

CDEC 2340**Instructional Techniques for Children with Special Needs****Fall 2026****CREDIT**

3 Semester Credit Hours

MODE OF INSTRUCTION**Online****PREREQUISITE/CO-REQUISITE:**

none

COURSE DESCRIPTION

Exploration of development and implementation of curriculum for children with special needs

COURSE OBJECTIVES

Upon completion of this course, the student will be able to

- Understand developmental milestones and their variations in young children
- Recognize signs of developmental delays and disabilities in early childhood
- Collaborate effectively with families and multidisciplinary teams
- Apply evidence-based instructional strategies for young children with special needs

INSTRUCTOR CONTACT INFORMATION

Instructor: Sharon Kruger, M.Ed.

Email: skruger@lit.edu

Office Phone: 409-241-3163

Office Location: Technical Center (TC) Room 220

Office Hours: Refer to Starfish

REQUIRED TEXTBOOK AND MATERIALS

Require a laptop or device to allow you to access LIT Blackboard

All course materials will be provided at each face-to-face class time and on the Blackboard LMS system.

It is mandatory that students access the Blackboard course a minimum of two a week for submission of

discussion posts/journal entries/ quiz/assignments and for the reading/video course materials

DROP POLICY**LAMAR INSTITUTE
OF TECHNOLOGY**

If you wish to drop a course, you are responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an “F” in the course. This course adheres to the add/drop standards for each term as stated by Lamar Institute of Technology. For more details, refer to the <https://www.lit.edu/Student-Success/2026-2027-College-Calendar>

Course Requirements

Students are responsible to meet the week/modules due dates.

There will be 3 virtual guest speakers. This may mean some changes to the course requirements.

Weeks 1 and 2	Instructional Strategies for Children with Special Needs – An Introduction Monitoring children’s development helps you understand how they are growing, notice their milestones, and see when they might need extra support. You play an important role in watching their progress each day, using simple tools to track milestones and talking with parents in a kind, clear way about how their child is doing.	The required readings and videos for this weeks’ class are embedded in this learning module. Discussion(s) Assignment(s) Journal(s) Quiz(s)
Week 3	Early Identification of Disabilities Students will be able to notice early signs that a child may need extra help, know when to talk to their director, and understand how to guide families to the right professional, and understand the importance of letting professionals diagnose.	The required readings and videos for this weeks’ class are embedded in this learning module. Discussion(s) Assignment(s) Journal(s) Quiz(s)
Weeks 4-5	Foundations of Inclusion You will learn what inclusion means, the laws and policies that support it, the best practices for helping all children take part, and the steps you can use to build a high-quality inclusive program.	The required readings and videos for this weeks’ class are embedded in this learning module. Discussion(s) Assignment(s) Journal(s) Quiz(s)
Weeks 6-7	Supporting Children with Communication and Language Challenges You will learn the differences between common communication and language disorders, what echolalia and Total Communication Tools are, and simple ways to support children’s communication in the classroom. You will also learn the benefits of AAC devices, the steps in	The required readings and videos for this weeks’ class are embedded in this learning module. Discussion(s) Assignment(s) Journal(s) Quiz(s)

	the Picture Exchange Communication System, and helpful teaching strategies for children who need extra communication support..	
Weeks 8-9	Supporting children with social and emotional challenges In this module, you will learn simple ways to help children manage their emotions, build social skills, make friends, and follow classroom rules. You will explore calming tools, positive reinforcement, and easy strategies that create an inclusive classroom where every child feels supported and ready to grow.	The required readings and videos for this weeks' class are embedded in this learning module. Discussion(s) Assignment(s) Journal(s) Quiz(s)
Weeks 10 - 11	Supporting children with IDD (Intellectual Developmental Delays) In this lesson, students will explore Intellectual and Developmental Disabilities (IDDs) and their impact on cognitive functioning, adaptive behavior, and developmental milestones. Students will learn about common conditions such as Down Syndrome, Fragile X Syndrome, and Fetal Alcohol Spectrum Disorders. The lesson will emphasize the importance of recognizing developmental milestones to support young children and their families. Additionally, students will gain an understanding of person-first language, promoting respect and inclusiveness when building a rapport with individuals with disabilities.	The required readings and videos for this weeks' class are embedded in this learning module. Discussion(s) Assignment(s) Journal(s) Quiz(s)
Weeks 12-13	Young Children with Physical, Vision or Hearing Differences This learning module teaches you about people with physical, visual, and hearing differences and how these affect daily life. You will learn about common assistive tools, how to communicate respectfully, and how to use empathy and person-first language. You will also explore ways to make classrooms and communities more welcoming and accessible for everyone.	The required readings and videos for this weeks' class are embedded in this learning module. Discussion(s) Assignment(s) Journal(s) Quiz(s)
Weeks 14 & 15	Reflections on course material	

	Due Week 15: Family Resource Tool kit (portfolio) Due Week 15 --- End of course Self-Assessment	
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COURSE EVALUATION

Grading Policy and Evaluation

ASSIGNMENTS	% of total grade
discussion posts	20%
Assignment	30%
Quiz	20%
Journal	10%
Family Resource Tool kit (portfolio)	20%
TOTAL	100%

Instead of taking a final exam, you will complete the Family Resource Tool Kit.

A 90 to 100%

B 80% and less than 90%

C 70% and less than 80%

D 60% and less than 70%

F 0% and less than 60%

MAKE-UP WORK

Late Submission Policy ---

Assignments submitted more than 4 days after the due date will receive a deduction of up to 10%. Please check the grading rubric for the exact amount. If no rubric is provided, a flat 10% deduction will be applied. If you need to request an exception to this policy, please send me a message. Review the grading rubric prior to each submission.

TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimumcomputer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand, and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

ARTIFICIAL INTELLIGENCE STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses.

For this online course: You are responsible for the content of any work submitted for this course. Use of AI to generate your first draft of text is permitted, BUT you must review and revise any AI-generated text before submission. AI text generators can be useful tools but they are often prone to factual errors, incorrect or fabricated citations and misinterpretations of abstract concepts. Utilize them with caution.

In your submissions:

- Make sure you provide personal specific and relevant information while writing your submissions.
- NO factual errors from AI or that will result in a zero on the assignment

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades or academic performance. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ACADEMIC DISHONESTY

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at <http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

Remember this: Netiquette (Online Etiquette) Statement

Always sign your names to any contribution you choose to make.

Be constructive in your responses to others in the class.

Do not use all caps (Doing so may be interpreted as shouting).

Re-read your postings before sending them.

Always think before you write. Respond respectfully.

Use appropriate grammar and structure. Spell-check your postings.

Use short paragraphs focused on one idea.

Response Times

During the workweek, I expect to respond to your emails within 24 hours. For the most expedited response, please email me directly. All discussion posts/responses, journals, quizzes, and assignments are usually graded by Thursday morning of the next Module/Week.

Student Success Requirements

Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in class discussions. Online students should expect to spend at least as much time on this course as in the traditional, face-to-face class.

Additionally, students are expected to:

- Log on at least three times a week, on different days, to complete assignments, assessments, discussions and/or other Module/Weekly deliverables as directed by the instructor and outlined in the syllabus.
- Participate in threaded Discussion Board topics. Participation is required in the discussion posts by responding to the thread, then posting engaging comments or questions to at least two other peers' posting.
- Spend 8 – 12 hours per work actively engaged within this course.
- Cheating will not be tolerated.

If you find that you cannot meet the class's minimum requirements, please contact your instructor as soon as possible.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](https://www.lit.edu/specialpopulations).

Discussion Boards

Students are expected to participate in threaded Discussion Board topics. Participation is required in the discussion posts by responding to the thread, then posting engaging comments or questions to at least two other peers' posting.

Course Instructor Evaluation

Instruction as well as student performance is subject to evaluation. Procedures for instructor evaluation will be provided near the end of this course via email from Lamar Institute of Technology. Save a screenshot of your instructor's evaluation completion page and upload it to the appropriate spot for extra credit.

