SYLLABUS

DATE OF LAST REVIEW: 02/2013

CIP CODE: 19.0708

SEMESTER: DEPARTMENTAL SYLLABUS

COURSE TITLE: Assessment & Interventions for Children with Special Needs

COURSE NUMBER: CHLD-0225

CREDIT HOURS: 3

INSTRUCTOR: DEPARTMENTAL SYLLABUS

OFFICE LOCATION: DEPARTMENTAL SYLLABUS

OFFICE HOURS: DEPARTMENTAL SYLLABUS

TELEPHONE: DEPARTMENTAL 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 multi-disciplinary course is designed to provide students in the Child Care Education and other health related program with knowledge and skills in the assessment & intervention strategies in the developmental areas of: fine & gross motor skills, language & communication, social and play skills, attention & emotional problems, positioning & feeding needs, parenting needs and health & developmental screening. Through this course, students will be prepared to provide appropriate care and intervention for preschool children with special needs.

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:
Unit Objectives:
I.  **Unit 3 - Social, Interaction and Play Skills**
   A. Upon successful completion of this unit, the student will demonstrate assessment and interventions strategies used in the area of play.
      1. Play as an assessment paradigm
      2. Attributes of play
      3. Play assessment tools
         a. Trans-disciplinary play-based assessment
         b. Manual for analyzing free play.
         c. Play assessment checklist for infants
         d. Play assessment scale.
         e. Symbolic play test
      4. Selection, scoring, and coding of assessment tools
      5. Interpreting results and development of appropriate play intervention strategies
   B. Upon successful completion of this unit, the student will demonstrate assessment and intervention strategies used in the area of social and interaction skills.
      1. Social/interaction as an assessment paradigm
      2. Attributes of social/interaction skills
      3. Social/interaction assessment tools
         b. Vineland Adaptive Behavior Scales
         c. Functional Analysis Interview Guide (FAIR)
         d. Infant Temperament Questionnaire (ITQ)
         e. Carolina Record of Individual Behavior (CRIB)
         f. Child Behavior Checklist (CBCL)
         g. Conner’s Rating Scales
         h. Scales of Independent Behavior (SIB)
         i. Test of Early Socioemotional Development
         j. California Pre-School Social Competency Scale
         k. Test of Early Social Emotional Development
      4. Selection, Scoring, and Coding of assessment tool
      5. Interpreting Results and Development of Appropriate Social Intervention Strategies

II. **Unit 4: Fine and Gross Motor Skill**
   A. Upon successful completion of this unit, the student will be able to observe and identify fine and gross motor skills and recommend one play activity to promote fine and gross motor skill development.
      1. Fine motor skills
a. early childhood
b. early intervention
c. list acquisition milestone sequentially and within given time

2. Gross motor skills
   a. discuss different theories regarding motor development
   b. identify primitive reflexes in relation to the attainment of motor skills
   c. early childhood
d. early intervention
e. list acquisition milestones sequentially and within given time frames

3. Using play to promote fine/gross motor skill development

III. Unit 5: Health Care Issues and Overview of Disabilities
A. Upon successful completion of this unit, the student will be to identify health care issues and examine various disabilities.
   1. Signs of Concern
      a. Physical
      b. Developmental
   2. Recognize signs that would indicate concerns of disabilities in children.
      a. define terminology
      b. identify physical symptoms indicating disability
c. relate indications of developmental delay
d. relate the areas tested by the Denver 11 and PDQ-R
   3. Disease Overview

B. Explain the signs and symptoms, treatment and care concerns for disease processes in the following areas: neurological, muscular, gastrointestinal, respiratory, and cardiovascular
   1. relate symptoms and treatment of each disease process
   2. utilize skills needed to meet care needs for each disease process
   3. Health Care Concerns

C. Demonstrate an awareness of the health care concerns for the child with special needs.
   1. identify difficulties incurred in finding appropriate health care
   2. discuss the impact of chronicity on the child and family
   3. relate the challenges encountered in finding appropriate and acceptable child care for a child with special needs
   4. discuss the financial impact on a family that has a child with special needs
   5. explain the impact on family relations in having a child with special needs

IV. Unit 6: ADL (Activities of Daily Living) Skills
A. Upon successful completion of this unit the student will be able to recognize and identify
ADL skills by:
1. Observing assessment methods
   a. interviews & inventories
   b. structured & naturalistic observations
2. Determining approaches to improve ADL skills
3. Introducing assistive technology with ADL skills
4. Applying interventions during simulated situations

V. Unit 7: Adaptive Equipment
A. Upon successful completion of this unit, the student will be able to recognize when positioning and adaptive equipment can be recommended by:
   1. Observing assessment techniques for ADLs
      a. Feeding
      b. Mobility
      c. Self-dressing
      d. Play
   2. Identifying intervention strategies for
      a. Early intervention
      b. Hand skills
      c. Motor impairment
   3. Using assistive technology

VI. Unit 10: Assessment Tools
A. Upon successful completion of this unit, the student will be able to recognize and identify assessment tools used by:
   1. Defining performance areas
   2. Defining performance components
      a. Developmental Screening Tools
      b. Development Comprehensive Evaluations
      c. Sensory/Sensory Integration
      d. Neuromuscular
      e. Motor
      f. Cognitive Integration and Cognitive Components
      g. Psychosocial Skills and Psychological Components
      h. Play, Interaction and Social components
   3. Relating performance context

EXPECTED LEARNER OUTCOMES:
A. The student will be able to demonstrate assessment and intervention strategies used in the area of play.
B. The student will be able to demonstrate assessment and intervention strategies used in the area of social and interaction skills.
C. The student will be able to observe and identify fine and gross motor skills and recommend play activity to promote fine and gross motor skill development.
D. The student will be able to identify health care issues and examine various disabilities.
E. The student will be able to recognize when positioning and adaptive equipment can be recommended.
F. The student will be able to recognize and identify assessment tools.

COURSE COMPETENCIES:

_The student will be able to demonstrate assessment and intervention strategies used in the area of play._

1. The student will be able to demonstrate familiarity with play assessment tools.
2. The student will be able to understand the selection, scoring and coding of assessment tools.
3. The student will be able to interpret assessment tool results and develop appropriate play intervention strategies.

_The student will be able to demonstrate assessment and intervention strategies used in the area of social and interaction skills._

4. The student will be able to use social interaction as an assessment paradigm.
5. The student will be able to know and use a variety of social-interaction assessment tools.
6. The student will be able to interpret the results of social interaction tools and develop appropriate social intervention strategies.
7. The student will be able to understand the attributes of both play and social interaction skills.

_The student will be able to observe and identify fine and gross motor skills and recommend play activity to promote fine and gross motor skill development._

8. The student will be able to observe and identify fine and gross motor skills.
9. The student will be able to recommend one play activity to promote fine and gross motor skill development.
10. The student will be able to identify several theories relative to motor skill development.

_The student will be able to identify health care issues and examine various disabilities._

11. The student will be able to identify health care issues.
12. The student will be able to examine various disability models.
13. The student will be able to recognize various signs that would indicate concerns of disabilities in children.
14. The student will be able to define the terminology related to disabilities.
15. The student will be able to identify physical symptoms indicating disability.
16. The student will be able to explain the signs and symptoms of disease processes.
in the following areas (neurological, muscular, gastrointestinal, respiratory, and cardiovascular).

17. The student will be able to explain the treatment and care concerns for disease process in the areas mentioned above (#17).

18. The student will be able to demonstrate an awareness of the health care concerns for the child with special needs.

19. The student will be able to identify difficulties incurred in finding appropriate health care and discuss the impact of chronicity on the child and the family.

20. The student will be able to discuss the financial and social impacts on a family of a child with special needs.

The student will be able to recognize when positioning and adaptive equipment can be recommended.

21. The student will be able to recognize and identify ADL skills.

22. The student will be able to apply ADL intervention skills during simulated situations.

23. The student will be able to recognize when positioning and adaptive equipment can be recommended.

24. The student will be able to use various assistive technologies.

25. The student will be able to identify various intervention strategies for early intervention, hand skills, and motor impairment.

26. The student will be able to describe ADL assessment techniques.

27. The student will be able to recognize and identify assessment tools.

The student will be able to recognize and identify assessment tools used relative to performance components.

28. The student will be able to recognize and identify assessment tools used relative to the definitions of performance areas.

29. The student will be able to recognize and identify assessment tools used relative to the performance context.

ASSESSMENT OF LEARNER OUTCOMES:

There will be 5 written examinations and 5 written assignments. All examinations are worth 50 points each. Written assignments and class participation will be worth a total of 100 points.

Grading Scale:

315 - 350 = A 90%
280 - 314 = B 80%
245 - 279 = C 70%
210 - 244 = D 60%
0    - 209 = F

Unit 1 Evaluation
Unit 2 Evaluation
Unit 3 Evaluation
  - Select and administrate one play/social skills assessment tool
  - Interpret results and development intervention strategies
  - Written examination over both play/social skill lecture
Unit 4 Evaluation
  - Written examinations 1, 2 and 3
Unit 5 Evaluation
  - written examinations 1, 2 and 3
  - parental interviews 1, 2, and 3
Unit 6 Evaluation
  - skill checklist and practical examinations 1 and 4
  - Written examinations 2 and 3
Unit 7 Evaluation
  - written examination
  - written assignments 1, 2, 3, and 4
Unit 8 Evaluation
Unit 9 Evaluation
Unit 10 Evaluation
  - written examination
  - written assignment

Attendance Policy
Attendance is expected at every class period. A student who is absent **five** times will be dropped from the course, unless the student has met with the instructor and arrangements are made. The instructor will not be responsible to provide information covered in class.

Disability Disclaimer
Any student who has a disability or condition that compromises his/her ability to complete the requirements of this course must notify the instructor in writing immediately. Any student who does not understand or accept the contents and items in this syllabus must notify the instructor in writing within one week after receiving the syllabus.

Disclaimer
Any student who does not understand and/or accept the content and items of this syllabus must notify the instructor in writing within one week after receiving this syllabus.

**SPECIAL NOTES:**
This syllabus is subject to change at the discretion of the instructor. 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 Director of Academic Resource Center, in Room 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.