

Western Technical College

10307187 ECE: Children with Differing Abilities

Course Outcome Summary

Course Information

Description	This 3-credit course focuses on the child with differing abilities in an early childhood education setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; promote inclusive programs for young children; apply legal and ethical requirements including, but not limited to, ADA and IDEA; examine the consultation process to embed intervention in natural based settings; differentiate between typical and exceptional development; analyze the differing abilities of children with physical, cognitive, health/medical, communication, and/or behavioral/emotional disorders; identify community and professional resources; interpret an individual educational plan (IEP/IFSP) for children with developmental differences; adapt curriculum to meet the needs of children with developmental differences; examine strategies for cultivating partnerships with families who have children with developmental differences.
Career Cluster	Education and Training
Instructional Level	Associate Degree Courses
Total Credits	3
Total Hours	54

Textbooks

The Exceptional Child: Inclusion in Early Childhood Education. 8th Edition. Copyright 2015. Allen, K. Eileen. Publisher: Cengage Learning. **ISBN-13**: 978-1-285-43237-3. Required.

Learner Supplies

Art Supplies: Adult scissors, jar of rubber cement, small scissors with pointed tip, box of water based colored markers, utility knife, eraser, box of crayons or colored pencils, permanent black marker, large roll of clear contact paper, plastic grid ruler, storage container for materials.. **Vendor**: To be discussed in class. Required.

Lanyard with student ID. **Vendor**: To be discussed in class. Required.

Success Abilities

1. Cultivate Passion: Enhance Personal Connections
2. Cultivate Passion: Increase Self-Awareness

3. Refine Professionalism: Act Ethically
4. Refine Professionalism: Practice Effective Communication

Program Outcomes

1. Apply child development theory to practice.
2. Cultivate relationships with children, family, and the community.
3. Assess child growth and development.
4. Use best practices in teaching and learning.
5. Demonstrate professionalism.
6. Integrate health, safety, and nutrition practices.

Course Competencies

1. Integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives.

Assessment Strategies

- 1.1. using written or oral activities as provided by the instructor
- 1.2. in a classroom setting or simulated environment
- 1.3. individually or in groups

Criteria

You will know you are successful when

- 1.1. you follow the guidelines of "Anti-bias Education for Young Children and Ourselves" or a similar anti-bias resource
- 1.2. you identify strategies for countering the impact of societal bias regarding disabilities and other types of diversity

Learning Objectives

- 1.a. Describe best practices in anti-bias/culturally sensitive curriculum as it relates to children with differing abilities.
- 1.b. Identify aspects of the environment that reflect an anti-bias/culturally sensitive approach to children with differing abilities.
- 1.c. Distinguish between anti-bias/culturally sensitive approaches to working with children with differing abilities.
- 1.d. Become familiar with anti-bias/culturally sensitive resources for children with differing abilities.

2. Promote inclusive programs for young children.

Assessment Strategies

- 2.1. individually or in a small group
- 2.2. in written or oral presentations
- 2.3. in group or simulated settings
- 2.4. in a project

Criteria

You will know you are successful when

- 2.1. you provide a rationale for inclusion in ECE
- 2.2. you promote inclusive programming
- 2.3. you include elements of designing an inclusive program
- 2.4. you include documented research supporting the position that all children can learn
- 2.5. you use "people first" language in all forms of communication, emphasizing a strengths-based perspective

Learning Objectives

- 2.a. Define terms including: inclusion, integration, least restrictive environment, natural environment.

- 2.b. Discuss inclusion advocacy.
- 2.c. Examine the philosophy that all children can learn.
- 2.d. Examine models of inclusion and integration.
- 2.e. Examine the benefits of inclusion for children with or without developmental differences.
- 2.f. Identify resources for supporting inclusive programs.
- 2.g. Summarize the benefits and challenges of implementing inclusion.

3. Apply legal and ethical requirements including, but not limited to, ADA and IDEA

Assessment Strategies

- 3.1. individually or in a small group
- 3.2. in written or oral presentations
- 3.3. in group or simulated settings
- 3.4. in a project

Criteria

You will know you are successful when

- 3.1. you summarize rights and responsibilities under ADA/IDEA
- 3.2. you summarize the ethical responsibilities of early childhood educators

Learning Objectives

- 3.a. Define ADA, IDEA 2004, IEP, IFSP.
- 3.b. Utilize terminology related to legal and ethical issues.
- 3.c. Summarize history of legislation affecting people with differing abilities.
- 3.d. Trace the disabilities rights movement.
- 3.e. Compare state and federal regulations and policies affecting children with differing disabilities.
- 3.f. Investigate ramifications of legal and ethical requirements on an ECE program.

4. Examine the consultation process to embed intervention in natural based settings.

Assessment Strategies

- 4.1. individually or in a small group
- 4.2. in written or oral presentations
- 4.3. in group or simulated settings
- 4.4. in a project

Criteria

You will know you are successful when

- 4.1. you describe stages in the consultation process
- 4.2. you describe the roles of the consultants
- 4.3. you describe your role as a consultee
- 4.4. you identify the continuum of service delivery options to children with disabilities
- 4.5. you apply state and national mandates for best practices in preschool inclusion

Learning Objectives

- 4.a. Describe the consultation process for identifying children with differing abilities
- 4.b. Describe the rationale of natural based settings
- 4.c. Identify the roles in the consultation process
- 4.d. Summarize state and national mandates related to the consultation process

5. Differentiate between typical and exceptional development.

Assessment Strategies

- 5.1. individually or in a small group
- 5.2. in written or oral presentations
- 5.3. in group or simulated settings
- 5.4. in a project

Criteria

You will know you are successful when

- 5.1. you differentiate the characteristics of children who are typically developing, at risk, gifted, or have developmental delays

Learning Objectives

- 5.a. Define at risk, gifted/talented, and developmentally delayed.
- 5.b. Employ methods to identify children with developmental differences.
- 5.c. Describe characteristics of children with developmental differences.
- 5.d. Describe characteristics of children with typical developmental patterns.
- 5.e. Describe characteristics of children with exceptional developmental patterns.
- 5.f. Explain the interactive effects of heredity and environment in the development of children.
- 5.g. Discuss guidance strategies related to children's individual needs.

6. Analyze the differing abilities of children with physical, cognitive, health/medical, communication and/or behavioral/emotional disorders.

Assessment Strategies

- 6.1. individually or in a small group
- 6.2. in written or oral presentations
- 6.3. in group or simulated settings
- 6.4. in a project

Criteria

You will know you are successful when

- 6.1. you discuss the primary characteristics of children with varying developmental differences
- 6.2. you analyze the educational implications for children with differing abilities

Learning Objectives

- 6.a. Describe the characteristics of children with physical/sensory differences.
- 6.b. Describe the characteristics of children with cognitive differences.
- 6.c. Describe the characteristics of children with health/medical differences.
- 6.d. Describe the characteristics of children with communication differences.
- 6.e. Describe the characteristics of children with behavioral/emotional differences.
- 6.f. Discuss educational implications for children with developmental differences.
- 6.g. Examine the myths and stereotypes associated with varying diagnoses.

7. Identify community and professional resources.

Assessment Strategies

- 7.1. individually or in a small group
- 7.2. in written or oral presentations
- 7.3. in group or simulated settings
- 7.4. in a case study, role play or project

Criteria

You will know you are successful when

- 7.1. you outline the steps of a referral process
- 7.2. you correlate community resources to serve the specific needs of the child and family

Learning Objectives

- 7.a. Identify professional organizations supporting children, families, and staff.
- 7.b. Discuss local early intervention resources.
- 7.c. Discuss the referral processes.
- 7.d. Explain the role of an early childhood education teacher in the referral process.
- 7.e. Explore the benefits of working collaboratively with community and professional resources.

8. Interpret an individual educational plan (IEP/IFSP) for children with developmental differences.

Assessment Strategies

- 8.1. individually or in a small group
- 8.2. in written or oral presentations
- 8.3. in group or simulated settings
- 8.4. in a case study, role play or project

Criteria

You will know you are successful when

- 8.1. you analyze the parts of an IEP/IFSP relevant to the early childhood education setting

Learning Objectives

- 8.a. Define an IEP/IFSP.
- 8.b. Explain how an IEP/IFSP is developed.
- 8.c. Discuss the utilization of individualized planning in an early childhood setting.
- 8.d. Explain the role an ECE professional plays as a member of the IEP/IFSP team.

9. Adapt curriculum to meet the needs of children with developmental differences.

Assessment Strategies

- 9.1. individually or in a small group
- 9.2. in written or oral presentations
- 9.3. in group or simulated settings
- 9.4. in a case study, role play or project

Criteria

You will know you are successful when

- 9.1. you differentiate between an accommodation and a modification
- 9.2. you modify a daily schedule to meet individualized needs of children and adults
- 9.3. you modify the indoor and outdoor environment to meet the individualized needs of children and adults
- 9.4. you modify the curriculum to meet the individualized needs of children and adults

Learning Objectives

- 9.a. Characterize the qualities of an inclusive early childhood environment.
- 9.b. Identify ways to modify the daily schedule to accommodate the needs of children with differing abilities.
- 9.c. Assess the indoor and outdoor environments for accessibility.
- 9.d. Describe ways to modify the environment for children and adults with differing abilities.
- 9.e. Match environmental modifications to learning objectives.
- 9.f. Customize activity plans to meet the needs of individual children.

10. Examine strategies for cultivating partnerships with families who have children with developmental differences.

Assessment Strategies

- 10.1. individually or in a small group
- 10.2. in written or oral presentations
- 10.3. in group or simulated settings
- 10.4. in a case study, role play or project

Criteria

You will know you are successful when

- 10.1. you apply effective strategies for communicating with families who have children with differing abilities
- 10.2. you plan the course of advocacy you would use on behalf of a family who has children with differing abilities
- 10.3. you reflect on your ability to work with families who have children with differing abilities

Learning Objectives

- 10.a. Examine the effect of children's developmental differences on family life.
- 10.b. Recognize the role of parents as experts in their children's care.
- 10.c. Identify strategies for informing families about developmental differences in children.
- 10.d. Identify strategies for informing families about community resources.
- 10.e. Discuss the importance of advocating on the behalf of families who have children with developmental differences.
- 10.f. Explore the benefits of working collaboratively with families.
- 10.g. Provide a rationale for parent/teacher partnerships to meet the needs of children.