SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Children with Special Needs

CODE NO. : OEL855   **SEMESTER:**

PROGRAM: Early Childhood Education Program

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DATE: May 2013   **PREVIOUS OUTLINE DATED:** Jan.'12

APPROVED: "Laurie Poirier"   May 2013

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                    DEAN   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): Recommended: Introduction to Psychology and Child and Adolescent Development course

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 student will demonstrate the ability to:

1.   **Contrast historical trends of special education to current methods of inclusion based on a collaborative/developmental model.** (Part of ECE Program Standard Vocational Learning Outcome #5)
     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** (part of ECE Program Standard Vocational Learning Outcome #1)
     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** (part of ECE Program Standard Vocational Learning Outcomes #1 & #2)
     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
- design strategies that educators can utilize to effectively support families of children with special needs

4. **Investigate various exceptionalities and plan curriculum activities for children with special needs** (part of ECE Program Standard Vocational Learning Outcome #1 & #2)
Potential Elements of the Performance:
- choose an area of interest and research thoroughly using suggested texts and resources
- adapt activities for young children that have various special needs

5. **Act in a professional manner**
(Reflection of ECE Program Standard Vocational Learning Outcome #6 and Essential Employability Skills #1, 5 and 6)

Potential Elements of the Performance:
- Contribute one's own ideas, opinions and information while demonstrating respect of those of others
- Communicate clearly, concisely, and effectively in written, spoken, and visual form
- Work collaboratively with others
- Take responsibility for one's own actions, decisions, and consequences
- Apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- Demonstrate reflective practice.

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

V.   EVALUATION PROCESS/GRADING SYSTEM:

1. **Tests   = 30%**
   Two (2) online tests at 15% each.

2. **Participation Assignments   = 10%**
   Five (5) short assignments at 2% each

3. **Research Project on an Area of Special Need   = 20%**
   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 that the early childhood educator working in an inclusive
   setting can support this child to achieve his/her full potential.

4. **Final Exam   = 40%**
   Exam must be written in a proctored environment. Book your exam
   with your registering college or a college nearest you.

**Your final grade will be a percent and will be converted to a letter grade by
your registering college.**

VI.   Textbooks/Resources:

Allen, K. Eileen, Paasche, Carol L., Langford, Rachel, & Nolan, Karen. Inclusion
in Early Childhood Programs, Children with Exceptionalities. Nelson Education.

Refer to www.textnet.ca for the current edition.

VII.   SPECIAL NOTES:

1. If you are a student with a disability please identify your needs to the tutor
   and/or the Centre for Students with Disabilities at your registering college.
2. Students, it is your responsibility to retain course outlines for possible
   future use to support applications for transfer of credit to other educational
   institutions.
3. Course outline amendments: The facilitator reserves the right to change
   the information contained in this course outline depending on the needs of
   the learner and the availability of resources.