based interventions, coordinated and comprehensive service and a holistic view of young children with special needs and their families.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels,
conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
Course content may vary, but will generally include the following:

I. Human Development
   A. Developmental considerations for children with disabilities
   B. Social and emotional development
   C. Learning and performance
   D. Speech and language development

II. Chronic Conditions
   A. Caring for children with Down Syndrome
   B. Caring for children with mental retardation
   C. Caring for children with seizures
   D. Caring for children with Cerebral Palsy
   E. Caring for children with emotional disturbances
   F. Caring for children with Spina Bifida
   G. Caring for children with lip and palate impairments
   H. Caring for children with auditory impairments
   I. Caring for children with visual impairments
   J. Caring for children with asthma and other respiratory diseases
   K. Caring for children receiving oxygen therapy
   L. Caring for children with congenital heart defects

III. Care Needs
   A. CPR/Choking
   B. Emergency first aid
   C. Infection control in child care setting
   D. Diapering and skin care
   E. Behavior management
   F. Position and handling
   G. Adaptive equipment
   H. Feeding
   I. Infant and child abuse

IV. Communication and Community Support
   A. Attitudes
   B. Family perspectives
   C. Parent panel
   D. Legal implications

V. Foundation of Early Childhood Education
   A. Origins of early childhood education
   B. Historical perspectives on children with disabilities
   C. Compensatory education programs
D. Context of early childhood special education

VI. Curriculum for Young children with Special Needs
   A. Definition of curriculum
   B. Historical and legislative influences on curriculum development
   C. Curriculum development
   D. Assessment for programs, planning, monitoring and evaluation

VII. Delivering Services to Young Children with Special Needs
   A. Service delivery models
   B. Inclusive setting
   C. Transition with child and family
   D. Professional teaming and collaboration
   E. Delivering individualized service plan and education program

EXPECTED LEARNER OUTCOMES:

A. The Learner will be able to explain social, emotional, physical and speech development at several age levels.
B. The Learner will be able to define the various chronic medical and developmental conditions of the child with special needs.
C. The Learner will be able to explain the plan of care for the special needs of the child with disabilities.
D. The Learner will be able to explain the components of curriculum for the child with disabilities.
E. The Learner will be able to describe the various deliver services models for the child with disabilities.
F. The Learner will be able to discuss the legal implication involved within the educational environment affecting the child with disabilities.
G. The Learner will be able to explain the historical context of the child with disabilities within the educational environment.

COURSE COMPETENCIES:

The Learner will be able to explain social, emotional, physical and speech development at several age levels.

1. The learner will list and define disability groups and give general characteristics and care needs for children with behavioral disabilities.
2. The learner will list and define disability groups and give general characteristics and care needs for children with physical disabilities.
3. The learner will list and define disability groups and give general characteristics and care needs for children with sensory disabilities.
4. The learner will list and define disability groups and give general characteristics and care needs for children with mental retardation.
5. The learner will list and define disability groups and give general characteristics and care needs for children with learning disabilities.
The Learner will be able to define the various chronic medical and developmental conditions of the child with special needs.

6. The learner will list and define disability groups and give general characteristics and care needs for children with fetal alcohol syndrome.
7. The learner will list and define disability groups and give general characteristics and care needs for children with pediatric HIV infection. will list and define disability groups and give general characteristics and care needs for children with congenital heart defects.
9. The learner will list and define disability groups and give general characteristics and care needs for children with major respiratory disease.
10. The learner will list and define disability groups and give general characteristics and care needs for children with seizures.

The Learner will be able to explain the plan of care for the special needs of the child with disabilities

11. The learner will develop individual treatment plans based on case studies.
12. The learner will gather assessment data and develop appropriate list of student’s strengths and needs.
13. The learner will write individual education plans and outline intervention strategies for each student.
14. The learner will select appropriate activities and utilize appropriate activities and utilize appropriate evaluation protocol for each educational goal.
15. The learner will discuss concerns and needs of each disability groups with credential professionals and parents.
16. The learner will identify adaptive equipment needed to provide positioning and feeding needs of children with disabilities.
17. The learner will define behavior modification and list types of reinforcers used in care of children with disabilities.
18. The learner will list and explain the various transfer techniques.
19. The learner will identify and discuss components of infection control, skin care, nutrition, and oral health of children with disabilities.

The Learner will be able to explain the components of curriculum for the child with disabilities.

21. The learner will identify the professional journals.
22. The learner will define and differentiate the various teaching styles of command, task, guided discovery and problem solving.
23. The learner will identify the commonalities among families with children with disabilities and its effect on the family dynamics.

The Learner will be able to describe the various deliver services models for the child with disabilities.

24. The learner will identify organizations and agencies that provide resources for children with disabilities.
25. The learner will identify the components of the Individualized Educational Plan (IEP).
26. The learner will identify the professional journals.
27. The learner will identify key components utilized to change attitudes towards children with disabilities.

28. The learner will be able to describe the components of an education program for a child with disabilities.

29. The learner will be able to describe the team members role in the education team

*The Learner will be able to discuss the legal implication involved within the educational environment affecting the child with disabilities.*

30. The learner will identify and discuss the legislative impact of providing care to children with disabilities.

31. The learner will be able to discuss the legal historical developments that have emerged to the present education program for children with disabilities.

*The Learner will be able to explain the historical context of the child with disabilities within the educational environment.*

32. The learner will explain the history of special education and identify noted leaders in the development of the special education profession.

33. The learner will explore websites to gain knowledge of national/local agencies that can provide resources to parents and professionals working with children with disabilities.

34. The learner will be able to discuss the legal historical developments that have emerged to the present education program for children with disabilities.

**ASSESSMENT OF LEARNER OUTCOMES:**
Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

**SPECIAL NOTES:**
Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.
Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, in Rm. 3354 or call 913-288-7670.
Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes
Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.