

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE MARIE, ON**



**COURSE OUTLINE**

**Course Title: CHILDREN WITH SPECIAL NEEDS**

**Code No.: OEL855 Semester:**

**Program: EARLY CHILDHOOD EDUCATION**

**Author: Sault College**

**Date: Sept 2012 Previous Outline Date: May 2007**

**Approved:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Total Credits: 3**

**Length of Course: 14 WKS Total Credit Hours: 48**

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*705-759-2554, ext 2655*

**I. COURSE DESCRIPTION:**

"The person first, the disability second"! Foremost is conveyed the idea that each child is seen as a unique individual possessing both skills and needs which will affect his learning potential. This course is designed to help students develop an understanding of various disabilities so that they may work with children effectively in an inclusive environment. Emphasis is placed on the caregiver/teacher's role in planning for individual needs while supporting the growth of the group, in the childcare setting. A team approach is advocated for successful inclusion of special needs children in integrated settings.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

- 1. Contrast Historical Trends Of Special Education To Current Methods Of Inclusion Based On A Collaborative/Developmental Model.**

**Elements of the Performance**

- Explain the rationale for the current integrated approach to early education

- Outline the legislation which has influenced the education of special needs populations
- Define terms which relate to the education of children with special needs in inclusive settings
- Outline "normal" developmental sequences and the indicators of deviation

## **2. Delineate the Causal Factors for Specific Disabilities**

### **Elements of the Performance:**

- Identify the major categories of handicapping conditions affecting the development of young children
- Determine the causes and incidence for specific disabilities, and outline the impact on the child's development
- Explain the process of developing an IPP and the methods for task analysis

## **3. Investigate A Specific Area Of Exceptionality And Adapt Curriculum Activities For A Child Having This Specific Physical, Emotional/Behavioural, or Intellectual Challenge.**

### **Elements of the Performance:**

- Examine in-depth the causes and characteristics of disabling conditions
- Choose one area of developmental disability and research it thoroughly using suggested texts and resources, as well as internet web searches
- Discuss the implications for the child's development as well as for the Early Childhood Educator
- Develop a hypothetical case file using the format provided
- Adapt a series of appropriate activities to accommodate for this preschool-aged child in the mainstream setting

## **4. Evaluate The Role of the Early Childhood Educator in Planning an Effective Learning Environment and in Fostering the Teacher-Parent Partnership**

### **Elements of the Performance:**

- Describe the characteristics of and the methods used by effective teachers
- Suggest ways for helping children with developmental problems expand attending skills, and increase self-care, and independence
- Define the concepts of enabling and empowering as related to families of children with disabilities
- Discuss ways to ease a child into a new program and outline the support services required

## **III. TOPICS TO BE COVERED**

- Historical perspective: legislation and current approaches
- Definitions/classifications
- Etiology (Causes) of developmental disabilities
- Intellectual deviations
- Sensory-deficits
- Communication and language disorders
- Orthopedic and Health problems
- Social Adaptive & Learning Disorders
- Arranging the Learning Environment; Self-care difficulties
- Partnering with parents and facilitating program transitions

#### IV. **REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. *Inclusion in Early Childhood Programs - Children with Exceptionalities*, K.E.Allen, C.Paasche, R.Langford, K.Nolan; Nelson, 2011. ISBN: 978-0-17-650137-2
2. *Jelly Beans in a Jar: Inclusive Child Care. A Practitioner's Guide to Integration in Preschool Settings*, A Cashin-Sipos, L. Serra, P. DiNunzio, K. McCarl, & M Quesnel; St. Catharines Association for Community Living, 1996
3. An up-to-date Day Nurseries Act and Regulations can be found at <http://www.e-laws.gov.on.ca>, Search for Day Nurseries Act. Read the following about the act:

Day Nurseries Act, R.S.O. 1990, c. D.2

Day Nurseries Act - O. Reg. 137/99

Day Nurseries Act - O. Reg. 500/00

Day Nurseries Act - O. Reg. 502/00

Day Nurseries Act - R.R.O. 1990, Reg. 262

#### V. **EVALUATION PROCESS/GRADING SYSTEM**

##### 1. **TESTS:** Total: 45 %

Achievement of course learning outcomes will be measured by mandatory testing as follows:

#1 = 15 %

#2 = 15 %

#3 = 15 %

2. **RESEARCH ASSIGNMENT (Research, Case Profile and Activity Adaptations):** 45 %

3. **DISCUSSION POSTINGS:** Students will post their comments in response to discussion topics by the due date on the course schedule. **10% of grade**

## VI. 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 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.