

# University of Alaska, Fairbanks School of Education

*Preparing professional, culturally responsive, and effective educators for rural and urban Alaska*

## ED 625 Exceptional Learners and Child Development: Individual and Cultural Characteristics CRN: 51054

Summer 2021 Syllabus, 3 credits

Online Synchronous Session: June 2 - June 15 (8am-11am)

Online Asynchronous Component: June 15 - September 10

Office Hours: Available by email

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**Course Description:** Foundation for understanding, identifying and teaching to developmental abilities of children and early adolescents. Human development examined in the context of cognition, personality, social behavior, language and physical development with focus on understanding and using cross-cultural influences specific to Alaska. Emphasis on development of children with exceptional abilities. Design, develop and modify curriculum and instruction to developmentally and culturally appropriate approaches. Theory is applied to practice in practicum.

**Instructional Method:** June 2-June 15 MTWRF 8:00-11:00 Online Synchronous (Zoom)  
June 15-September 10 Online Asynchronous

**Technology Requirement:** Access to a computer, access to the internet, access to the Google Suite, record audio via Screencast-o-matic.com

### Required Text:

McDevitt, Teresa M. and Jeanne Ellis Ormrod (2019). Child Development and Education, 7th Edition. Pearson.

Turnbull, A., Turnbull, R., Wehmeyer, M.L., & Shogren, K.A. (2020). Exceptional Lives: Practice, Progress, & Dignity in Today's Schools, 9th edition. Pearson.

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### GOOGLE CLASSROOM

Google Classroom (GC) is an essential component of this synchronous/asynchronous course. All resources, assignments, videos, and readings are posted in the 'Classwork' tab, and you will use GC to upload all of your completed assignments as well as have access to your grade. We have purposefully designed this course to be delivered in a way that you will become very familiar with using GC, as it is becoming a common tool used by teachers across Alaska.

To get started, go to <https://classroom.google.com>, hit the + sign to join the class. Make sure you are signed in with your UA account.

Enter the code **XXXXXX**

You're in!

**School of Education Mission:** The UAF School of Education is dedicated to culturally responsive, place-based teaching, counseling, research and service for Alaska's diverse communities.

**School of Education Goals:** Through our programs and professional development courses, we promote the following goals:

- Increase the number of qualified educators for Alaska's schools
- Enhance the professional skills of Alaska's K-12 educators
- Develop and support ongoing systemic educational collaborations with Alaska schools and communities
- Conduct collaborative research on cross-cultural and multicultural education

**1. Overarching Goal:** Understanding how children develop and learn can be used to explain the changes that occur over time in children and can serve as a framework for designing classroom instruction and as the foundation for a personal philosophy of education.

**Guiding Questions:** How do teachers use connections between research on child development and differentiation techniques to meet the needs of individual children in a developmentally appropriate and culturally responsive classroom? What impact does an individual philosophy of education have on classroom practice?

**Student Learning Outcomes:**

- a. Students will be able to describe the major theoretical perspectives on child development and the assumptions underlying each and will understand that differing views may influence teacher practice and impact a teacher's teaching philosophy.
- b. Students will be able to understand that theories of development and learning are connected and may be used for organizing, designing, and implementing instruction and assessment in the learning environment.
- c. Students will be able to understand that development from the prenatal period through adolescence is guided by genetics but is also influenced by interactions with the environment.
- d. Students will be able to know and understand that schools exert lasting influences on children's cognitive, social, and emotional development.
- e. Students will be able to know and understand that ideas about childhood and children are shaped by social, economic, and historical circumstances.
- f. Students will be able to know and understand that knowledge of human development provides a foundation for understanding the strengths, limitations, and needs of individual children in a classroom.

- g. Students will begin to understand that a personal philosophy of education integrates beliefs and goals about working with children. Students will prepare a written philosophy of education.

2. Overarching Goal: Special education law mandates that individuals with disabilities be provided opportunities to participate in educational programs that specifically address the individual's strengths and weaknesses in as typical a setting as possible.

Guiding Questions: How do teachers collaborate, use data, and apply research based scientific techniques to their classroom practice to meet the needs of students with disabilities in the general education classroom?

**Student Learning Outcomes:**

- a. Students will be able to identify services that are guaranteed to students with disabilities and their families under state and federal laws and will be able to access state and federal regulations pertinent to the Individuals with Disabilities Education Act.
- b. Students will be able to understand that the classroom teacher has a shared responsibility for recognizing and initiating the referral process for a child whose development may differ from typical development patterns and as a result may require collaboration with specialists to plan and implement appropriate learning experiences.
- c. Students will understand that instruction must be differentiated to accommodate diverse learning styles and differences in student intelligence, perception, and cognitive style.
- d. Students will be able to understand that an Individual Education Plan is a legal document detailing the educational program and required support services for a student with disabilities.
- e. Students will be able to understand that Section 504 of the Vocational Rehabilitation Act of 1975 provides accommodations for students who have a disability but do not require specially designed instruction.
- f. Students will begin to understand that a personal philosophy of education integrates beliefs and goals about working with all children including children with disabilities in an inclusive setting. Students will prepare a written philosophy of education that will be incorporated into their overarching philosophy of education. After additional experience during the internship year, the philosophy will be revised and modified.

3. Overarching Goal: Education is designed to make certain that ALL children are provided the opportunity to receive a free and appropriate public education in as "typical" an environment as possible.

Guiding Questions: How is curriculum and instruction differentiated to meet the needs of the individual students with disabilities?

### Student Learning Outcomes:

- a. Students will understand that an Individual Education Program guides the instructional program for each student with an identified disability that interferes with the student's learning.
- b. Students will observe that children with diverse skills from diverse backgrounds share many commonalities as well as differences and require that instructional opportunities be created and adapted to meet the needs of the diverse students.
- c. Students will understand that ethnographic observations are a tool for objective analysis of children and teaching practices and that the use of critical thinking in the reflective process enables the student to more readily connect theory to practice.
- d. Students will understand that each child is a unique individual, but that children share many of the same characteristics that can directly impact classroom instruction.
- e. Students will gather data from many sources that will enable the teacher(s) to better meet the individual needs of ALL students.

### Required Assignments and Tentative Agenda:

Date	Agenda
<p>Overarching Goal: Understanding how children develop and learn can be used to explain the changes that occur over time in children and can serve as a framework for designing classroom instruction and as the foundation for an individual philosophy of education.</p> <p>Guiding Questions: How do teachers use connections between research on child development and classroom practice to meet the needs of individual children in a developmentally appropriate and culturally responsive manner?</p>	
Wednesday June 2	<p>Introductions and Overview of the Course</p> <ul style="list-style-type: none"><li>• Introductions</li><li>• Syllabus &amp; Course Outline</li><li>• Ice Breaker Activity</li></ul> <p><u>Child Development and Education</u> <i>Foundations in Child Development</i></p> <ul style="list-style-type: none"><li>• Ch. 1: Introduction to Child Development</li><li>• Ch. 3: Family, Culture, and Society</li></ul> <p>Developmental Theory Presentation: Select Developmental Theory</p> <p>Tonight: Skimread Chapters 4 &amp; 5 in <u>Child Development and Education</u> Complete Critical Response Question 1 Due 6/3 7:59am Complete Philosophy of Education Draft Due 6/3 7:59am</p>
Thursday June 3	<p>Due by 7:59am: Critical Response Question 1 Philosophy of Education</p> <p>Ice Breaker Activity Discussion of Critical Response Question 1 <u>Child Development and Education</u> <i>Biological Development</i></p> <ul style="list-style-type: none"><li>• Ch. 4: Biological Beginnings</li><li>• Ch. 5: Physical Development</li></ul> <p>Tonight: Read Chapter 10 in <u>Child Development and Education</u> Complete Critical Response Question 2 Due 6/4 7:59am</p>

<p>Friday June 4</p>	<p>Due by 7:59am: Critical Response Question 2</p> <p>Ice Breaker Activity Discussion of Critical Response Question 2 <u>Child Development and Education</u> <i>Cognitive Development</i></p> <ul style="list-style-type: none"> <li>• Ch. 8 Intelligence</li> <li>• Ch. 9 Language Development</li> <li>• Ch. 10 Development in the Academic Domains</li> </ul> <p>Assign disability presentation (Not due until 6/9 7:59am)</p> <p>Tonight: Read chapter of choice (from 11-15) and prepare to present key takeaways from it 11-15 in <u>Child Development and Education</u> Complete Developmental Theory Handout Due 6/5 7:59am</p>
<p>Monday June 7</p>	<p>Due by 7:59am: Child Developmental Theory Handout</p> <p>Ice Breaker Activity Developmental Theory Presentations <u>Child Development and Education</u> <i>Social and Emotional Development</i></p> <ul style="list-style-type: none"> <li>• Ch. 11 Emotional Development</li> <li>• Ch. 12 Self and Social Understandings</li> <li>• Ch. 13 Self-Regulation and Motivation</li> <li>• Ch. 14 Moral Development</li> <li>• Ch. 15 Peers, Schools, and Society</li> </ul> <p>Tonight: Read Chapters 1-3 in <u>Exceptional Lives: Practice, Progress &amp; Dignity in Today's Schools</u> Complete Critical Response Question 3 Due 6/8 7:59am</p>
<p>Overarching Goal: Special Education law mandates that individuals with disabilities be provided opportunities to participate in educational programs that specifically address the individual's strengths and weaknesses in the least restrictive environment.</p> <p>Guiding Question: How do teachers collaborate, use data, and apply research based scientific techniques to their classroom practice to meet the needs of students with disabilities in the general education classroom?</p>	
<p>Tuesday June 8</p>	<p>Due by 7:59am: Critical Response Question 3</p> <p>Ice Breaker Activity Discussion of Critical Response Question 3 <u>Exceptional Lives: Special Education in Today's School</u></p> <ul style="list-style-type: none"> <li>• Ch.1 The Purposes, People, and Law of Special Education</li> <li>• Ch. 2 Disability and Cultural Justice</li> <li>• Ch. 3 Today's Families and Their Partnerships with Professionals</li> </ul> <p>Video on SPED Law</p> <p>Tonight: Read Chapters 4&amp;6 in <u>Exceptional Lives: Practice, Progress &amp; Dignity in Today's Schools</u> Complete Disability Presentation Due 6/9 7:59am</p>
<p>Wednesday June 9</p>	<p>Due by 7:59am: Disability Presentation</p> <p>Ice Breaker Activity <u>Exceptional Lives: Practice, Progress &amp; Dignity in Today's Schools</u></p> <ul style="list-style-type: none"> <li>• Ch. 4 Ensuring Educational Progress</li> <li>• Ch. 6 Cross-cutting Instructional Approaches</li> </ul>

	<p>Tonight: Skim Read Chapters 7-9 in <u>Exceptional Lives: Practice, Progress &amp; Dignity in Today's Schools</u> Complete Critical Response Question 4 Due 6/10 7:59am</p>
<p>Thursday June 10</p>	<p>Due by 7:59am: Critical Response Question 4</p> <p>Ice Breaker Activity Discussion of Critical Response Question 4 <u>Exceptional Lives: Practice, Progress &amp; Dignity in Today's Schools</u></p> <ul style="list-style-type: none"> <li>• Ch. 7 Students with Learning Disabilities</li> <li>• Ch.8 Students with Speech and Language Disorders</li> <li>• Ch. 9 Students with Emotional and Behavioral Disorders</li> </ul> <p>Tonight: Skim Read Chapters 10-12 in <u>Exceptional Lives: Practice, Progress &amp; Dignity in Today's Schools</u> Complete Critical Response Question 5 Due 6/11 7:59am</p>
<p>Friday June 11</p>	<p>Due by 7:59am Critical Response Question 5</p> <p>Ice Breaker Activity Discussion of Critical Response Question 5 <u>Exceptional Lives: Practice, Progress &amp; Dignity in Today's Schools</u></p> <ul style="list-style-type: none"> <li>• Ch. 10 Students with Attention Deficit Disorders</li> <li>• Ch. 11 Students with Intellectual Disabilities</li> <li>• Ch. 12 Students with Autism</li> </ul> <p>Tonight: Skim Read Chapters 13-15 in <u>Exceptional Lives: Practice, Progress &amp; Dignity in Today's Schools</u> Complete Personal Statement on Inclusion Due 6/14 7:59am</p>
<p>Monday June 14</p>	<p>Due by 7:59am Personal Statement on Inclusion</p> <p>Ice Breaker Activity <u>Exceptional Lives: Practice, Progress &amp; Dignity in Today's Schools</u></p> <ul style="list-style-type: none"> <li>• Ch. 13 Students with Multiple Disabilities and Traumatic Brain Injury</li> <li>• Ch. 14 Students with Physical Disabilities and Other Health Impairments</li> <li>• Ch. 15 Students with Hearing Impairments</li> </ul> <p>Tonight: Read Chapters 16-17 in <u>Exceptional Lives: Practice, Progress &amp; Dignity in Today's Schools</u> Revise Philosophy of Education with Reflection Due 6/15 by 7:59am Complete Universal Design for Learning Due 6/15 by 7:59am</p>
<p>Tuesday June 15</p>	<p>Due by 7:59am Revised Philosophy of Education with Reflection Universal Design for Learning</p> <p>Ice Breaker Activity <u>Exceptional Lives: Practice, Progress &amp; Dignity in Today's Schools</u></p> <ul style="list-style-type: none"> <li>• Ch. 16 Students with Visual Impairments</li> <li>• Ch. 17 Students Who Are Gifted and Talented</li> </ul> <p>Important: DUE September 5th Complete School Based Inquiry Project to EDSE:625 Google Classroom</p>

## Course Policies:

**Attendance and Class Participation:** Each student is expected to attend each class and to participate in discussions, activities, readings, and other assigned work. In case of an absence, the student is responsible for getting information from other students. Regular attendance is very important and will be considered in determination of the final grade. Students are expected to submit all assignments at the designated time. Late assignments will be accepted only for a legitimate and excused absence.

## Grading

All assigned work **MUST** be completed and turned in **ON TIME** through the appropriate link on Google Classroom. Assignment grades will be reduced by 10% for every day late until the highest grade possible will be a 70%. Assigned work will no longer be accepted if it is not turned in within a week after the deadline.

\*Note: Students must receive a grade of B or higher. A C is *not* an acceptable grade for *any* course required for the Postbaccalaureate Certificate.

Assignments	Possible Points	Due Date
Philosophy of Education (Draft)	10	Thursday 6/3/21 by 7:59am
Critical Response Question 1	10	Thursday 6/3/21 by 7:59am
Critical Response Question 2	10	Friday 6/4/21 by 7:59am
Child Developmental Theory Handout & Presentation	100	Monday 6/7/21 by 7:59am
Critical Response Question 3	10	Tuesday 6/8/21 by 7:59am
Disability Presentation	100	Wednesday 6/9/21 by 7:59am
Critical Response Question 4	10	Thursday 6/10/21 by 7:59am
Critical Response Question 5	10	Friday 6/11/21 by 7:59am
Personal Statement on Inclusion	100	Monday 6/14/21 by 7:59am
Philosophy of Education (Final)	40	Tuesday 6/15/21 by 7:59am
Universal Design for Learning	100	Tuesday 6/15/21 by 7:59am
School Based Inquiry Project	100	Sunday 9/5/21 by by 7:59am

## Grades/Point Conversion

A: 90%-100%

B: 80%-89%

C: 70%-79%

D: 60-69%  
F: <60%

Additional Information Regarding Additional UAF Grading Policies  
See [UAF COVID-19 Grading Modifications](#).

### Plagiarism

The following is excerpted from the UAF Student Code of Conduct (BOR POLICY 09.02.02):

As with all members of the university community, the University of Alaska requires students to conduct themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably interferes with the learning environment or that violates the rights of others is prohibited by the standards and guidelines described in this section and in University Regulation and MAU rules and procedures, collectively referred to as the Student Code of Conduct, or Code. Students and student organizations will be responsible for ensuring that they and their guests comply with the Code while on property owned or controlled by the university or at activities authorized by the university.

Disciplinary action may be initiated by the university and disciplinary sanctions imposed against any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of prohibited forms of conduct including cheating, plagiarism, or other forms of academic dishonesty. The University has established procedures for enforcing the UA code of conduct. Each student at the University shall be afforded due process in all disciplinary matters. Copies of these policies are available in the Dean of Students office, Wood Center, on the University web page and the library. See P09.02.020. Student Code of Conduct of <http://www.alaska.edu/bor/policy/09-02.pdf>.

### OTHER POLICIES



Everyone at UAF—employees, students and visitors—has the right to learn and work in safety and with dignity. We look out for each other.  
[www.uaf.edu/oeo/title-ix/](http://www.uaf.edu/oeo/title-ix/)  
<https://greendot.alaska.edu/>

UA is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: [alaska.edu/nondiscrimination](http://alaska.edu/nondiscrimination).

### INFORMATION ON SUPPORT SERVICES

If you have questions, concerns, comments, or individual needs please contact me. In addition, please be aware that these other forms of assistance are also available:

#### UAF School of Education

Salena Bias, Elementary Intern Coordinator (907) 474-7981 [skbias@alaska.edu](mailto:skbias@alaska.edu)

Julie Griswold, Elementary Intern Coordinator (907) 474-7981 [jrgriswold@alaska.edu](mailto:jrgriswold@alaska.edu)



Rural Student Services (RSS) (888) 478-1452 Email: [fyrss@uaf.edu](mailto:fyrss@uaf.edu)

### Student Support Services

<http://www.uaf.edu/sssp/>

The Student Support Services (SSS) program located in 512 Gruening Building, provides opportunities for academic development, assists students with college requirements, and serves to motivate students towards the successful completion of their degree program.

### SOE Equipment Checkout

The School of Education maintains a variety of technology tools (laptops, microscopes, probeware, MIDI keyboards, graphics tablets, scanners, digital video and still cameras, etc.) that SOE students can check out for use in projects. Visit the OUP Lab for more information.

[Spreadsheet of SOE Apps](#)

[Master Index of Educational Technology](#)

The School of Education maintains a staffed technology lab at Old University Park. It's a great place to work or get some extra help with projects. Check the [OUP Lab Calendar](#) for available times. Schedules can change from day to day.

### Writing Assistance for UAF Students/ Effective Communication

*What is the UAF Writing Center?* The Writing Center is a student-staffed tutoring service focused on building the writing skills of the UAF learning community. Tutors include English Departments teaching assistants and a few outstanding undergraduate students.

*What Services Can I Expect?* We will collaborate with each student on a one-to-one basis with any phase of the writing process: planning, drafting, and revising. We can also help you discover ways of improving grammar, mechanics, and punctuation.

*How do I Use This Service?* Although our physical space (Gruening 801) is closed during the University's COVID-19 response, the Writing Center typically features a computer lab with 14 PC's available on a walk-in basis. Technicians and tutors are on hand to assist with computer related questions. There is no charge for printing (up to 25 pages). Student can also peruse a full range of dictionaries, handbook and thesaurus.

1) To schedule an appointment, visit

<http://www.uaf.edu/english/student-resources/writing-center> to view available tutoring

slots and schedule an appointment. Summer tutoring hours are as follows for online tutoring only: Monday-Thursday: 10am-7pm; Friday: 10am-2pm

### UAF Department of Communication's Speaking Center

Effective communication: Students who have difficulties with oral presentations and/or writing are strongly encouraged to get help from the UAF Department of

Communication's Speaking Center (907-474-5470, [speak@uaf.edu](mailto:speak@uaf.edu)) and the UAF English's Department's Writing Center ( 907-474-5314, Gruening 8th floor), and/or CTC's Learning Center (604 Barnette St., 907-455- 2860).

### Disability Services

UAF DISABILITY SERVICES FOR DISTANCE STUDENTS: UAF has a Disability Services office that operates in conjunction with the College of Rural Alaska's (CRA) campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. UAF is obligated to provide accommodation only to the known limitations of an otherwise qualified student who has a disability. Please identify yourself to UAF Disability Services by applying for accommodations. To be considered for UAF Disability Services accommodations, individuals must be enrolled for at least one credit as a UAF student. If you believe you are eligible, please visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-7043, [uaf-disabilityservices@alaska.edu](mailto:uaf-disabilityservices@alaska.edu)

### Student Protections and Services Statement

Every qualified student is welcome in my classroom. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc. to find reasonable accommodations. Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. As required, if I notice or am informed of certain types of misconduct, then I am required to report it to the appropriate authorities. For more information on your rights as a student and the resources available to you to resolve problems, please go to the following site: [www.uaf.edu/handbook/](http://www.uaf.edu/handbook/).

### Title IX

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibits discrimination on the basis of sex. Sexual misconduct – including harassment, domestic and dating violence, sexual assault, and stalking – is also prohibited at our school. The University of Alaska Board of Regents have clearly stated in BOR policy that discrimination, harassment, and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment, including sexual harassment/misconduct/assault, you are encouraged to report that behavior. Our school encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our school can respond appropriately. If you disclose sexual harassment or sexual violence to faculty members or university employees, they must notify the UAF Title IX coordinator about the basic facts of the incident.

Your choices for disclosure include:

- You may confidentially disclose and access confidential counseling by contacting the UAF Health and Counseling Center at 474-7043
- You can get support and file a Title IX report by contacting the UAF Title IX coordinator at 474-7599.
- You may file a criminal complaint by contacting the UAF Police Department at 474-7721.

As a teacher, I am also required by our school to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. Our school is legally obligated to investigate reports of sexual misconduct, and therefore it cannot

guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible.

### Mandatory Reporting Guidelines

1. If a faculty, staff or SOE student working in a school has reasonable cause to suspect that a child has suffered harm as a result of child abuse or neglect, the individual (student, staff, faculty) has the responsibility to make the report to the Alaska Office of Children's Services (OCS) hotline and is empowered to do so. Should the individual desire the support and assistance of the program lead/department head and/or SOE director in making the report, these individuals are available to assist with fulfilling the requirements of mandatory reporting (see <http://dhss.alaska.gov/ocs/Pages/childrensjustice/reporting/report.aspx>)
2. Mandatory reporting of suspected child abuse or neglect must be reported immediately, which means as soon as reasonably possible, and no later than within 24 hours
3. The SOE program lead/department head and SOE director will be available to the mandatory reporter before, during, and following the report, for support and assistance as required. Mandatory reporters should report the incident to their respective program lead or department head, who will in turn report the incident to the SOE director.

State law (A.S. 47.17.020) requires that persons who are mandatory reporters who, in the performance of their occupational duties have reasonable cause to suspect that a child has suffered harm as a result of child abuse or neglect, shall immediately report the harm. A.S. 47.17.290 defines "reasonable cause to suspect" as "based on all the facts and circumstances known to the person, that would lead a reasonable person to believe that something might be the case." It is not your responsibility to determine if the information you receive is accurate or whether the child is a reliable source. It does not matter how long ago the act happened, where it happened, or whether or not you believe it happened.

### Who do I call?

If you suspect a child was abused or neglected, immediately contact the Office of Children's Services (OCS) hotline. You can call at any time, any day of the week.

Care enough to call: 1-800-478-4444  
Email: [reportchildabuse@alaska.gov](mailto:reportchildabuse@alaska.gov)  
or Fax: 907-269-3939

If you are unable to reach OCS, you must contact the law enforcement agency responsible for your area. If you live in an urban area with municipal police department, the responsible agency would be the municipal police department. If you live in an area covered only by Alaska State Troopers, they would be the responsible agency. If you live in a village with Village Public Safety Officers (VPSOs) and Village Police Officers (VPOs), you should contact both the local law enforcement (VPSO and VPOs) and the Troopers

covering your village.

In an emergency situation where the child is facing an immediate danger, you should call 911, and take whatever actions you can without putting yourself at risk of harm to make the child safe until authorities take over.