



**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:**

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. Contrast historical trends of special education To current methods of inclusion based on a collaborative/developmental model.

Potential Elements of the Performance:

- Explain the rationale for the current integrated approach to early education
- Outline the principles of a developmental approach
- Explain the relationship between developmentally appropriate expectations and the behavioural approach to working with young children
- Outline provincial legislation which impacts on special needs populations

2. Delineate the causal factors for specific disabilities

Potential Elements of the Performance:

- Differentiate between "handicap" and "disability"
- Outline "normal" developmental sequences and the indicators of deviation
- 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 as well as the implications for Early Childhood Educators

3. Investigate a specific area of exceptionality and adapt curriculum activities for a child having this specific physical, emotional/behavioural, or intellectual challenge.

Potential Elements of the Performance:

- Choose an area of interest and research it thoroughly using suggested texts and resources with the professor's assistance, if required
  - Develop a hypothetical case file using the format provided
  - Adapt a series of appropriate activities for this preschool-aged child with the selected type of disability
4. Evaluate the factors, which contribute to an effective learning environment for children with special needs within the mainstream setting.

Potential Elements of the Performance:

- Describe the characteristics of and the methods used by effective teachers
  - Identify the developmental principles used in "contingent stimulation", "teachable moments", "spontaneous teaching" and "incidental teaching"
  - Suggest ways for helping children with developmental problems expand attending skills, and increase cognitive, self-care, social/emotional and physical skills
  - Explain the process of developing an IPP and the methods for task analysis
  - Describe how skilled early childhood teachers use reinforcement in working with young children
5. Determine methods of fostering the teacher-parent partnership and outline strategies for successful program transitions

Potential Elements of the Performance:

- Identify problems common among families of children with developmental disabilities
- 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 suggest the support services required

**III. TOPICS:**

1. Historical perspective, legislation and current approaches
2. Definitions/classifications of developmental disabilities
3. Causes of developmental disabilities
4. Researching Specific Disabilities
5. Intellectual deviations
6. Sensory deficits
7. Communication and cognitive disorders
8. Orthopedic and Health problems
9. Social Adaptive & Learning Disorders
10. Arranging the Learning Environment
11. Self-care difficulties
12. Partnering with parents and facilitating program transitions

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

Inclusion in Early Childhood Programs: Children with Exceptionalities, 3<sup>rd</sup> Canadian Ed. K.E.Allen, C.Paasche, A.Cornell, M.Engel; Nelson, 2002.

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

Government of Ontario Day Nurseries Act, Revised Feb 2001

Ed 206: Atypical Child Class Notes

**RECOMMENDED READING:**

1. Children with Special Needs in Early Childhood Settings: Identification, Intervention, Mainstreaming; C.Paasche, L.Gorrill, B.Strom; Addison-Wesley, 1988.

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

1. TESTS= **40 % of grade**

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

- #1 = 10 % - Topics 1-5
- #2 = 15 % - Topics 6-8
- #3 = 15 % - Topics 9-12

2. IN-CLASS RANDOM QUIZZES= **15% of grade**

3. RESEARCH, CASE PROFILE, ACTIVITY ADAPTATIONS, & PRESENTATION= **45% of grade** (see attached criteria and descriptions)

**The following semester grades will be assigned to students in post-secondary courses:**

<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.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**VI. SPECIAL NOTES:**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

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.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

**CICE Modifications:**

**Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

**CICE Modifications:**

**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 the Learning Assistance Centre with assistance from an Integrative Educational Assistant.**

***The Integrative Educational Assistant 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 Integrative Educational Assistant 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.