

<b>Module Title:</b>	Educational Needs
<b>Language of Instruction:</b>	English
<b>Credits:</b>	5
<b>NFQ Level:</b>	7
<b>Module Delivered In</b>	<a href="#">2 programme(s)</a>
<b>Teaching &amp; Learning Strategies:</b>	The teaching and learning strategies will encompass, face-to-face teaching contact hours, blended learning, group and experiential learning, teamwork (Interpersonal communication and group-work dynamics), cooperative learning, student-led learning, inquiry based learning workshops e.g. (developing reflective practice skills) and Guest speakers
<b>Module Aim:</b>	To give students an understanding of a range of educational needs and their effects on children and their families. To develop the student's knowledge of best practice and contemporary issues regarding educational and specific needs and to engage in self-reflection and self-evaluation of their own practice.
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Critically examine the medical and social models of care. Discuss and consider the application of relevant legislation, social policies, and contemporary issues regarding children with educational and specific needs in Irish society
LO2	Define and discuss a range of educational and specific needs and their effects on children. Identify and evaluate the range of approaches to use and develop strategies for working with children and their families to best meet their needs.
LO3	Analyse the benefits of a multi-disciplinary approach and critically evaluate the range of services and the role of other professionals in meeting the needs of the child and family.
LO4	Critically evaluate the role of play for children with educational and specific needs in an early childhood education service.
LO5	Reflect upon experience as a learner in practice to highlight and develop best practice, in supporting parents and guardians as the primary caregivers.
<b>Pre-requisite learning</b>	
<b>Module Recommendations</b>	
<i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>	
No recommendations listed	
<b>Incompatible Modules</b>	
<i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>	
No incompatible modules listed	
<b>Co-requisite Modules</b>	
No Co-requisite modules listed	
<b>Requirements</b>	
<i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>	
No requirements listed	

## Module Content & Assessment

### Indicative Content

#### Educational Needs: Definitions and Classifications

Definitions • Physical health and development • Intellectual or cognitive development • Language and communication • Emotional and social development • Complex conditions and syndromes • Gifted children

#### Educational and Care Approaches

Social and medical model of care • Approaches and strategies • Teaching strategies • Communication strategies • IEP Process • Individual plans • Use of technology • Strategies involving play

#### Role of Other Professionals and Services

AIM specialist • The National Council for Special Education • Special Education Needs Organiser (SENO) • The National Educational Psychological Service (NEPS) • State Examinations Commission (SEC) • Special needs assistants • Better start Mentor • Physiotherapy/ speech and language therapists etc • Medical professionals • Social workers • Community care teams etc • Multi-disciplinary team workers

#### Working with parents and families

Best practice • Meetings and communication with parents and guardians • Principles of effective partnership and valuing parental involvement

#### Contemporary Issues

Anti-bias Education • Inclusion • Discrimination • Advocacy • Social policy and Legislation • EPSEN Act 2004 • Disability Act 2005 • UN Convention Rights of the Child • Irish Constitution • Aistear • Síolta • Code of Professional Responsibilities and Code of Ethics for Early Years Educators

Assessment Breakdown	%
Continuous Assessment	50.00%
End of Module Formal Examination	50.00%

### Continuous Assessment

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Case Studies	Case study relating to an educational or specific need and the development of approaches and strategies used to promote active, and meaningful participation for the child within an early childhood education service.	2,3,4,5	50.00	n/a

No Project

No Practical

### End of Module Formal Examination

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Formal Exam	n/a	1	50.00	End-of-Semester

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

**Module Workload**

<b>Workload: Full Time</b>		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	12 Weeks per Stage	2.00
Independent Learning Time	15 Weeks per Stage	6.73
Total Hours		125.00

  

<b>Workload: Part Time</b>		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	12 Weeks per Stage	1.50
Independent Learning Time	15 Weeks per Stage	7.13
Total Hours		125.00

**Module Delivered In**

Programme Code	Programme	Semester	Delivery
CW_HWECE_B	<a href="#">Bachelor of Education (Honours) in Early Childhood Education and Practice</a>	5	Mandatory
CW_HWECE_D	<a href="#">Bachelor of Education in Early Childhood Education and Practice</a>	5	Mandatory