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 Program

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MODIFIED BY: Sara trotter , Learning Specialist CICE Program

DATE: Jan. 2010   **PREVIOUS OUTLINE DATED:** Jan. 2009

APPROVED: "Angelique Lemay"   Mar/10
                  _____ _____
                  CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): PSY102/PSY094, HSC104/ED089

HOURS/WEEK: 3

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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 assistance from a Learning Specialist, will demonstrate a 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
- outline Canadian legislation which impacts on individuals with special needs
- utilize knowledge of inclusive practices and special needs care to ensure safe programming for all children

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

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)
- identify problems common among families of children with special needs

- describe several ways that assistance can be provided to effectively offer support to families of children with special needs

4. **Investigate various exceptionalities**

- choose an area of interest and with assistance, research thoroughly using suggested texts and resources

5. **develop and maintain effective communication skills – written, verbal and non-verbal**
   <u>Potential Elements of the Performance</u>:
   - communicate with sensitivity
   - ensure that information is comprehensive, concise, factual and objective
   - utilize appropriate form, style and level of analysis/detail on message, audience and purpose of communication
   - use and accepted standard of writing, grammar, spelling and format (eg. APA style)
   - demonstrate effective teamwork and team membership through effective collaboration and consultation

III.   TOPICS:
   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.   Classifications of developmental differences
   5.   Cognitive Differences
   6.   Sensory Differences – Vision and Hearing
   7.   Language, Speech and Communication Differences
   8.   Orthopedic and Health Problems
   9.   Social, Adaptive and Learning Disorders
   10.   Individual Program Planning

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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 Edition, Toronto: Thomson-Nelson.

2. Jamieson, J., Bertrand, J. & Ibrahim, E. (Eds). (2005) Science of Early Childhood Development [online resource]. Winnipeg, MB: Red River College. Retrieved from http://www.scienceofecd.com

V.   EVALUATION PROCESS/GRADING SYSTEM:

***Proposed modifications to the following will be discussed with and approved by the professor.**

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

2. **In-Class Activities/Collaborative Work Teams   = 20%**
   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 your Collaborative Work Team. Activities may require pre-class preparation. Activities using our textbook and on-line resource, Science of ECD will also be assigned as part of this evaluation factor. Students are expected to be involved and fully participating in these activities. Students who are not present for these activities or not having all of the required course materials will not have an opportunity to make them up and will be given a "0" mark for the activity.

3. **Research Project on an Area of Special Need   = 35%**
   Students will research a specific disability. This will involve gathering information on the disability and how this impacts on a young child's development. Strategies will be proposed for ways that the CICE graduate can assist in promoting an inclusive setting to allow a child to achieve his/her full potential. Complete criteria and the evaluation process will be reviewed in class.

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The following semester grades will be assigned to students:

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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI.   SPECIAL NOTES:

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.

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.

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Prior Learning Assessment:
Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

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

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.

Student Portal:
The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to https://my.saultcollege.ca.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

(i)   issue a verbal reprimand,
(ii)   make an assignment of a lower grade with explanation,
(iii)   require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
(iv)   make an automatic assignment of a failing grade,
(v)   recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Electronic Devices in the Classroom:
Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:
Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the departmental policy that once the classroom door has bee enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.

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Specific Class Information

Assignments:

- *Assignments* must be submitted on the due date, at the beginning of class, unless otherwise specified by the instructor. If assignments are late, both of the following steps must be taken in order for the assignment to be evaluated:
    1. Assignments that are late are to handed in to Room E3207 (slip under the door).
    2. The instructor must be notified, through LMS that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be send back to you indicating that the material has been received.
- Late assignments **will be deducted 5% per day (20% maximum deduction).**
- Assignments received **more than 1 week late will not be evaluated.**
- If a particular assignment has no late submissions permitted, this will be clearly indicated when the assignment is distributed and the late policy will not apply and submissions received after the due date will not be evaluated, unless previous arrangements have been made in writing with the instructor.
- All assignments are to be typed 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 the semester when grades have been calculated. 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 instructor 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 instructor prior to the start of the test at 759-2554 ext. 2816. An alternative date must be arranged before the next class. Students must arrive on time to write scheduled tests. If a student arrives late and it is after some students have already completed the test and left the testing room, the test cannot be completed by the late arriver.

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Missed Classes:
If a students 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. Students are expected to treat all individuals in the class with mutual respect.
- Students are to keep private conversations out of the classroom. Being attentive and on task creates a positive learning environment for everyone. Students are reminded that using one's cell phone or text messaging indicates that you are not on task with the learning material and you will be asked to leave the classroom to do this activity. This includes communication using laptops which is not related to the course content.
- Late students are expected to quietly enter the classroom and sit in the nearest seat available. Have your notes and writing materials 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 or the instructor about missed material. Make sure that you have made arrangements with someone in class to pick up handouts and take notes for you.

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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.