Description: Issues in Early Special Education

<table>
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<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<td>ECE</td>
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<td>28233</td>
<td>3, 2003</td>
<td>EXT</td>
<td>1.00</td>
<td>TW MBA</td>
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Academic Group: FOEDU
Academic Org: FOE004
HECS Band: 1
ASCED Code: 070101

STAFFING
Examiner: Anne Petriwskyj
Moderator: Lindy Austin

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, inclusion, 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 contexts 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>15.00</td>
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<tr>
<td>2. Meaningful assessment in early childhood</td>
<td>15.00</td>
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<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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<td>5. Play and the early special needs curriculum</td>
<td>20.00</td>
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<td>6. Collaboration and role negotiation</td>
<td>15.00</td>
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<tr>
<td>7. Challenge of inclusion and the link of policy to practice</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](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. 1997, *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>
<td>40</td>
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**ASSESSMENT DETAILS**

<table>
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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
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<th>Due Date</th>
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<tr>
<td>REFLECTIVE JOURNAL 1</td>
<td>100.00</td>
<td>15.00</td>
<td>Y</td>
<td>05 Dec 2003</td>
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<tr>
<td>REFLECTIVE JOURNAL 2</td>
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<td>30 Jan 2004</td>
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**IMPORTANT ASSESSMENT INFORMATION**

1. Attendance requirements:
   (a) There are no attendance requirements for this course. However, it is the students’ responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2. Requirements for students to complete each assessment item satisfactorily:
(a) To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.

3 Penalties for late submission of required work:
   If assignments are submitted after the due date without an approved extension of time, University penalties may be applied.

4 Requirements for student to be awarded a passing grade in the course:
   (d) To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for those items.

5 Method used to combine assessment results to attain final grade:
   (a) The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.

6 Examination information:
   (e) There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
   There is no examination in this course.

8 University Regulations:
   Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/SECARIAT/calendar/Part5/ or in the printed version of the current USQ Handbook.

ASSESSMENT NOTES

1 If requested, students will be required to provide a copy of assignments submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours of receipt of a request being made. (d) The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.