Module Details

Module Code:	EDUC N7011
Full Title:	Inclusive Educational Practice APPROVED
Valid From::	Semester 1 - 2022/23 (September 2022)
Language of Instruction:	English
Duration:	1 Semester
Credits::	15
Module Owner::	- Philomena Smyth - Geraldine O'Connor - Jerry Ryan (Q268)
Departments:	Nursing Midwifery & Early Years
Module Description:	The aim of this module is to equip the student with the knowledge, skills and practical experience to facilitate the holistic development of the child with additional needs.

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	**Module Learning Outcome Description**
MLO1	Outline the history of provision of care and education for young children with additional needs in Ireland
MLO2	Define the characteristics of the various developmental disabilities in early childhood and describe their impact on the child's social, emotional and educational development.
MLO3	Apply the process of identifying children with additional needs, collaborate with parents and other professionals to initiate referral and application for additional supports for the child
MLO4	Explain the theoretical underpinnings of common interventions for children with additional needs and how to adapt educational practices to provide inclusive educational experiences.
MLO5	Design, facilitate and evaluate appropriate play experiences for a child with additional learning needs.

Pre-requisite learning
Module Recommendations *This is prior learning (or a practical skill) that is strongly recommended before enrolment in this module. You may enrol in this module if you have not acquired the recommended learning but you will have considerable difficulty in passing (i.e. achieving the learning outcomes of) the module. While the prior learning is expressed as named DkIT module(s) it also allows for learning (in another module or modules) which is equivalent to the learning specified in the named module(s).*
No recommendations listed

Module Indicative Content

Historical Context of Education & Care for children with Additional Learning Needs in Early Childhood
Historical Context of Education & Care for Children with Additional Learning Needs in Early Childhood, Models of education & care. Inclusive & Specialist provision. Development of Access & Inclusion Model (AIM) and Leadership for Inclusion Co-ordinator in ELC settings.

Special needs in the Family Context
Supporting families. The process for the family of receiving a diagnosis. Diverse Families. Parent, Siblings and Grandparents.

Ability & Disability
Supporting A Strengths Based Approach to Fostering Resilience seeking opportunities to complement and support existing strengths and capacities of children as opposed to a deficit model focusing on, an staying with, the problem or concern. Personalising learning to meet the needs of the individual child. Facilitating the philosophy and vision of First 5, providing insightful practice for others.

Characteristics of Additional Learning Needs –
Causes & DSM criteria of Intellectual Disability. Physical Disability, Pervasive Developmental Disabilities, Sensory Disabilities & Attentional Difficulties.

Interventions to Include & Support Children with Additional Needs
Intellectual Disability. Physical Disability, Pervasive Developmental Disabilities, Sensory Disabilities & Attentional Difficulties. Ensuring ELC provision promotes participation, strengthens social inclusion, and embraces diversity.

Multidisciplinary Approaches
Roles and responsibilities with the multidisciplinary team. Providing an inclusive and diverse approach to catering and supporting children with additional needs. Challenging normative and deficit models of children and childhood, in favour of Aistear's view of children as competent and confident learners

Working with the Child with Additional Learning Needs
Understand how AIM support works in ELC settings, moving from universal to targeted supports which provides more individualised learning. Applying Siolta Quality Standards to the Child with Additional learning Needs. Collaborative practice & effective sharing of information with a range of professionals to support the child's continuous learning and development.

Aistear & Children with Additional learning Needs
Designing, adapting, and differentiating Curricula design for children to ensure meaningful, engaging and with additional learning needs. Partnership with parents and stakeholders.

Curriculum Area Focus: Self Care & Help
Designing Curricula for children with additional learning needs. Eating, Toileting and Sleeping; engaging and meaningful play activities and pedagogical practices to support opportunities and possibilities for the child's learning, development, and progress.

Communication
Communication (verbal/non-verbal) language (receptive/expressive), and speech. Terminology and typical development. Common childhood communication impairments, delays versus disorders, causes and contributory factors, impact on development. Naturalistic techniques e.g. Hanen. Augmentative techniques e.g. Lámh/Makaton

Module Assessment

Assessment Breakdown	%
Course Work	50.00%
Project	50.00%

Module Special Regulation

Assessments

Part Time On Campus

Course Work			
Assessment Type	Essay	**% of Total Mark**	50
Marks Out Of	100	**Pass Mark**	0
Timing	n/a	**Learning Outcome**	1,2,3,4
Duration in minutes	0		
Assessment Description			
n/a			

Project			
Assessment Type	Project	**% of Total Mark**	50
Marks Out Of	100	**Pass Mark**	0
Timing	n/a	**Learning Outcome**	4,5
Duration in minutes	0		
Assessment Description			
Design, facilitate and evaluate appropriate play experiences for a child with special educational needs			

No Practical

No Final Examination

Reassessment Requirement

No repeat examination
Reassessment of this module will be offered solely on the basis of coursework and a repeat examination will not be offered.

Module Workload

This module has no Full Time On Campus workload.

Workload: Part Time On Campus

Workload Type	Contact Type	Workload Description	Frequency	Average Weekly Learner Workload	Hours
Lecture	Contact	Combination of F2F & Online Classes	Every Week	2.00	2
Online Contact	Contact	No Description	Every Week	1.00	1
Practical	Contact	Placement Officer	Once per semester	0.20	3
Practical	Contact	Work Placement (5 days)	Once per semester	2.33	35
Directed Reading	Non Contact	No Description	Every Week	5.00	5
Independent Study	Non Contact	Student responsibility to organize and manage own study space and time and commitment to supplement classroom input with additional reading and interpretative reflection	Every Week	9.30	9.3
				Total Weekly Learner Workload	19.83
				Total Weekly Contact Hours	5.53

Module Resources

Recommended Book Resources

Buckley, B.. (2007), Children's Communication Skills from Birth to 5 Years, Routledge, London.

Deiner, P.. (2012), Inclusive Early Childhood Education: Development, Resources & Practice, Wadsworth, [ISBN: 10: 1111837155].

Garguilo, R. & Kilgo, J.. (2013), An Introduction to Young Children with Special Needs: Birth Through Age Eight, Wadsworth Publishing, [ISBN: 10: 1133959253].

Mash, E. & Wolfe, D.. (2013), Abnormal Child Psychology, 5th. Cengage Learning, [ISBN: 10: 1111834490].

Moloney, M. & McCarthy, E. (2018), Intentional Leadership for Effective Inclusion in Early Childhood Education and Care, Routldge, London.

Nutbrown, C. & Clough, p.. (2013), Inclusion in the Early Years, 2nd. Sage Publications, [ISBN: 10: 1446203239].

Ring, E., Daly, P. & Wall, E.. (2018), Autism from the Inside Out. A Handbook for Parents, Early Childhood, Primary, Post Primary and Special School Settings, Peter Lang Publishers, Oxford.

Santrock, J.. (2013), Children, 12th. McGraw-Hill, [ISBN: 9780078035128].

Thompson, S. and Thompson, N.. (2018), The critically reflective practitioner., Macmillan International Higher Education, Macmillan International Higher Education.

DCYA. (2016), CHILD CARE ACT 1991 (EARLY YEARS SERVICES) REGULATIONS 2016,, Government of Ireland, Dublin.

Government of Ireland. (2018), First 5: A whole-of-government strategy for babies, young children and their families, Government Press, Dublin.

Government of Ireland. (2010), Síolta – The national quality framework for the early years, Government of Ireland, Dublin.

NCCA/National Council for Curriculum and Assessment. (2009), Aistear: early childhood curriculum framework, principles and themes, NCCA, Dublin.

Tusla, Child and Family Agency. (2018), Quality and regulatory framework: full day care service and part-time day care services, Early Years Inspectorate, Tusla, Dublin.

Supplementary Book Resources

Bee, H. & Boyd, D. (2012), The Developing Child, 13th. Pearson Education, [ISBN: 13: 9780205844487].

Berger, K.S.. (2012), The Developing Person Through Childhood, 6th. Worth, [ISBN: 10: 1-4641-0805-6].

Recommended Article/Paper Resources

Hayes, N. (2007), Education and care, Research Paper _ Aistear, http://www.ncca.ie/en/Curriculum_and_Ass essment/Early_Childhood_and_Primary_Educ ation/Early_Childhood_Education/How_Aist ear_was_developed /Research_Papers/Educat ion_and_care_fu

Supplementary Article/Paper Resources

Parsons, S., Guldberg, K., MacLeod, A. and Jones, G. (2009), International Review of the Literature of Evidence of Best Practice Provision in the Education of Persons with Autistic Spectrum Disorders.

Other Resources

Website, NCCA/National Council for Curriculum and Assessment.. (2015), Aistear Siolta Practice guide., NCCA, http://www.ncca.ie/en/Practice-Guide

Link, Library Catalogue, http://tinyurl.com/mkxunwj

Website, http://www.cecde.ie.

Website, The Department for Education (UK). Early Support Developmental Journal, https://www.education.gov.uk/publication s/standard/EarlySupport/Page1/ES54

Website, Aistear, http://www.NCCA.ie

website, www.hanen.org.

website, www.iaslt.org.ie.

website, www.thecommunicationtrust.org.uk.

Journal, Journal of Speech, Language and Hearing Research. Journal of Speech, Language and Hearing Research.

Journal, Child Language Teaching and Therapy. Child Language Teaching and Therapy.