STAFFING
Examiner: Anne Petriwskyj
Moderator: Barry Fields

RATIONALE
Early childhood educators undertaking leadership roles and advocacy for young children with special needs require an awareness of a range of core issues impacting on current practices such as inclusion so they are able to make informed choices and engage effectively in professional debate. Rapid changes in information about disabilities and other variations in young children and paradigmatic shifts in both early childhood education and early childhood special education place demands on early childhood leaders to negotiate challenging issues and changes in practice.

SYNOPSIS
This course will consider current debates in early childhood special education focussed around divergence in philosophy and images of disability and the relationship of these variations to concepts of meaningful assessment, child and family rights, the meaning of inclusion, team roles in partnerships with parents and professionals, approaches to curriculum and incorporation of technological tools into programs. Differences between early childhood education and early childhood special education affecting programs for young children with special needs will be considered in relation to their theoretical frameworks. The link between policy and practice will be critically analysed and challenges to inclusion will be debated.

OBJECTIVES
On successful completion of this course students will be able to:

- identify current issues and trends in early childhood special education;
- analyse theoretical frames of varying approaches and practices;
- articulate values, rights and responsibilities in early special education;
• critically reflect on current approaches in early childhood special education;
• relate issues to professional experience and case studies.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Images of disability related to discourse and inclusion</td>
<td>10.00</td>
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<tr>
<td>2. Meaningful assessment in early childhood special education</td>
<td>20.00</td>
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<tr>
<td>3. Child and family rights, service access and isolation</td>
<td>10.00</td>
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<td>4. Future directions including assistive technologies</td>
<td>10.00</td>
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<tr>
<td>5. Play in the early special needs curriculum</td>
<td>15.00</td>
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<td>6. Collaboration and role negotiation</td>
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<tr>
<td>7. Challenge of inclusion and the link of policy to practise</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.


REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.


Bailey, J. & Rice, D 1998, Attention Deficit Hyperactivity Disorder: Medical, Psychological and Educational Perspectives, Australian Association of Special Education, Sefton, NSW.


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Directed Study</td>
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<td>Private Study</td>
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**ASSESSMENT DETAILS**

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<tr>
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<th>Wtg(%)</th>
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<tr>
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<td>Y</td>
<td>16 Aug 2002</td>
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<tr>
<td>REFLECTIVE JOURNAL 2</td>
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<td>01 Nov 2002</td>
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**OTHER REQUIREMENTS**

1. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
2. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
3. Summative assessment items will be given a numerical score.
4. Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.
5. All assessment items must be submitted and passed overall.
6. If assignments are submitted after the due date without an approved extension of time, University penalties will apply.