

ECE304 Supporting Diverse Learners

Level: 3

Credit Units: 5 Credit Units

Language: ENGLISH

Presentation Pattern: EVERY SEMESTER

Synopsis:

ECE304 Supporting Diverse Learners provides an overview of inclusive educational philosophies and approaches to early intervention and support for children of diverse abilities, from birth to 8 years of age. The course aims to promote positive dispositions toward developmental variations in child growth and learning, family-centred approaches, as well as instructional strategies for inclusion of children with learning difficulties and/or mild to moderate disabilities. ECE304 will introduce trends and recommended practices in early intervention and strategies for working with groups of diverse learners in regular early childhood settings.

Topics:

- Introduction to early childhood special education
- Working within the Singapore context
- Understanding children with Autism Spectrum Disorders
- Working with children with Autism Spectrum Disorders
- Understanding children with learning difficulties/learning disabilities
- Working with children with learning difficulties/learning disabilities
- Understanding children with developmental delays
- Working with children with developmental delays
- Promoting communication skills through naturalistic approaches
- Promoting social-emotional development and interactions among peers
- Instructional strategies: accommodations and modifications
- Working with families and other professionals

Textbooks:

Cook, R. E., Klein, M. D., & Chen, D.: Adapting early childhood curricula for children with special needs (8th ed.) <eBook> 8 Pearson
ISBN-13: 9781292052489

Learning Outcome:

- Interpret the various clinical definitions and terms.
- Examine the benefits and challenges of having an inclusive early childhood setting for children with diverse learning needs.
- Analyse the strengths and developmental variations in children.
- Create accommodations and modifications that are useful in early childhood settings.
- Propose basic instructional strategies to promote communication skills for children with special needs and their peers.
- Design basic instructional strategies to promote social-emotional development for children with special needs and their peers.

Assessment Strategies (Evening Class):

Components	Description	Weightage Allocation (%)
Overall Continuous Assessment	PRE-CLASS QUIZ 1	5
	TUTOR-MARKED ASSIGNMENT 1	40
	DISCUSSION BOARD 1	5
Overall Examinable Components	ECA	50
Total		100