

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Children with Special Needs in Inclusive Settings
CODE NO. : ED 274 **SEMESTER:** 3
PROGRAM: Early Childhood Education Program
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DATE: Sept. 2012 **PREVIOUS OUTLINE DATED:** Jan.'12
"Angelique Lemay" Aug/12

	DEAN	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	PSY 111, HSC 104	
HOURS/WEEK:	3	

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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.** (Part of ECE Program Vocational Learning Outcome #5)
Potential Elements of the Performance:
 - explain the rationale for early intervention and inclusion
 - outline best practices for inclusive early childhood programs
 - outline Canadian legislation which impacts on individuals with special needs
 - utilize knowledge of inclusive practices and special needs care to ensure safe programming for all children

2. **delineate the causal factors for specific disabilities** (part 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 which contribute to an effective learning environment for children with special needs within the inclusive setting** (part of ECE Program Standard Vocational Learning Outcomes #1 & #2)
Potential Elements of the Performance:
 - describe the characteristics of effective inclusive learning environments
 - suggest ways for helping children with developmental problems expand and increase cognitive, language, self-care, social/emotional and physical skills
 - explain the process of developing an IPP (Individual Program Plan)
 - describe skills early childhood educators can utilize to promote positive learning experiences for young children with special needs

- 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

4. **investigate various exceptionalities and plan curriculum activities for children with special needs** (part of ECE Program Standard Vocational Learning Outcome #1 & #2)

Potential Elements of the Performance:

- choose an area of interest and research thoroughly using suggested texts and resources
- plan 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. **act in a professional manner**

(Reflection of ECE Program Standard Vocational Learning Outcome #6 and Essential Employability Skills #1, 5 and 6)

Potential Elements of the Performance:

- Contribute one's own ideas, opinions and information while demonstrating respect of those of others
- Communicate clearly, concisely, and effectively in written, spoken, and visual form
- Work collaboratively with others
- 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 Program Manual
- Demonstrate reflective practice.

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

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Tests = 40%

Two tests at 20% 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.*

2. In-Class Activities/Collaborative Work Teams = 20%

Guest presentations/workshops will be part of the course delivery. Students are expected to participate in various in-class activities and discussions throughout the course. Some of these will occur within your Collaborative Work Team. Activities may require pre-class preparation. Activities using our textbook and other readings will also be assigned as part of this evaluation factor. Students are expected to be involved and fully participating in these activities. Students who are not present for these activities or not having all of the required course materials will not have an opportunity to make them up and will be given a "0" mark for the activity.

3. 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. Complete criteria and the evaluation process will be reviewed in class.

4. Professional/Reflective Practice = 5%

You will be engaging in professional/reflective practice. This will encourage you to actively reflect on what you have learned and to develop professional practices that will enhance the learning process. This will be completed at midterm and at the end of the semester.

- *Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. If major assignments are late, both the following steps must be taken in order for the assignment to be evaluated;*
 1. *Major assignments that are late are to be handed in to Room E3207 (slip under the door).*
 2. *The professor will be notified, through LMS, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to the student indicating that the material has been received.*
- *Late, major 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 Plagiarism posted on the Student Portal.*
- *In-class or weekly assignments 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 drafts and returned 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.*
- *Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.*
- *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%	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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Learning Environment Responsibilities

1. Students are expected to be present, on time, and stay for all scheduled classes.
2. Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services.
3. Students are expected to adhere to the ECE Program "Confidentiality" policy when making references to their experiences in the field practice placement within any classroom discussions that occur in any of their courses.
4. Students are expected to be prepared each day with all assigned work due completed.
5. Students are reminded to turn their phone off or turn on silent mode. Students will be asked to refrain from engaging in "texting" during scheduled class time. Students will be asked to refrain from engaging in personal or non-course related conversations. If this behaviour, or any other behaviour deemed disruptive continues, the student(s) will be asked to leave the classroom.
6. The use of computers in the class is permitted for course work only. Students using their computer for personal or non-course work will be asked to shut their computer off.
7. Students are expected to participate fully within class activities.
8. Light snack foods are permitted in the class during scheduled class, however students who wish to consume "meals" will be asked to consume their meal in another location outside of the classroom setting.
9. Students are responsible for putting their own items in the "garbage" / recycling bins.
10. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.

11. Late arrivals are asked to enter the classroom quietly without disturbing the class activities.
12. Students are responsible for obtaining course material missed due to class absence. Therefore, students are encouraged to communicate with a classmate who can collect information on behalf of the absent student.

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.