

## CURRICULUM of COMPETENCY UNIT (CoCU)

Sub Sector		EARLY CHILDHOOD EDUCATION (PRESCHOOL EDUCATION)						
Job Area		PRESCHOOL TEACHING						
Competency Unit Title		INCLUSION OF CHILDREN WITH LEARNING DISABILITIES						
Competency Unit Descriptor		<p>The Inclusion of Children with Learning Disabilities Competency Unit is to enable preschool teacher to adapt teaching and learning practices towards enhancing the growth and holistic development of children with learning disabilities.</p> <p>The preschool teacher modifies activities, teaching strategies, materials and the learning environment to include children with learning disabilities into the regular classroom.</p> <p>Pre-requisites: ET-012-3:2012-C01 Preschool Children’s Health, Safety and Security Assurance ET-012-3:2012-C02 Preschool Teaching and Learning ET-012-3:2012-C03 Classroom Management</p>						
Competency Unit ID		ET-012-3:2012-E01	Level	3	Training Duration	100	Credit Hours	10
Work Activities	Related Knowledge	Related Skills		Attitude / Safety / Environmental		Training Hours	Delivery Mode	Assessment Criteria
1. Assess needs and interests of children with learning disabilities for inclusion	1.1 Types of learning disabilities (Malaysian context) <ul style="list-style-type: none"><li>• Dyslexia (reading)</li><li>• Dyscalculia (numeracy)</li><li>• Dyspraxia (motor coordination skills)</li><li>• Dysgraphia (writing)</li><li>• Dysphasia (speech &amp; language)</li></ul>	1.1 Obtain information about the family history / background of children with learning disabilities.  1.2 Consult parents / guardians on the child’s behaviour, needs and interests at home.		<u>Attitude:</u> <ul style="list-style-type: none"><li>• Objective in assessing children with learning disabilities.</li><li>• Empathy towards children with learning disabilities.</li></ul>		<u>Knowledge:</u>  1.0 hr  <u>Skills:</u>  1.0 hr	<u>Knowledge:</u> <ul style="list-style-type: none"><li>• Lecture</li><li>• Professional talks</li><li>• Discussion</li><li>• e-learning</li><li>• Case study</li></ul>	1.1 Profile of children with learning disabilities and their family obtained and recorded.  1.2 Children’s behaviour, abilities, needs and interests consulted,

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	<ul style="list-style-type: none"> <li>• ADHD</li> <li>• ADD</li> <li>• Mild Autism</li> </ul> <p>1.2 Characteristics of children with learning disabilities.</p> <p>1.3 Needs and interests of children with learning disabilities.</p> <p>1.4 Policies and legislation for special needs (e.g. Akta OKU (1996), Akta Pendidikan Khas (1997), Akta Pendidikan 550 (1996), Convention on the Rights of the Child (1999 ), Child Protection Act (1999).</p> <p>1.5 Introduction to Early Intervention</p> <p>1.6 Family background of children with learning disabilities.</p>	<p>1.3 Observe children's behaviour, needs and interests in classroom.</p> <p>1.4 Determine adaptations of activities, resources, materials and environment.</p>	<ul style="list-style-type: none"> <li>• Observant and sensitive to individual needs of children with learning disabilities.</li> <li>• Patient with behaviour, abilities, needs and interests of children with learning disabilities.</li> <li>• Ethical and professional to ensure confidentiality of children with learning disabilities.</li> </ul> <p><u>Safety:</u> Not applicable.</p>		<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Simulation</li> <li>• Practical</li> <li>• Assignment</li> <li>• Presentation and feedback</li> </ul>	<p>observed and documented.</p> <p>1.3 Children with characteristics of learning disabilities reported to management.</p> <p>1.4 Adapted activities, resources, materials and environment listed and specified.</p>

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
2. Plan adaptations for children with learning disabilities	2.1 Contents and learning standards of NPCS / KSPK. 2.2 The Practice of Inclusive Early Childhood Education 2.3 Individualised Education Programme (IEP) 2.4 Support for children with special needs and their families. 2.5 Child Development 2.6 Developmentally Appropriate Practices 2.7 Teaching and learning approaches and methodologies 2.8 Resources and materials for adapted activities	2.1 Interpret NPCS (KSPK) contents and learning standards 2.2 Schedule a self-reliant time table. 2.3 Identify instructional strategies and a variety of teaching aids based on NPCS / KSPK to include to children with learning disabilities. 2.4 Source supporting teaching and learning materials from various resources. 2.5 Set up a modified learning environment (e.g. physical setting). 2.6 Prepare an orientation for inclusion. 2.7 Prepare evaluation materials for the adaptations.	<u>Attitude:</u> <ul style="list-style-type: none"> <li>Resourceful in planning the adapted activities for children with learning disabilities.</li> <li>Creative in planning the adapted activities.</li> </ul> <u>Safety:</u> <ul style="list-style-type: none"> <li>Adhere to health, safety, security and well being of children and the environment.</li> </ul>	<u>Knowledge:</u> 1.0 hr  <u>Skills:</u> 1.0 hr	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>lecture</li> <li>discussion</li> <li>e-learning</li> <li>case study</li> </ul> <u>Skills:</u> <ul style="list-style-type: none"> <li>assignment</li> <li>presentation and feedback</li> </ul>	2.1 Self-reliant timetable produced as per adaptation requirements. 2.2 Adapted lesson plan with a variety of instructional styles, and teaching and learning materials produced. 2.3 Learning environment for inclusion set up. 2.4 Orientation for inclusion conducted. 2.5 Teaching and learning materials prepared. 2.6 Evaluation materials for adaptations produced.

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3. Carry out modified activities	3.1 Principles of Early Childhood Education 3.2 Classroom Management 3.3 Developmentally Appropriate Practices 3.4 Methods and techniques of teaching and learning 3.5 Resources and materials for adapted activities 3.6 Utilisation of spaces, teaching materials and equipment for adapted activities	3.1 Conduct lessons according to adapted classroom time scheduling.  3.2 Observe children while they carry out adapted activities.	<u>Attitude:</u> <ul style="list-style-type: none"> <li>Creative in conducting the adapted activities for children with learning disabilities.</li> <li>Attentive in observing and identifying needs and interests of children's with learning disabilities.</li> <li>Patient with behaviour, abilities, needs and interests of children with learning disabilities.</li> </ul> <u>Safety:</u> <ul style="list-style-type: none"> <li>Adhere to health, safety, security and well being of children and the environment.</li> </ul>	<u>Knowledge:</u> 1.0 hr  <u>Skills:</u> 1.0 hr	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul> <u>Skills:</u> <ul style="list-style-type: none"> <li>Simulation</li> <li>Presentation and feedback</li> </ul>	3.1 Lesson conducted as per planned with adapted activities for children with learning disabilities.  3.2 Children's participation in adapted activities recorded.

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
4. Evaluate effectiveness of adaptations	4.1 Child Development 4.2 Purposes of assessment 4.3 Methods and techniques of assessment 4.4 Evaluation procedures 4.5 Early intervention 4.6 Individualized Education Programme (IEP) 4.7 Reporting procedures and techniques 4.8 Report writing skills 4.9 Reporting format	4.1 Interpret children's participations. 4.2 Conclude children's progress. 4.3 Write evaluation report.	<u>Attitudes:</u> <ul style="list-style-type: none"> <li>Objective in observing and evaluating children's performance.</li> <li>Ethical and professional to ensure the confidentiality of children with learning disabilities.</li> </ul> <u>Safety:</u> Not applicable.	<u>Knowledge:</u> 1.0 hr          <u>Skills:</u> 1.0 hr	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>lecture</li> <li>discussion</li> <li>video viewing</li> <li>case study</li> </ul> <u>Skills:</u> <ul style="list-style-type: none"> <li>simulation</li> <li>presentation and feedback</li> </ul>	4.1 Children's progress interpreted, concluded and documented.  4.2 Evaluation of children's progress with recommendations produced.
5. Follow up activities for adaptations	5.1 Curriculum content of NPCS (KSPK) and learning standards 5.2 Child Development 5.3 Practice of inclusion and intervention	5.1 Interpret evaluation progress report of children's progress. 5.2 Review effectiveness of lesson executed. 5.3 Modify adapted activities.	<u>Attitude:</u> <ul style="list-style-type: none"> <li>Reflective and critical of self effectiveness in adapting and carrying out activities.</li> </ul>	<u>Knowledge:</u> 1.0 hr   <u>Skills:</u> 1.0 hr	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>lecture</li> <li>discussion</li> <li>case study</li> </ul> <u>Skills:</u> <ul style="list-style-type: none"> <li>feedback</li> </ul>	5.1 Areas of concern from children's evaluation progress report identified. 5.2 Follow up adapted activities and lessons modified as per

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	<p>5.4 Developmentally Appropriate Practices</p> <p>5.5 Teaching and learning approaches and methodologies</p> <p>5.6 Resources and materials for adapted activities.</p> <p>5.7 Evaluation Report of the child's progress</p> <p>5.8 Standard Operating Procedure (SOP).</p>	<p>5.4 Report to management / administrator for referral to professionals.</p> <p>5.5 Comply with Standard Operating Procedure (SOP).</p>	<ul style="list-style-type: none"> <li>• Creative in adapting activities for children with special needs.</li> </ul> <p><i>Safety:</i></p> <ul style="list-style-type: none"> <li>• Adhere to health, safety and security, environmental rules and regulations.</li> </ul>			<p>recommendation of evaluation progress report.</p> <p>5.3 Requirement for referral to professionals reported to management / administrator in accordance with Standard Operating Procedure (SOP).</p>

## Employability Skills

Core Abilities	Social Skills
02.10 Prepare reports and instructions 02.11 Convey information and ideas to people 03.09 Manage and improve performance of individuals 03.10 Provide consultation and counselling 03.15 Liaise to achieve identified outcomes 03.16 Identify and assess children's needs 04.06 Allocate work 05.01 Implement project/work plans 05.02 Inspect and monitor work done and/or in progress 06.07 Develop and maintain networks	1. Communication skills 2. Conceptual skills 3. Learning skills 4. Interpersonal skills 5. Multitasking and prioritising 6. Self-discipline 7. Teamwork 8. Integrity

## Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Standard Operating Procedure (SOP)	1:1
2. Regulatory and Statutory Body Requirement, i.e. Education Act 550 (1996), Child Act 2001, Convention on the Rights of the Child (1999 ), Child Protection Act (1999), National Preschool Standard Curriculum (NPCS/KSPK)	1:1
3. Samples of Individualized education program (IEP)	1:1
4. Akta Pendidikan 1996, Peraturan-peraturan Pendidikan (Pendidikan Khas) 1997, Bahagian II 3 (2)	1:5 1:5
5. Persons with Disabilities Act 2008 (Act 685)	1:5
6. Dokumen Standard Kurikulum Standard Prasekolah Pendidikan Khas Kebangsaan (Masalah Pembelajaran)	1:5
7. United Nations (UN) Convention on the Rights of Persons with Disabilities	1:25
8. Samples of educational tools and teaching aids modified for children with special needs	1:1
9. Record book	1:25
10. Multimedia – radio, tv, computer, DVD	1:1
11. Characteristics of special needs – posters, leaflets/ brochures	1:1
12. Directory of professionals	1:1



## References

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