ECH 220 Principles of Inclusion
Prerequisite: ECH 100 Fundamentals of Early Childhood, and ECH 160 Observing and Interacting, or permission of Instructor
3 Credit Hours (Vocational)

Department:
Early Childhood

Course Description:
This course explores the barriers to and influences on inclusive education settings for young children. Topics include instructional strategies, individualized instruction, and family perceptions of inclusion, collaborative relationships among adults, classroom ecology, social policy and cultural and linguistic diversity.

Course Competencies:

1. Identifies generic instructional strategies.
2. Recognizes children’s different personalities.
3. Employs practices that support an inclusive philosophy.
4. Uses appropriate resources and services for children with special needs.
5. Uses materials that demonstrate acceptance of all children’s gender, family, race, language, culture, and special needs.
6. Plans environments for children with special needs or learning styles.
7. Adapts activities for children with special needs.
8. Articulates and adheres to laws pertaining to children and families.
9. Adapts indoor and outdoor environments to maximize the independence of children with special needs.
10. When appropriate refers children for further evaluation.
11. Uses community resources to support children and families.
12. Identifies common childhood disabilities and how they affect development.
13. Records, organizes and evaluates observations.
14. Recognizes the role of family as primary educator.
15. Ensures the environment facilitates learning in all developmental areas for all children.

Course Content:

A. Special Education Foundations
   Special Needs and generic instructional Strategies
   Adaptations for children with specific disabilities
   Physical environments that support inclusion
   Preventing and managing behaviors
   Monitoring progress
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B. Adapting Daily Activities
   Arrival, Departure and other transitions
   Free Play
   Circle time
   Tabletop and Art Activities
   Outside Play
   Snack time
   Music and Rhythm
   Literacy

C. Working with the Special Education Team
   Communicating with Families
   Developing Partnerships
   Collaboration with Specialists- EC, PT, OT, VI, DHH, Behavior

Learning Assessments:

Participation, vocabulary words, tests, web-based activities, case studies, attendance and resources.

Instructional Materials:


Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.
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On-Campus Students: At enrollment, any on campus student may complete a form that will allow them to self-identify any disability.

Off-Campus Regional Students: Self-identify your disability and accommodation needs with the Regional Coordinator and/or instructor, preferably prior to the first class meeting.

Online Students: Self-identify your disability and accommodation needs by contacting the Disabilities Coordinator. Students must provide their own programs to allow accessibility on their home computer.

Any student may also identify their disability by completing an online form located on the HCC homepage under Students Services/Resources/Disabilities. Questions should be directed to the Disabilities Coordinator.