



**CAMOSUN COLLEGE**  
**School of Health & Human Services**  
**Department of Community, Family & Child Studies**

**ELC 220**  
**Inclusive Child Care**  
**Winter 2015**

**COURSE OUTLINE**

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**Course Description**

This course critically examines all aspects of creating an inclusive caring and learning environment for children with diverse abilities. Students explore working collaboratively with families and interdisciplinary teams. Advanced skills in observation and program planning using a strengths-based perspective are emphasized.

⌘ *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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**1. Instructor Information**

**Instructor:** Michelle Tannock  
**Office Hours:** by appointment  
**Location:** WT 220  
**Phone:**  
**Email:** tannockm@camosun.bc.ca  
**Class Time:** Mondays 2:30-5:20  
**Location:** P111

**2. Intended Learning Outcomes**

Upon completion of this course, the student will be able to:

1. Identify historical perspectives, personal attitudes, values and biases towards people with diverse abilities and inclusive child care.
2. Apply developmental theory and the principles of practice of inclusive care to meet children's individual needs within the early learning and care settings.
3. Demonstrate how the inclusive, caring and learning environment supports and promotes the growth and development of all young children.
4. Reflectively critique own learning

**3. Required Materials**

*Inclusion in Early Childhood Settings: Children with Special Needs in Canada* (2010) Ingrid Crowther, Pearson Canada

- ELC Course Package 2015

#### 4. Course Content and Schedule

Week	Date	Readings	Topics	Assignments
1	Jan 5	CP: Full Participation	Introduction... Assignments ... Experiences... Diversity....	
2	Jan 12	<b>Text:</b> Ch. 3 (pp 68-73) Online reading - "She is our Little Sister: reflections about Inclusion" by Nora Thompson. Download at: <a href="http://www.reggioalliance.org/downloads/littlesister:thompson.pdf">http://www.reggioalliance.org/downloads/littlesister:thompson.pdf</a> Handout:- <i>People First Language</i> By Katie Snow (download from <a href="http://www.disabilityisnatural.com">www.disabilityisnatural.com</a> ) Course Pack: "Welcome to Holland"	Historical Overview... Inclusion... Feelings, Attitudes... Values and Labeling ....	
3	Jan 19	<b>Text:</b> Ch 2 Inclusive Child Care in Canada pg- 41-42, 44, 47-61 Course Pack: Art for all children: A conversation about inclusion Video: In their own special way	Inclusive child Care in Canada ..... Types of programs ... Parents....	
4	Jan 26	Guest Speaker – Supported Child Development Coordinator <b>Text:</b> Ch 4 The Inclusive Learning Environment Handout: Using Your Sensing to Adapt Environments: Checklist for an Accessible Environment Handout: Answering Children’s Questions about Peers with Special Needs	Supported Child Development ....  Environment ....	<b>By the end of this week, in consultation with mentor, choose a focus child</b>
5	Feb 2	<b>Course Pack:</b> Including children with disabilities in Early Childhood Education Programs  <b>Text:</b> Chapter 6: Play in inclusive settings	Personal Profile of a child Developmentally Appropriate Practice and inclusion Play in inclusive settings	<b>Begin to complete the Profile of the child</b>
6	Feb 9	<b>Family Day Holiday No class</b>	<b>No Class</b>	<b>Continue to complete the profile of the child</b>
7	Feb 16	<b>Text:</b> Ch.7 Managing Behaviors in Inclusive Settings pp. 222-234, 249-252 & 295-303 <b>Course Pack:</b> 'We are all in this together' (week six) <b>Course Pack:</b> "You've got it."	Making friends....  Intense	<b>Child profile due</b> <b>20% Develop the support</b>

		<p><b>Course Pack:</b> A different look at challenging behaviour</p> <p><b>Online:</b> children who have serious conflicts - part one  <a href="http://www.naeyc.org/files/yc/file/201103/GuidanceMatters_Online_0311.pdf">http://www.naeyc.org/files/yc/file/201103/GuidanceMatters_Online_0311.pdf</a></p> <p>Reading: 'What assessment means to Early Childhood Educators'.</p>	Behavior....Referral... ... Children Who Worry ....	<b>plan</b>	
8	<b>Feb 23</b>	<p>Text: Ch 3 Who are the Children with Special Needs? pg 78-84 &amp; 97,</p> <p>Text: Ch 5 Communication Strategies. 142-178</p> <p>Text: Ch 7 Diagnosed Conditions – p. 226-227</p>	Fetal Alcohol Syndrome....	<b>Support plan due</b>	
9	<b>Mar 2</b>	<p><b>Text: Ch 8</b> Strategies for Facilitating Motor Growth in Inclusive Settings, p 264-268</p> <p><b>Course Pack:</b> 'Making sense of sensory systems'</p> <p><b>Course Pack:</b> 'The impact of sensory integration on Behavior'-</p> <p><b>Course Pack:</b> 'Positive strategies for children with sensory integration challenges'</p>	Sensory Integration ....	<b>Implement the support plan</b>	
10	<b>March 9</b>	<p><b>Text: Ch 3</b> Who are the Children with Special Needs. pg 75-77</p> <p><b>Text: Ch. 8</b> (pp. 264-267 – Sensory awareness)</p> <p><b>Text: pp. 273-286</b> – Intervention strategies</p> <p><b>Course Pack:</b> 'Young children with Autism Spectrum , Disorder':  'Strategies That Work' (week 10)  'Implementing Visual Cues'</p>	Autism Spectrum Disorder ....	<b>Implement the support plan</b>	
	<b>March 9</b>	LAST CHANCE TO WITHDRAW WITHOUT ACADEMIC PENALTY			
11	<b>Mar 16</b>	<p>Text pg 87-92 – Children with impaired health</p> <p>Course Pack: 'Including a young child with Spina bifida'  'Is teaching sign language in EC Classrooms Feasible?'</p> <p>Online: Including Children with hearing loss': Download at :  <a href="http://www.smccd.net/accounts/franciscoe/ece260/HearingLoss.pdf">http://www.smccd.net/accounts/franciscoe/ece260/HearingLoss.pdf</a></p>	Children with special health care needs	<p>Children with special health care needs requiring supports....</p> <p>Visual &amp; Hearing.....</p>	<b>Implement the support plan</b>
12	<b>Mar 23</b>	Text: pg 225, 226, 229	ADHD.....	<b>Write the child study report</b>	
13	<b>March 30</b>	<p>Online: Partnering with families of children with special needs': download at:  <a href="http://www.naeyc.org/files/yc/file/200909/Families%20of%20Children%20with%20Special%20Needs.pdf">http://www.naeyc.org/files/yc/file/200909/Families%20of%20Children%20with%20Special%20Needs.pdf</a></p> <p>Text: Ch 9 Social &amp; Emotional Growth in Inclusive Settings pgs 303-321.</p> <p>Online: Supporting Families with children with disabilities team approach</p> <p>Online:  <a href="http://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf">http://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf</a></p> <p>Online: I Am Safe and Secure  <a href="http://www.naeyc.org/yc/pastissues/2006/november">http://www.naeyc.org/yc/pastissues/2006/november</a></p>	<p>Supporting parents in their journey.....</p> <p>Teams .....</p> <p>Resiliency.....</p>	<b>Supportive plan report due</b>	

14	Apr 6	Closure Course Review	Closure .....	Class Participation 15%
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### Learning Experiences:

- Lectures and classroom discussion
- Small group work
- Community guest speakers
- Videos

### Assignments

A detailed explanation of assignments, their due dates and percentage value of your final grade will be provided and discussed in class.

#### *Late Assignment Policy*

1. Written assignments are expected on the due date.
2. To request an extension for an assignment, contact the instructor **at least 24 hours ahead of the due date.**
  - a. Provide an explanation/rationale for requesting an extension
  - b. Negotiate a revised due date
3. Request for an extension may be granted at the instructor's discretion.
4. Without contacting the instructor, submission after the due date will result in a loss of 3% of the assignment marks **per day**.
5. Students must complete work in all areas to be eligible for a final grade for the semester.

### Attendance

Due to the short and intense nature of the ELC Diploma course, classes are planned at a continuum for building the skills and knowledge required. Classroom experiences and participation are a major part of competency development; therefore, consistent attendance is expected. Students are required to contact the instructor in advance if they are unable to attend class. Students who miss class are responsible for material and assignments *covered in class*. Repeated absence from class will be discussed with the student and it will affect the final grade.

## 5. Basis of Student Assessment

<u>Assignments</u>	<u>Due Date</u>	<u>Mark</u>
1. Journaling across the course	ongoing	15%
2. Personal Profile of a Child	February 21	20%
4. Supportive plan	February 28	15%

5. Supportive plan report, including 4 narrations  
 which are part of practicum assignments April 4 35%
6. Participation and Attendance. (See specific guidelines) ongoing 15%  
**100%**

Please see the additional document regarding assignments, due dates, and grade value.

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

**GRADING SYSTEMS** <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

### 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

## LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

## STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

<http://www.camosun.bc.ca/policies/policies.html>

*The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>*