

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



CICE COURSE OUTLINE

COURSE TITLE: Children with Special Needs in Inclusive Settings

CODE NO. : ED 274 **SEMESTER:** Winter
MODIFIED CODE: ED0274

PROGRAM: Early Childhood Education Program

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APPROVED: "Angelique Lemay" Feb. 2011

	CHAIR, COMMUNITY SERVICES	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	PSY102/PSY094, HSC104/ED 089	
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, along with the assistance of a learning specialist, will demonstrate the basic ability to:

1. **Recognize historical trends of special education to current methods of inclusion based on a collaborative/developmental model.**

Potential Elements of the Performance:

- summarize the rationale for early intervention and inclusion
- recognize best practices for inclusive early childhood programs
- outline Canadian legislation which impacts on individuals with special needs
- have basic knowledge of inclusive practices and special needs care to ensure safe programming for all children

2. **Have a basic understanding of the causal factors for specific disabilities**

Potential Elements of the Performance:

- be familiar with the major categories of exceptionalities
- recognize the causes and incidence for specific disabilities
- outline the impact on the child's development

3. **Be aware of the factors which contribute to an effective learning environment for children with special needs within the inclusive setting**

Potential Elements of the Performance:

- recognize the characteristics of effective inclusive learning environments
- begin to comprehend ways for helping children with developmental problems expand and increase cognitive, language, self-care, social/emotional and physical skills
- demonstrate awareness of the process of developing an IPP (Individual Program Plan)

- be aware of skills individuals can utilize to promote positive learning experiences for young children with special needs
- be familiar with problems common among families of children with special needs
- demonstrate awareness of strategies that can be used to effectively support families of children with special needs

4. **Investigate various exceptionalities and have a basic understanding of how to plan activities for children with special needs**

Potential Elements of the Performance:

- choose an area of interest and explore it thoroughly using suggested texts and resources
- be familiar with how to adapt activities for young children that have various special needs

5. **Develop and maintain effective communication skills – written, verbal and non-verbal**

Potential Elements of the Performance:

Have basic knowledge of how to:

- 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

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:

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 = 35%**
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 = 25%**
Students will research a child with a particular 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 to support this child to achieve his/her full potential.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.	

VI. SPECIAL NOTES:

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.

Specific Class Information***Assignments:***

- Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the instructor. If major assignments are late, both 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 must 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 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 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.

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 Sault College Student Code of Conduct document.
- You are expected to bring all necessary materials to class (i.e. textbook). If you do not have the necessary materials, you will not be given full credit for participating in the identified learning activity.

- If you arrive late for class you are expected to quietly 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.
- You are to keep private conversations out of the classroom. You are expected to be on task regarding the learning that is happening in the classroom.
- If you have questions, please contact the professor before or after class or send an email to set up a time to meet. The professor is here to assist you with your academic progress.

Missed Classes

- If you miss a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.
- If you have any further questions or need for assistance, please contact the professor.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

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.