

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.** (Reflection of ECE Program Vocational Learning Outcome #5 and #7)
Potential Elements of the Performance:
 - explain the rationale for early intervention and inclusion
 - identify best practices for inclusive early childhood programs based on current research
 - outline Canadian legislation which impacts on individuals with special needs
 - outline provisions related to children with disabilities from the *Child Care and Early Years Act, 2014*
2. **delineate the causal factors for specific disabilities** (Reflection 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 and practices which contribute to an effective inclusive learning environment for children with special needs** (Reflection of ECE Program Standard Vocational Learning Outcomes #1 & #2, #3)
Potential Elements of the Performance:
 - foster inclusive learning environments that allow all children to participate in ways that are meaningful and recognize individual abilities and approaches to learning
 - identify and respect the variations that occur in children's development
 - suggest ways for supporting children with special needs in developing their cognitive, language, self-care, social/emotional and physical skills
 - describe skills early childhood educators can utilize to promote

positive learning experiences for young children with special needs

- provide flexibility and choice in learning materials and opportunities in order to optimize development and learning for all children and their families
- explore appropriate technology and assistive technological tools to optimize all children's development and learning

4 **examine strategies for building and maintaining responsive relationships with families** (Reflection of ECE Program Standard Vocational Learning Outcome #4)

Potential Elements of the Performance:

- identify the valuable input that families contribute as experts in their children's abilities, interests and ideas
- develop strategies to communicate with families the benefits of inclusive and play-based learning
- recognize opportunities to communicate children's developmental progress to families in an on-going manner
- identify issues that are common among families of children with special needs
- design strategies that educators can utilize to effectively support families of children with special needs
- recommend and support families access to appropriate community resources

5. **investigate various disabilities and design curriculum activities for children with special needs.** (Reflection of ECE Program Standard Vocational Learning Outcome #1 & #2)

Potential Elements of the Performance:

- thoroughly research an area of interest and discuss strategies that can be utilized to support the child and family
- explain the process of developing individual program plans and family service plans
- 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
- design inclusive curriculum that incorporates learning throughout all activities of the day and reflects children's daily lived experiences

6. act in a professional manner

(Reflection of ECE Program Standard Vocational Learning Outcome #6 and #10 and Essential Employability Skills Learning Outcomes #1, #5, #6, #8, #9 & #11)

Potential Elements of the Performance:

- use self-reflection and self-evaluation skills in an ongoing manner
- contribute one's own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others.
- communicate clearly, concisely, and effectively in written, spoken, and visual form
- work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals
- take responsibility for one's own actions, decisions, and consequences
- apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- cooperate fully with policies and procedures outlined in the Student Code of Conduct and ECE Confidentiality Policy.

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

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

Allen, K.E, Cowdery, G.E., Paasche, C.L. et.al (2015). *Inclusion in Early Childhood Programs – Children with Exceptionalities*. Sixth Canadian Edition. Nelson Publishing

Ontario Ministry of Education. (2015, June 8). *Ontario Regulation 137/15 Child Care and Early Years Act, 2014*. Retrieved 2015, from e-Laws:

<http://www.ontario.ca/laws/regulation/r15137#top>

Purchased in previous semesters:

Jamieson, J., Bertrand, J., Elfenbaum, M., & Koshyk, J. (Eds.). (2012). *The science of early child development* (3rd ed.). [Online resource]. Winnipeg, MB: Red River College

V. EVALUATION PROCESS/GRADING SYSTEM:

Tests **30%**

Two tests at 15% each. Dates for tests will be announced in class and posted on LMS.

*As per the testing policy, Tests/Quizzes must be completed on the date scheduled. If unable to attend **due to illness or extenuating circumstances**, contact the professor prior to the start of the test. An alternative date must be arranged before the next class.*

Active Experiential Learning/Collaborative Teams and Reflective Practice **20%**

You will be assigned a collaborative team that you will work with for the entire semester. This will involve working within a collaborative team to complete Active Experiential Learning (AEL) activities related to course topic areas. You will be expected to actively engage in discussion within your collaborative team. Some classroom learning will occur in the form of workshops that are delivered from professionals in the community.

If you are not present or you do not bring all the necessary materials or you are not fully participating for any of the activities, this will impact your grade in this evaluation factor.

As part of this evaluation factor you will be engaging in professional practice. This will encourage you to actively reflect on what you have learned and to also develop professional practices that will enhance the learning process.

Also, students will choose one professional development workshop or activity to attend over the course of the semester and reflect on this learning experience. This will be explained in class and on LMS.

Class Preparation Notes **15%**

As part of this evaluation factor, you will be submitting "Class Preparation Notes." The process for submission will be discussed in class and posted on LMS.

Research Project on an Area of Special Need **35%**

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. This is a process assignment and components will be submitted over the course of the semester. Requirements will be communicated in class and posted on LMS.

- *Assignments must be submitted on the due date, at the beginning of class, unless other Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Late assignments will be deducted 5% per day, including weekends. Assignments will not be evaluated if they are received more than 1 week after the due date.*
- *All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Academic Dishonesty posted on the Student Portal.*
- *In-class or weekly assignments (class preparation notes) are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work, discussions and course expectations.*
- *Students are responsible for retaining a file of all assignments. Students should keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.*
- *Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date*

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

Your professor reserves the right to modify the course, as he/she deems necessary to meet the needs of students.

Dates for projects or tests may be revised depending upon course content/flow.

Students will be informed of any changes in class and through LMS.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.