



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

EDUCATION

PATHWAY: Early Childhood Education
COURSE: Human Growth and Development
UNIT: Special Needs



INTRODUCTION

Annotation:

Some children are born with or acquire conditions that place them outside the normal range of development for their age. They may accomplish tasks in one or more developmental areas at a considerably later age than their peers, or may need modified ways of accomplishing the task. Many early childhood programs integrate children with special needs. Such inclusion, when carefully planned, provides benefits for all involved.

Grade(s):

x	9 th
x	10 th
x	11 th
x	12 th

Time: 10 HRS

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Special Education Review: Lindsey Welborn

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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

GPS Focus Standards:

EDU-HGD-14: Students will be introduced to children with special needs.

- a. Identify characteristics of children, 0-5, with special needs in all areas of development.
- b. Describe methods for identifying and working with the following special needs: hearing, speech, language, vision, physical, health, cognitive, and behavioral disorders.
- c. Explain the special needs of the gifted child.
- d. Describe methods of integrating children with special needs into a typical program.
- e. Discuss the federal laws associated with special needs children.

GPS Academic Standards:

- ELA11W2
- ELA9-12RL5
- ELA9-12RC1
- ELA11W3
- ELA9-12LSV1
- ELA9-12LSV2
- ELA11C1
- MC3D1
- MC3P1
- SSCG6
- SSCG11
- SCSH3
- SSPVB1
- SSPVB2



UNDERSTANDINGS & GOALS

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.
- An individualized education plan (IEP) must be designed for each child with a disability.
- Children with disabilities must be placed in a program as close as possible to a setting designed for children without disabilities, while being able to meet each child's special needs.

- Legislation mandates services for infants, toddlers, and preschoolers with special needs.
- Learning disabilities affect basic learning processes.
- Gifted children are classified as students with special needs. They need a stimulating and challenging environment.
- Early childhood programs can help meet the special needs of families with children with disabilities.

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 age-related characteristics distinguish children of different ages and how does brain development contribute to each child's uniqueness?
- How can you include children with disabilities in an early childhood program?
- What are children who have different disabilities like?
- What are the laws concerning children with disabilities?
- What adaptations must be made in early childhood programs for children with disabilities?

Knowledge from this Unit:

- Types of disabilities
- Related laws
- Supportive curriculum and teaching techniques

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.
- Identify and match the laws to the diversity and special needs issues that can arise in a classroom.



ASSESSMENT(S)

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, 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

Assessment(s) Description/Directions:

Many textbooks come with a test generator for assessments; ExamView Pro is one example.



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.
 - Individuals with Disabilities Education Act (IDEA)
 - inclusion
 - Individualized Education Plan (IEP)
 - hearing impairment
 - visual impairment
 - learning disability
 - behavior disorder
 - giftedness
 - acceleration
 - enrichment
4. 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?” (14d)
5. Write and perform a brief story or puppet show script that could be used to help preschoolers learn about a specific disability. (14a)
6. View IEP Process PowerPoint, 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. (14d,e)
7. Group/Individual Project: Modify a learning environment with “universal design.” (14b,c,d)
8. Observing and Analyzing:
 - 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. In 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 filling 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. (14a)

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...

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. Some simulations are attached. (14b,d)

10. Guest speakers: ESOL teacher, special education teacher or county-wide special education director, Bright From The Start Inclusion specialist, etc... (14a,b,c,d,e)

11. Movies related to special needs:

- *Radio*
- *I am Sam*
- *The Other Sister*
- *Little Man Tate*
- *Lorenzo's Oil* (14a,b,c,d,e)

12. Volunteer and spend lab time in a special education classroom. (14b,c,d)

13. Research a disability and present with PowerPoint or other presentation method. (14a,b,c)

14. Show the "ADD" PowerPoint and discuss as a class. (14a,b)

15. Students create a Venn diagram to compare and contrast acceleration and enrichment. (14c)

16. Students interview the parents of gifted children to find out problems their children face. Discuss findings in class. (14a,c)

17. Panel discussion. Invite parents of children with special needs to discuss their experiences with the class. (14b)

18. Coordinate opportunity for students to volunteer with the Special Olympics organization or school club. (14b,d)

19. Students work together to identify specialists and agencies in your community who can help children with special needs and their families. (14a,e)

20. Give each student a fictional case study of a child with special needs. Ask the students to describe two necessary adaptations in the classroom environment or schedule, two ways to adapt learning activities, and two ways to promote acceptance by other children. (14d)

21. Students work in groups to list suggestions for integrating children with special needs into a child care program. The group that creates the longest list of practical suggestions in a specified time wins the brainstorm contest. Students share their lists. (14d)

22. Children's books related to special needs (good for introduction of each class day in this unit):

Through The Cracks, Carolyn Sollman, Barbara Emmons, & Judith Paolini (not specifically about a disability, but more about any student that becomes disengaged and disillusioned with school)

- *We'll Paint The Octopus Red*, Stephanie Stuve-Bodeen and Pam Devito
- *The Best Worst Brother*, Stephanie Stuve-Bodeen and Charlotte Fremaux
- *All Cats Have Asperger Syndrome*, Kathy Hoopman
- *All Dogs Have ADHD*, Kathy Hoopman
- *Understanding Sam and Asperger Syndrome*, Clarabelle vanNiekerk & Liezl Venter
- *The Don't-Give-Up Kid and Learning Differences*, Jeanee Gehret
- *The Alphabet War: A Story About Dyslexia*, Diane Robb (14a,b,c,d)

Attachments for Learning Experiences:

[Radio reflection questions.doc](#)

[Attention-Deficit disorder.ppt](#)

[Barriers PP project.doc](#)

[Dyslexia simulation.doc](#)

[Dyslexia Activity II.doc](#)

[Eye-Hand coordination.doc](#)

[Hearing Impairment.doc](#)

[Lorenzo's Oil reflection questions.doc](#)

[Speech impairment.doc](#)

[Visual Impairment.doc](#)

[IEP for AR.ppt](#)

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

Web Resources:

www.autismspeaks.org

Materials & Equipment:

- All Cats have Asperger Syndrome, Hoopman
- Through the Cracks, Sollman, Emmons, & Paolini
- "Little Man Tate" movie, Orion 1992
- "Radio" movie, Columbia Pictures 2004
- "Lorenzo's Oil" movie, MCA Universal 1992
- "I Am Sam" video

Textbooks:

- Working with Young Children, 31
- The Developing Child, 21

Suggested Videos/Software for this Unit:

- "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
- "Preventing Birth Defects" video
- "Heredity & Environment" video
- "Educating Peter" video, Direct Cinema Limited, 310-636-8200
- "Autism" video
- "Integrating Students" video
- "Childhood Trauma: A Parent's Guide" video, Magna Systems
- "Domestic Violence and Childhood Trauma" video, Magna Systems
- "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
- "Through The Eyes of Autism" video, www.ericajeanfilms.com
- "AD/HD" MB&A Training on Demand CD 877-655-7139
- "Autism" MB&A Training on Demand CD 877-655-7139

Professional Readings/Resources for Instructor:

Sensory Integration, Isbell & Isbell, Gryphon House

<http://www.uen.org/Lessonplan/LPview?core=20>

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker