SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

CICE COURSE OUTLINE

COURSE TITLE: Children with Special Needs in Inclusive Settings

CODE NO. : ED 274   **SEMESTER:** Winter
MODIFIED CODE: ED 0274

PROGRAM: Early Childhood Education

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MODIFIED BY: Marnie Bunting, Learning Specialist CICE Program

DATE: Jan 2008   **PREVIOUS OUTLINE DATED:** Jan 2007

APPROVED:

_____   _____
           CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): PSY102/PSY094, HSC103/HUM098

HOURS/WEEK: 3

I.   COURSE DESCRIPTION:

This course is designed to develop an understanding of various disabilities. Emphasis is placed on the educator's role in planning for individual needs, while supporting the needs of the entire group in an inclusive environment. The focus is on using a team approach, with active family involvement to support the child with special needs in inclusive educational settings.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1.   **contrast historical trends of special education to current methods of inclusion based on a collaborative/developmental model.**
       Potential Elements of the Performance
       • explain the rationale for early intervention and inclusion
       • outline best practices for inclusive early childhood programs
       • have an understanding of the Canadian legislation which impacts on individuals with special needs

2.   **delineate the causal factors for specific disabilities**
       Potential Elements of the Performance:
       • identify the major categories of exceptionalities
       • determine the causes and incidence for specific disabilities
       • outline the impact on the child's development as well as the implications for early childhood educators

3.   **evaluate the factors which contribute to an effective learning environment for children with special needs within the inclusive setting.**
       Potential Elements of the Performance:
       • describe the characteristics of effective inclusive learning environments
       • suggest ways for helping children with developmental problems expand and increase cognitive, language, self-care, social/emotional and physical skills
       • explain the process of developing an IPP (Individual Program Plan)
       • describe skills early childhood educators can utilize to promote positive learning experiences for young children with special needs.
       • identify problems common among families of children with special needs
       • have an understanding of strategies that educators can utilize to effectively support families of children with special needs

4. **investigate various exceptionalities of children with special needs. Potential Elements of the Performance:**
   - choose an area of interest and research it thoroughly using suggested texts and resources

III. <u>TOPICS TO BE COVERED</u>

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below

1. Historical perspective, legislation and current approaches
2. Partnering with Families and Facilitating Program Transitions
3. Preparing Educators to provide inclusive environments
4. Definitions/classifications of developmental differences
5. Children with Cognitive Differences
6. Sensory Differences – Vision and Hearing
7. Language, Speech and Communication Differences
8. Orthopedic and Health Problems
9. Social, Adaptive & Learning Disorders
10. Individual Program Planning

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Allen, K.E., Paasche, C.L., Langford, R., Nolan, K. (2006) *Inclusion in Early Childhood Programs: Children with Exceptionalities*, 4th Canadian Ed. , Toronto: Thomson-Nelson

2. Paasche, C., Gorrill, L., Strom, B. (2004), *Children with Special Needs in Early Childhood Settings: Identification, Intervention, Inclusion;* Thomson-Delmar

3. *Government of Ontario Day Nurseries Act*

V. EVALUATION PROCESS/GRADING SYSTEM

1. TESTS= 40%
2 tests at 20% each
Dates for tests will be announced in class and posted on LMS.

2. IN-CLASS ACTIVITIES   = 30%
Guest presentations/workshops will be part of the course delivery. Students are expected to participate in various in-class activities and discussions throughout the course. Some of these will occur within our All-in-One Teams. Activities may require pre-class preparation. Students are expected to be involved and fully participating in these activities. These activities must be completed during class time, therefore students who are not present for these activities will not have an opportunity to make them up and will be given a "0" mark for the activity.

3.   RESEARCHING AN AREA OF SPECIAL NEED = 30%
Students will research a child with a particular special need. This will involve
gathering information on the disability and how this impacts on the young child's
development. Strategies will be proposed for ways that the assistant to the early
childhood educator working in an inclusive setting can support this child to
achieve his/her full potential. Complete criteria and evaluation process will be
reviewed in class.

The following semester grades will be assigned to students in post
secondary courses.

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation,
certain courses require minimums of greater than 50% and/or have mandatory
components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to
graduate from a Sault College program remains 2.0.

VI.   SPECIAL NOTES:

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of course outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Communication:
The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:
The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Specific Class Information
Assignments:

- Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the instructor. If <u>major</u> assignments are late, <u>both</u> the following steps must be taken in order for the assignment to be evaluated;
    1. Major assignments that are late are to be handed in to Room E3207 (slip under the door).
    2. The instructor will be notified, through LMS that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment <u>must</u> be included. A reply will be sent back to you indicating that the material has been received.
- Late, major assignments **will be deducted 5% per day** (20% maximum deduction). Major assignments **more than one week late will not be accepted**.
- All assignments are to be <u>typed</u> unless otherwise stated.
- In-class or weekly assignments are due on the assigned date.   These assignments will not be accepted after that date, as they are a part of class work and discussions.
- Students are responsible for retaining a file of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded
- Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.

Tests/Quizzes:
Tests/Quizzes must be completed on the date scheduled. If unable to attend **due to illness or extenuating circumstances**, contact the professor prior to the start of the test. An alternative date must be arranged before the next class.

Missed Classes:
If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

Learning Environment:
In the interest of providing an optimal learning environment, students are to follow these expectations;
- Students should be aware that the expectations for their conduct in class are outlined in the "Student Code of Conduct"

- Late students are expected to <u>quietly</u> enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed.   Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.
- Students are to keep private conversations out of the classroom.

VII.   PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor

VIII.   DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Chair's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:
Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.