

Advanced Diploma in Early Childhood Intervention, Special Needs (ADESN)

Post Diploma Certificate in Early Childhood Special Education (PDC 1)

Module	Synopsis
Typical and Atypical Early Childhood Development	<p>This module will examine the stages of early development in young children, especially in relation to children's play behaviour. In particular the focus will be on physical, cognitive, social and emotional processes. The module will further review determinants and risk factors associated with early development which may lead to atypical development in infancy and early childhood, and local support networks. The age range to be considered is from conception to age eight years. Risk factors refer to prenatal (to include genetic and heredity abnormalities), neonatal, and postnatal factors, and other factors which may lead to premature and low birth weight infants with early special care needs.</p>
Issues & Trends in Special Needs & Early Childhood Intervention	<p>This module provides an overview of some of the current issues in special education and how these issues may impact the work of teachers. The module will also touch on key initiatives of policy makers and professionals in Singapore concerned with the care, management, and education of preschool children with special educational needs. Particular focus will be on learners and inclusive practices with specific reference to relevant theories, issues, trends, and research both internationally and within the Singapore context. Issues around translating policy into practice will also be addressed.</p>
Early Literacy and Numeracy	<p>This module focuses on the nature of an integrated and developmentally appropriate curriculum on literacy and numeracy development of young children with diverse needs as well as the specific curricula adaptations. The importance of the play-based approach as a vehicle for learning and the provision of structured and integrated experiences to enhance the learning experience of literacy and numeracy skills will be examined. These will include embedding social skills, music and movement, and art and craft as well as environmental awareness and information technology in the early childhood literacy and numeracy curriculum to enhance holistic learning of young children with special needs. The principles and concepts which underpin young children's learning in each of these areas will be examined and students will learn how to use appropriate materials, resources and space in designing environmentally appropriate activities for infants and young children with a diverse range of needs.</p>

Post-Diploma Certificate in Early Childhood Assessment and Intervention Approaches (PDC II)

Module	Synopsis
Assessment, Evaluation and Programming	<p>This module will review standardised, norm based, curriculum based, and criterion referenced approaches to assessment including typical screening measures. The main focus, however, will be on linked system approaches such as the Assessment, Evaluation, and Programming System, (AEPS). Such systems incorporate goal development and planning and include the setting of Individualized Family Service Plans (IFSP), and Individualized Educational Plans (IEPs). Here intervention primarily incorporates activity based approaches. The advantages of these include: the efficient use of personnel and other resources; accountability in terms of the impact of the programme over time; individualization through the design of programmes specific to the needs of children and their families.</p>
Early Years Curricula and Intervention Strategies I	<p>This module will include the following areas: physical, sensory, intellectual, communication, social, emotional and behavioural difficulties, ASD, and ADHD. A variety of curricula and teaching approaches will be covered although the main focus will be on activity based, authentic, play-based and child-directed approaches. Such approaches will be considered and critically evaluated for application in Singapore in the light of current and projected provisions.</p>
Early Years Curricula and Intervention Strategies II	<p>This module explores various approaches of therapy used by the allied health professionals which can be embedded into the pedagogical approaches of the early interventionist. Students will be introduced to the sensory integrated approach, augmented and alternative communication (AAC) as well as the functional behaviour analysis They will also examine the cultural context, issues and support in embedding these approaches into the early childhood special needs curricula.</p>

Post-Diploma Certificate in Early Intervention Professional Practice (PDC III)

Module	Synopsis
Working collaboratively with Parents and Other Professionals	This module includes theories and models of parenting / caregiving in different cultural contexts, issues and support services for parents of young children and in particular for those with special needs. Interdisciplinary approaches / models for collaborative team work and advisory support for parents and preschool centres will also be considered.
Child Study Project	This module enables students to undertake an in-depth study of a child who is either at risk or diagnosed with a clinical condition and will require individualized support. Students will build on their skills of reflective practice to conduct needs analysis, propose, implement and evaluate its outcomes. Independent learning by students with guidance from lecturers for the child study project will help the students in their professional growth and development in the early intervention field.
Supervised Practicum	<p>This module provides practical 'hands on' experience specifically designed to relate and extend participants' theoretical knowledge in the major fields of study including typical and atypical child development, assessment, evaluation and programming, the developmental and activity-based approaches to curriculum and environmental design, and family / parent / caregiver / teacher relationships communication.</p> <p>The major emphasis will be on attachments to an early intervention centres, where participants will utilise theoretical knowledge and observation skills to design and arrange the physical learning environment and to plan, implement and evaluate developmentally appropriate, integrated learning experiences and activities for an individual and a group of children with a diverse range of needs.</p>