



## EDUCATION

**PATHWAY:** Early Childhood Education

**COURSE:** Introduction to Early Childhood Education

**UNIT:** Unit 9 - Special Needs



## INTRODUCTION

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**Annotation:**

Teachers ensure that classrooms or groups of young children function as caring communities. When teachers are sensitive to providing an inclusive atmosphere where all children can learn, other students will be more likely to develop attitudes based on respect for each person as an individual.

**Grade(s):**

x	9 <sup>th</sup>
x	10 <sup>th</sup>
x	11 <sup>th</sup>
x	12 <sup>th</sup>

**Time:** 18 (50 min) Periods

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**Academic Review:** Ben Tanner

**Special Education Review:** Lindsey Welborn

**Additional Review:** Rhonda Colwell

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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### GPS Focus Standards:

#### IECE-7:

Students will discuss ways to adapt the curriculum and classroom for children with special needs.

- a. Explain laws regarding children with disabilities.
- b. Define mainstreaming and inclusion.
- c. Demonstrate strategies for integrating children with disabilities into programs.
- d. Discuss the relationships of children with special needs with their peers, teachers, and others.
- e. Explain interventions to use when working with special needs children, such as adapting the environment (e.g. child with impaired vision, gross motor impairment, or hearing impaired).

### GPS Academic Standards:

SSCG6

*SSPVB1: concepts related to measurement and nature of intelligence*

*SSPVB2: Identify abnormal behavior and treatment*

ELA9-12RL5

ELA9-12RC1

ELA9-12LSV1

ELA9-12LSV2

### National / Local Standards / Industry / ISTE:

NFACS4.5



## UNDERSTANDINGS & GOALS

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**Enduring Understandings:** Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

- The early childhood curriculum helps children develop sensitivity toward those with special needs.
- Social skills are especially important for children with disabilities and the inclusive early childhood program can help them, as well as the other children in the class, develop the skills to get along with all their peers.

**Essential Questions:** Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- What do all children have in common?
- How can you help to encourage children's relationships with peers of differing abilities?

- How can you help children develop sensitivity and understanding toward those who are of a different ability?
- How can you support the social development in children of different ages and abilities?
- How can you include children with disabilities in an early childhood program?
- What are children who have different disabilities like?

**Knowledge from this Unit:**

- Types of disabilities
- Related laws
- Supportive curriculum and teaching techniques
- Legal obligations toward students with disabilities

**Skills from this Unit:**

- Name examples of special needs
- Explain what inclusion means and why it is practiced
- Discuss how to encourage a classroom atmosphere of acceptance and respect for individuals
- Outline ways to adapt a child care program to meet special needs



## ASSESSMENT(S)

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**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
  - Quizzes/Tests
  - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, role-playing, checklists, etc.
  - Self-check rubrics
  - Self-check during writing/planning process
  - Journal reflections on concepts, personal experiences and impact on one's life
  - Reflect on evaluations of work from teachers, business partners, and competition judges
  - Academic prompts
  - Practice quizzes/tests
- Subjective assessment/Informal observations
  - Essay tests
  - Observe students working with partners
  - Observe students role playing
- Peer-assessment
  - Peer editing & commentary of products/projects/presentations using rubrics
  - Peer editing and/or critiquing
- Dialogue and Discussion
  - Student/teacher conferences
  - Partner and small group discussions
  - Whole group discussions
  - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
  - Chart good reading/writing/listening/speaking habits
  - Application of skills to real-life situations/scenarios
- Post-test



# LEARNING EXPERIENCES

**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

## Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary: developmental delay, disability, deficit, impairment, at-risk, individualized education plan (IEP), inclusion, least restrictive environment, uniqueness, educable mentally retarded, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), autism spectrum disorder, gifted children, temperament, fragile X syndrome, fetal alcohol syndrome, down syndrome, accessible...
4. Direct students in playing the diversity (special needs) card game. See attachments. **(7 – d.)**
5. Role play situations where a child is teasing or bullying a child in a child care program due to differences or special needs. What should the teacher do? **(7 – c. d. )**
6. Write and perform a brief story or puppet show script that could be used to help preschoolers learn about a specific disability. **(7 – d.)**
7. View IEP Process Power Point; Select a specific activity that a preschool teacher might use. Identify two types of special needs that would require you to adapt the activity. For each special need, decide how you would modify the activity by making changes in the equipment or your teaching technique. **(7 – c. d. )**
8. Observing and Analyzing: **(7 – b. d. )**  
Catalog Survey – look through a catalog from a seller of clothing or children’s products. Count the number of children or adults with special needs that appear in the photographs. How does this compare to the total number or people shown?  
Book Survey – Search the library for examples of children’s books that feature characters with disabilities. How many instances is the disability the main focus of the story? Are the characters portrayed as complete persons apart from their disabilities? Are adults with disabilities seen fulfilling multiple roles, such as parent, spouse, and productive worker?  
Television Survey – Over the course of a week, record instances in which children or adults with disabilities appear in television programs that you normally watch. Describe their role in the program, referring to the questions listed above.
9. Experiencing a learning disability. Disclaimer to be discussed with students - - This lab in no way allows you to experience what it may be like to actually have the disability, but will allow the feelings of struggling to complete a task... **(7 – d. e. )**  
Examples: copy a sentence from a book or write a line from a poem or song. Reverse some of the letters and write some words backwards to make them appear as they would to a child with dyslexia. Exchange papers with a classmate and try to read what the other has written. Take a tour of the school in a wheelchair or on crutches. Read directions with wax paper covered glasses, etc....Many different simulations can be found online.
10. Guest speakers: ESOL teacher, special education teacher or county-wide special education director, Bright From The Start Inclusion specialist, etc... **(7 – a. b. c. )**
11. Movies related to special needs: **(7 – a. – e. )**
  - *Radio*
  - *Lorenzo’s Oil*
  - *Simon Birch*

- *I am Sam*
  - *The Other Sister*
  - *Little Man Tate*
12. Volunteer and spend lab time in a special education classroom. (7 – b. )
  13. Research a disability and present with Power Point or other presentation method. (7 – c. d. e. )
  14. Reading a children’s book related to various disabilities is an effective way to introduce each day of the unit. It can also model proper reading to children. (7 – c. e. )

**Attachments for Learning Experiences:**

[IEP Process Power Point](#)

[Barriers Project assignment sheet](#)

[Radio reflection questions](#)

[Lorenzo’s Oil reflection](#)

[Lorenzo’s Oil reflection questions II](#)

[Simon Birch reflection](#)

[Dyslexia Simulation](#)

[Dyslexia II Simulation](#)

[Vision Impairment Simulation](#)

[Hearing Impairment Simulation](#)

[Speech Impairment Simulation](#)

[Manual Dexterity Impairment Simulation](#)

[Eye Hand Coordination Impairment Simulation](#)

[Children’s books to bring awareness of disabilities](#) provided with permission from Crystal E. Kaiser, PhD, Adelphi University

[Card game codes for students](#) and [Card game instructions for teacher](#)

**Notes & Reflections:**

Each teacher will find the best activities that work for her/him. The activities listed under Sequence of Instruction are not suggestions for an order in which to present them to the class. These are a variety of suggestions and not all activities may be used. Text readings, study guides, and supplemental lectures are not listed. It is recommended that every teacher use techniques and learning activities in each class that support multiple learning styles.



## UNIT RESOURCES

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### Web Resources:

- My Friend Isabelle by Eliza Woloson:  
[http://www.woodbinehouse.com/my\\_friend\\_isabelle\\_teachers\\_guide.pdf](http://www.woodbinehouse.com/my_friend_isabelle_teachers_guide.pdf)
- My Friend Isabelle online Free Teacher's Guide:  
[http://www.ndss.org/index.php?option=com\\_content&view=article&id=238:everyone\\_counts-my-friend-isabelle-vidoe&catid=75:recreation-a-friendship](http://www.ndss.org/index.php?option=com_content&view=article&id=238:everyone_counts-my-friend-isabelle-vidoe&catid=75:recreation-a-friendship)
- Keep Your Ear on the Ball by Genevieve Petrillo Teacher's Guide:  
[http://www.tilburyhouse.com/Children's%20Frames/child\\_ear\\_on.html](http://www.tilburyhouse.com/Children's%20Frames/child_ear_on.html)
- See the Ocean by Estelle Condra  
[http://www.inclusivebooks.com/images/Artist\\_-\\_Track\\_02.mp3](http://www.inclusivebooks.com/images/Artist_-_Track_02.mp3)
- Creature Discomforts (London) – Biographies with animated characters that represent questions about disabilities:  
[www.creaturediscomforts.org/play/?v=7](http://www.creaturediscomforts.org/play/?v=7)
- “Tom’s Tail Feathers” online cartoon by Beverly Fisher and Janice Rickards  
[http://www.childreninthepicture.org.uk/flash/bathtime/anim\\_bathtime.htm](http://www.childreninthepicture.org.uk/flash/bathtime/anim_bathtime.htm)
- Operation Respect – Free Curriculum  
<http://www.operationrespect.org/curricula/>

### Materials & Equipment:

#### Related Videos:

- “There’s A New Kid in School” video, Oral Deaf Education, 877-672-5332
- “Misunderstood Minds” video, WGBH Boston Video, 800-949-8670, [www.wgbh.org/shop](http://www.wgbh.org/shop)
- “Through The Eyes of Autism” video, [www.ericajeansfilms.com](http://www.ericajeansfilms.com)
- “Educating Peter” video, Direct Cinema Limited, 310-636-8200
- “How Children Learn—And Why Some Don’t” video, Harpo, Inc., Showdate 3/20/2003
- “A Child With Special Needs” DVD, Parents Action for Children series

#### Related Movies:

- *I Am Sam*
- *Little Man Tate*
- *The Other Sister*
- *Lorenzo’s Oil*
- *Radio*

- *Simon Birch*

**Related Computer Programs:**

- “AD/HD” MB&A Training on Demand CD 877-655-7139
- “Autism” MB&A Training on Demand CD 877-655-7139

**Textbooks:**

- Beginnings and Beyond 13, pg. 113
- Working With Young Children 30
- The Child Care Professional 28
- The Developing Child 21
- Introduction to Early Childhood Education 2

**Professional Resources for Instructor:**

Sensory Integration, Isbell & Isbell, Gryphon House

**What 21st Century Technology was used in this unit:**

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		