



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

Pre/Corequisites

Prerequisite 10307179 ECE: Child Development

Textbooks

Exceptional Child: Inclusion in Early Childhood Education. 9th Edition. Copyright 2022. Allen, Eileen K. Publisher: Cengage Learning. **ISBN-13:** 978-0-357-6306-3. Required.

Learner Supplies

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

Art Supplies: Adult scissors, colored markers, crayons, and Sharpie marker. **Vendor:** To be discussed in class. Required.

Success Abilities

1. Cultivate Passion: Increase Self-Awareness

Program Outcomes

1. Cultivate relationships with children, family, and the community
2. Assess child growth and development
3. Use effective, research-based practices in teaching and learning.
4. Use effective, research-based practices in teaching and learning
5. Demonstrate professionalism

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.