



COURSE OUTLINE: ED0274 - CHILDREN SPEC. NEEDS

Prepared: Lorna Connolly

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ED0274: CHILDREN WITH SPECIAL NEEDS FOR CICE
Program Number: Name	1030: EARLY CHILDHOOD ED 1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	20F
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:	ED 089
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course:	1030 - EARLY CHILDHOOD ED
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity.
	VLO 2 Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences.
	VLO 3 Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings.
	VLO 5 Use observation strategies to identify children's strengths and challenges and to ascertain when children and families might benefit from additional support or community resources.
	VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector.
	VLO 7 Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one's own role in early years and child care settings.
	VLO 9 Create and engage in partnerships with families, communities, colleagues,

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interdisciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services.

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

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

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., Eifenbaum, 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>

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

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

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	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
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

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	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%

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. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. 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.

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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.

C. 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.

D. 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

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date: September 2, 2020

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

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