COURSE OUTLINE: ED 274 - CHILDREN/SPEC. NEEDS

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Course Code: Title	ED 274: CHILDREN/SPECIAL NEEDS/INCLUSIVE SETTING
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Academic Year:	2023-2024
Course Description:	This course is designed to develop an understanding of developmental variances, related factors and the educator`s role in planning for individual needs, while supporting the needs of the entire group in an inclusive environment. There is an emphasis on supporting individual development and needs with a team approach including active family involvement to support the children.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	HSC104
Corequisites:	There are no co-requisites for this course.
Substitutes:	OEL855
Vocational Learning Outcomes (VLO's) addressed in this course: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**1030 - EARLY CHILDHOOD ED** VLO 1 Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity. VLO 2 Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences. VLO 3 Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings. VLO 5 Use observation strategies to identify children's strengths and challenges and to ascertain when children and families might benefit from additional support or community resources. VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector. VLO 7 Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one's own role in early years and child care settings.

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	VLO 8	Identify, report and document when a child is in a situation of perceived risk for, or actual neglect or abuse, in accordance with legislation, the College of Early Childhood Educators Code of Ethics and Standards of Practice, policies and procedures.
	VLO 9	Create and engage in partnerships with families, communities, colleagues, interdisciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services.
Essential Employability Skills (EES) addressed in this course:	EES 1	Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 2	Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4	Apply a systematic approach to solve problems.
	EES 5	Use a variety of thinking skills to anticipate and solve problems.
	EES 6	Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7	Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8	Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9	Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10	Manage the use of time and other resources to complete projects.
	EES 11	Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.	
Books and Required Resources:	Inclusion in Early Childhood Programs by Allen, K.E, Cowdery, G.E., Paasche, C.L. et.al (2015) Publisher: Nelson Edition: 7th Canadian Edition ISBN: 978-0-17-684134-8 Ontario Regulation 137/15 Child Care and Early Years Act, 2014 by Ministry of Education (2014) http://www.ontario.ca/laws/regulation/r15137#top	

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Contrast historical trends of special education to current methods of inclusion based on a collaborative model	1.1 explain the rationale for, and value of, early intervention and inclusion 1.2 identify best practices for inclusive early childhood programs based on current research 1.3 outline Canadian legislation which impacts individuals with disabilities 1.4 discuss legislation related to children with disabilities from the Child Care and Early Years Act, 2014 1.5 discuss current regulations of the Accessibility for Ontarians

	with Disabilities Act (AODA) to early years and child care settings 1.6 practice people-first and child-first language
Course Outcome 2	**Learning Objectives for Course Outcome 2**
2. Delineate the causal factors for specific disabilities	2.1 identify the major categories of disabilities 2.2 determine the causes and incidence for specific disabilities 2.3 outline the impact on the child`s development as well as the implications for early childhood educators
Course Outcome 3	**Learning Objectives for Course Outcome 3**
3. Evaluate the factors and practices which contribute to an effective inclusive learning environment for children with varying abilities	3.1 foster inclusive learning environments that allow all children to participate in ways that are meaningful and recognize individual abilities and approaches to learning 3.2 identify and respect the variations that occur in children`s development 3.3 suggest ways for supporting children with varying abilities in developing their cognitive, language, self-care, social/emotional and physical skills 3.4 describe skills early childhood educators can utilize to promote positive learning experiences for young children with varying abilities 3.5 provide flexibility and choice in learning materials and opportunities in order to optimize holistic development and learning for all children and their families 3.6 explore appropriate technology and assistive technological tools to optimize all children`s learning
Course Outcome 4	**Learning Objectives for Course Outcome 4**
4. Examine strategies for building and maintaining responsive relationships with families and communities	4.1 identify the valuable input that families contribute as experts in their children`s abilities, interests and ideas 4.2 develop strategies to communicate with families the benefits of inclusive and play-based learning 4.3 recognize opportunities to communicate children`s development to families in an on-going manner 4.4 identify issues that are common among families of children with varying abilities 4.5 design strategies that educators can utilize to effectively support families of children with varying abilities 4.6 recommend and support families access to appropriate community resources 4.7 identify community partnerships and resources to support inclusive environments
Course Outcome 5	**Learning Objectives for Course Outcome 5**
5. Research best practice for fostering participation in ways that are meaningful and recognize individual abilities and approaches to learning while supporting the needs of the entire	5.1 thoroughly research an area of interest and discuss strategies that can be utilized to support the child and family 5.2 explain the process of developing individual program plans and family service plans 5.3 design activities that take into consideration the principles of universal design so that these activities can be engaged in by all children, regardless of their developmental needs

group in an inclusive environment.	5.4 design inclusive curriculum that incorporates learning throughout all activities of the day and reflects children`s daily lived experiences
Course Outcome 6	**Learning Objectives for Course Outcome 6**
6. Act in a professional manner	6.1 use self-reflection and self-evaluation skills in an ongoing manner 6.2 contribute one`s own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others. 6.3 communicate clearly, concisely, and effectively in written, spoken, and visual form 6.4 work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals 6.5 take responsibility for one`s own actions, decisions, and consequences 6.6 apply an accepted standard of writing, grammar, spelling and format to all submitted documents. 6.7 cooperate fully with policies and procedures outlined in the Student Code of Conduct and ECE Confidentiality Policy.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	15%
Professional Contributions & Reflections	20%
Project	35%
Tests	30%

Date: September 1, 2023

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.