Course Code: Title	ED 274: CHILDREN/SPECIAL NEEDS/INCLUSIVE SETTING
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semesters/Terms:	19F
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.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	HSC104
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**1030 - EARLY CHILDHOOD ED** VLO 1 Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children`s holistic development and are responsive to individual children`s and groups of childrens observed abilities, interests and ideas. VLO 2 Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families. VLO 3 Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children`s learning across the continuum of early childhood development. VLO 5 Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning. VLO 6 Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners. VLO 7 Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments. VLO 9 Advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.

	EES 2	Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4	Apply a systematic approach to solve problems.
	EES 5	Use a variety of thinking skills to anticipate and solve problems.
	EES 6	Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7	Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8	Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9	Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10	Manage the use of time and other resources to complete projects.
	EES 11	Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:	Passing Grade: 50%, D
Books and Required Resources:	Inclusion in Early Childhood Programs by Allen, K.E, Cowdery, G.E., Paasche, C.L. et.al (2015) Publisher: Nelson Edition: 7th Canadian Edition ISBN: 978-0-17-684134-8 The science of early child development (3rd ed.). [Online resource]. by Jamieson, J., Bertrand, J., Elfenbaum, M., & Koshyk, J. (Eds.). (2012). Publisher: Winnipeg, MB: Red River College Ontario Regulation 137/15 Child Care and Early Years Act, 2014 by Ministry of Education (2014) http://www.ontario.ca/laws/regulation/r15137#top Anti-Bias Education for Young Children and Ourselves by Derman-Sparks, L., Olsen Edwards, J. Publisher: National Association of Young Children ISBN: 978=1-928896-67-8

Course Outcomes and Learning Objectives:	**Course Outcome 1**	**Learning Objectives for Course Outcome 1**
	1. Contrast historical trends of special education to current methods of inclusion based on a collaborative model	1.1 explain the rationale for early intervention and inclusion 1.2 identify best practices for inclusive early childhood programs based on current research 1.3 outline Canadian legislation which impacts on individuals with special needs 1.4 outline provisions related to children with disabilities from the Child Care and Early Years Act, 2014 1.5 apply current regulations of the Accessibility for Ontarians with Disabilities Act (AODA) to early years and child care settings
	Course Outcome 2	**Learning Objectives for Course Outcome 2**
	2. Delineate the causal factors for specific disabilities	2.1 identify the major categories of disabilities 2.2 determine the causes and incidence for specific disabilities 2.3 outline the impact on the child`s development as well as the implications for early childhood educators
	Course Outcome 3	**Learning Objectives for Course Outcome 3**

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	3. Evaluate the factors and practices which contribute to an effective inclusive learning environment for children with special needs	3.1 foster inclusive learning environments that allow all children to participate in ways that are meaningful and recognize individual abilities and approaches to learning 3.2 identify and respect the variations that occur in children`s development 3.3 suggest ways for supporting children with special needs in developing their cognitive, language, self-care, social/emotional and physical skills 3.4 describe skills early childhood educators can utilize to promote positive learning experiences for young children with special needs 3.5 provide flexibility and choice in learning materials and opportunities in order to optimize holistic development and learning for all children and their families 3.6 explore appropriate technology and assistive technological tools to optimize all children`s learning and holistic development
	Course Outcome 4	**Learning Objectives for Course Outcome 4**
	4. Examine strategies for building and maintaining responsive relationships with families and communities	4.1 identify the valuable input that families contribute as experts in their children`s abilities, interests and ideas 4.2 develop strategies to communicate with families the benefits of inclusive and play-based learning 4.3 recognize opportunities to communicate children`s developmental progress to families in an on-going manner 4.4 identify issues that are common among families of children with special needs 4.5 design strategies that educators can utilize to effectively support families of children with special needs 4.6 recommend and support families access to appropriate community resources 4.7 identify community partnerships and resources to support inclusive environments
	Course Outcome 5	**Learning Objectives for Course Outcome 5**
	5. Investigate various disabilities and design curriculum activities for children with special needs.	5.1 thoroughly research an area of interest and discuss strategies that can be utilized to support the child and family 5.2 explain the process of developing individual program plans and family service plans 5.3 design activities that take into consideration the principles of universal design so that these activities can be engaged in by all children, regardless of their developmental needs 5.4 design inclusive curriculum that incorporates learning throughout all activities of the day and reflects children`s daily lived experiences
	Course Outcome 6	**Learning Objectives for Course Outcome 6**
	6. Act in a professional manner	6.1 use self-reflection and self-evaluation skills in an ongoing manner 6.2 contribute one`s own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others. 6.3 communicate clearly, concisely, and effectively in written, spoken, and visual form 6.4 work collaboratively in a team in ways that contribute to

| | | effective working relationships and the achievement of goals
6.5 take responsibility for one`s own actions, decisions, and consequences
6.6 apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
6.7 cooperate fully with policies and procedures outlined in the Student Code of Conduct and ECE Confidentiality Policy. |

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Content Integration	20%
Project	35%
Reading Assignments	15%
Tests	30%

Date: June 30, 2019

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.