

CURRICULUM

DIPLOMA IN EARLY CHILDHOOD SPECIAL EDUCATION (MENTAL RETARDATION)



REHABILITATION COUNCIL OF INDIA

(Statutory Body)

Ministry of Social Justice & Empowerment

B-22, Qutub Institutional Area

NEW DELHI-110015

DIPLOMA IN EARLY CHILDHOOD SPECIAL EDUCATION (MENTAL RETARDATION)

RATIONAL

The training programmes in India, currently focuses on persons with mental retardation in the school going age and vocational age." The importance of early detection and suitable training and management is well known. As seen, as a trend in general education, the early childhood education has emerged as an -important area of focus. The children with developmental delay (DO) or *at risk* for mental retardation certainly need supportive education. Worldwide currently, there is a *trend* towards enhancing early childhood special education. This being the critical period, appropriate intervention *at* the right time arrests further damage and helps parents mould their attitude positively towards management of the child with DO/mental retardation.

The early childhood special education focuses on children below 6 years of age and has various modes and avenues of imparting training based on the ability of the target group children. This could be home based training, centre based training, regular pre-schools or Anganwadis or balawadis. This requires training of manpower to be versatile in terms of reaching out to the families by being an itinerant teacher, management of based training programme and management of children with disabilities in regular *or* special pre-schools in groups. The early childhood special educator also is expected to work as member along with inter-disciplinary team for management of such children. While designing the curriculum, legislative measures have kept in view along with inclusion of the disabled children alongside the community. To provide all of these competencies, a programme leading to Diploma in Early Childhood Special Education is planned.

OBJECTIVES

The overall objectives of the course includes:

1. To provide competencies to the trainees in early detection and assessment for programming.
2. To train them to work as a member of inter disciplinary team.
3. To provide strategies teaching for early childhood special education in various settings.
4. To be a link between home and the school.
5. To prepare the children for primary schools.
6. To equip the trainees with competencies in planning and management of early childhood special education programme.

NOMENCLATURE OF THE COURSE

Diploma in Early Childhood Special Education (MR) - DECSE (MR).

Eligibility/Entry Requirements

Minimum educational requirement for admission to this course will be the successful completion of ten plus two or equivalent examination in general education.

Admission procedure

Each training centre will evolve admission criteria and publish the same in its prospectus. The guidelines regarding reservation of SC/ST/OBC as per the Government of India will be applicable for admission.

Number of seats

The number of seats at each training centre will be 20.

Duration of the course

One academic year ie., ten calendar months comprising of 220 working days, 8 hours per day, 5 days a week.

Attendance

80% attendance is essential to be eligible for appearing for the examination. 100% of the practical work and assignments teaching should be completed and certified by the respective staff prior to the examination. If due to illness, the student is unable to complete the target, production of medical certificate can be considered. However, the final decision of allowing for Examination will be taken by the competent authority.

Faculty requirement for conducting DECE (MR)

Position 1 : Faculty for Special Education (Full-time)

Essential qualification: a) Masters in Social Sciences

- b) One year Diploma in Special Education (M.R.) or B.Ed.in Special Education (M.R.)
- c) Two years experience of teaching in Special Schools for persons with mental retardation.

Position 2: Faculty for Psychology (Full-time)

Essential qualification:

- a) Masters in Psychology with M.Phil. in Medical and Social Psychology
OR
- b) Masters in Psychology with special paper on Clinical Psychology/Educational Psychology, with two years of experience in working with persons having mental retardation.

Position 3 : Special Educator (Part-time/Full-time)

Essential qualification: a) Bachelor Degree in any subject.

- b) One year Diploma in Special Education (M.R.) OR REd. in Special Education (M.R.)
- c) Two years experience of teaching in Special Schools for persons with mental retardation.

Note: Whosoever from the two-full time faculty positions is the senior by appointment will function as the Coordinator/Principal for the Diploma Course.

Visiting Faculty

1. Pediatrics

M.D Pediatrics OR

M.B.B.S., & D.C.H.

With three years teaching experience.

2. Psychiatry

M.D. Psychiatry OR

M.R.B.S., & D.P.M.

With three years teaching experience.

3. Social Work

Master in Social Work OR M.A. in Social Work With three years teaching experience

4. Audiology & speech Language Pathology

Master in Speech Pathology Audiology

Bachelor in Speech Pathology and

Audiology with Three years teaching Experience

5. Physiotherapy

Master in Physiotherapy OR

Bachelor in Physiotherapy

with three years experience OR

Diploma years clinical experience.

6. **Occupational therapy**
Master in Occupational Therapy
OR Bachelor in Occupational Therapy
With three years teaching experience OR
Diploma in Occupational Therapy
With five years clinical experience
7. **Nutrition Specialist**
8. **Yoga Therapist**
9. **Neurologist**
10. **Health Care Nurse**
11. **Dentist**
12. **Orthopedic Surgeon.**

Examination

Examination will be conducted in English/Regional language. A minimum of 40% in each theory paper with an aggregate 50% in all the theory' papers is requested for passing the theory while a minimum of 50% is essential for passing in practical. A combination of internal and external evaluation will be followed for theory papers.

For practicals, it will be both internal and external as per course structure. The examination will be conducted for individualized family service programme (IFSP), group teaching and therapeutics and evaluation will be done by the internal and external examiners. Record submission of IFSP will be made during the final examination where external examiner may ask questions during viva. External as well as internal examiners marks will be considered for finalizing the marks.

Improvement of marks

The student will also be given opportunities for improvement of marks in the particular examination by reappearing in the specific paper in the next examination. The guidelines pertaining to the examination procedures prescribed by the Rehabilitation Council of India shall be adopted.

Periodic Evaluations

The course Coordinator shall conduct a minimum of two terminal examinations and two tests during the training course in all theory subjects. Practical activities also be tested atleast twice a year. The marks obtained by the trainee teacher shall be entered in the marks register of the centre.

CONTENT OF THE COURSE

THEORY

- | | |
|-----------|---|
| Paper-I | Introduction to Early Childhood Special Education (ECSE) |
| A. | Nature and needs of children with Developmental Delay/ Mental Retardation |
| B. | Early childhood special education - issues and trends |
| Paper-II | Child Development and learning |
| A. | Child Development |
| B. | Learning in children during early years |
| Paper-III | Organization of Early Childhood Special Education Programme |
| A. | Identification and Assessment |

B. Planning and Management of Early Childhood Special Education Programme

Paper-IV Curriculum and Teaching Strategies

- A. Curricular adaptation
- B. Teaching strategies, method and materials

Paper-V Inter-disciplinary Aspects in ECSE

- A. Therapeutics
- B. Working with families
- C.

PRACTICALS

Paper-I	Individualized Family Service Programme
Paper-II	Group Teaching
Paper-III	Therapeutic interventions

COURSE STRUCTURE

Paper	Hours	Total Hours	Internal Marks	External Marks	Total	Total Marks
Paper-I: Introduction to Early Childhood Special Education	80	20		60	80	
Paper-II: Child Development and Learning	80	20		60	80	
Paper-III: Organization of Early Childhood Special Education Programme	80	20		60	80	
Paper-IV: Curriculum and Teaching Strategies	80	20		60	80	
Paper-V: Interdisciplinary - aspects in .ECSE	80	20		60	80	
Total		400				400
Par-I: Individualized Family Service Programme	200	120		80	200	
Paper-II: Group Teaching	200	120		80	200	
Paper-III: Therapeutic Intervention						
Physical therapy (Physiotherapy & Occupational Therapy)	50	40		25	65	
Yoga & Play therapy	100		40	25	65	
Speech and Language Therapy	50		45	25	70	
Total		600				600
Grand Total		1000				1000

CURRICULUM FOR THEORY PAPERS

Paper-I: Introduction to Early Childhood Special Education

Objectives

On completion of this paper, the trainee is expected to

1. Narrate and explain the definition of mental retardation, developmental delay and at risk, classification and prevention.
2. Demonstrate understanding of the basis nervous system.
3. Demonstrate the current state of -early childhood special education and related issues and trends.
4. Aware of the early childhood programmes in the country.

Topics

PART -A

- 1.1.1 Definition - mental retardation, developmental *delay*, at risk, multiple disability (AAMR, WHO, PO Act)
- 1.1.2 Classification - Educational, psychological and medical
- 1.1.3 Basics of nervous system - brain development, structure and function
- 1.2.1 Types -Down syndrome, hydrocephaly, micro cephal, metabolic disorders
- 1.2.2. Associated conditions - epilepsy, hyperactivity (ADHD), autism, speech and hearing impairment, visual impairment, medical fragile conditions, fragile x syndrome
- 1.2.3. Causes - pre-natal, natal, post natal, prevention - immunization, infant care, health care, nutrition and diet, health and hygiene

PART-B

- 1.3.1. Early childhood special education - significance. Nature and status
- 1.3.2. Early childhood special education - problems and issues .
- 1.3.3. Emerging trends - various programmes
- 1.4.1. Concept of inclusion
- 1.4.2. Existing programmes and agencies involved in early childhood special education
- 1.4.3. Process of promoting early childhood special education

Suggested Readings

1. Arora, K., Dave, P. And Sinclair, S. (1987) Detection and prevention of mental handicap. New Delhi: NCERT.
2. Baroff, G.S. (1986) Mental Retardation - Nature, causes and management (2nd edition). Washington: Hemisphere Publishing Corporation.
3. Kaul, V. (1993) Early childhood education programme. New Delhi: NCERT.
4. Madhavan, T. & Kalyan, M. (1988) Mental Retardation - A manual for multi rehabilitation workers. Secunderabad: NIMH.
5. Madhavan, T., Kalyan, M., Narayan, J. & Peshawaria, R. (1988) Mental Retardation - A manual for guidance counsellors. Secunderabad: NIMH.
6. Madhavan, T., Menon, O.K., Kalyan, M., Narayan, J. & Subba Rao, T.A. (1988) Mental Retardation -: A manual for village rehabilitation workers. Secunderabad: NIMH.
7. Narayan, J. (Ed.) (1999) School Readiness for children with special needs. Secunderabad: NIMH.
8. Panda, K.C. (1999) Education of Exceptional Children. New Delhi: Vikas Publicaitons.
9. Puri,M. & Sen, A.K. (1@89) Mentally retarded children in India. New Delhi: Mittal Publications.
10. Sen, A. (1992) Mental handicap among rural Indian children. New Delhi: Sage Publications India pvt Ltd.

Paper-II: Child Development and Learning

Objectives

On completion of this paper, the trainee is expected to

1. Demonstrate the knowledge of child development including, physical, social, emotional, cognitive areas.
2. Have competencies in providing experiences through activities that promote overall development in ,the child.
3. Identify children at risk/development delay.
4. Create learning readiness among children with special needs.

Topics

PART-A

- 2.1.1. Concept and principles of growth and development.(~
- 2.1.2. Milestones of development and deviation.
- 2.1.3 Factors influencing development.
- 2.2.1. Areas of development: physical, social, emotional, cognitive, language, moral development - implication of deviations.
- 2.2.2. Development of self concept, 'striving for achievement implications of deviation.
- 2.2.3. Role of environment in promoting development of children with development delay/mental retardation.

PART-B

- 2.3.1. Concept of learning as distinguished from maturational changes.
- 2.3.2. Principles. of learning - practice, reinforcement, understanding, retention.
- 2.3.3. Types of learning, skill and verbal-:- process.
- 2.4.1. Methods of learning - part vs whole, distributed practice, experiential learning through concrete (enactive), pictorial (iconic) and symbolic.
- 2.4.2. Multisensory approaches - observational learning, VAKT, montessori, project, traditional positive child. rearing practices in India.
- 2.4.3 Learning through play, music, creative stories and arts.

Suggested Readings

1. Kaul, V. (1993) Early childhood education programme. New Delhi: NCERT.
2. Madhavan, T., Kalyan, M., Naidu, S., Peshawaria, R. & Narayan, J. (1989) Mental Retardation - A manual for psychologists. Secunderabad: NIMH.
3. Muralidharan, R. (1990) Early stimulation activities for young children. New Delhi: NCERT. .
4. Panda, K.C.(1999) Elements of child development (Sixth Revised Edition).Ludhiana: Kalyani Publishers.
5. Sharma, P. (1995) Basics on development and growth of a child. NewDelhi: Reliance Publishing House.
6. Shrivastava, P. (1991) Education nutrition and child development.Allahabad: Chugh Publications.

Paper-III: Organization of Early Childhood Special Education Programme

Objectives

On completion of this paper, the trainee is expected to

1. Identify children with developmental delay/mental retardation and make suitable referrals.
2. Demonstrate knowledge of assessment of the child with developmental delay/mental retardation for suitable individualized programme planning.
3. Plan and execute suitable ECSE programme.

Topics

PART-A

- 3.1.1. Definition and purpose of assessment.
- 3.1.2. Methods of data collection, techniques of observation and interview.
- 3.1.3. Approaches to assessment - NRTs, CRTs, functional, ecological and curriculum based.
- 3.2.1. Developmental assessment - tools, scoring and interpretation, report writing and communicating to parents and family.
- 3.2.2. Educational assessment -:- tools, scoring and interpretation, report writing and communicating to parents and family.
- 3.2.3. Referral for certification and therapeutic/medical management.

PART-B

- 3.3.1. Various special educational service provisions :- Deno's cascade - relevance to ECSE.
- 3.3.2. Home bound programmes - centre based and home based - need, types and strategies in various setting s-rural urban.
- 3.3.3. Use of family and community resources in planning and implementation of ECSE programme.
- 3.4.1. Organization of ECSE programmes.
- 3.4.2. Administration and record keeping and documentation of ECSE programme.
- 3.4.3. Qualities of a special teacher in ECSE programme.

Suggested Readings

1. Baine, D. (1988) Handicapped children in developing countries: Assessment, curriculum and instruction. Edmonton (Alberta): University of Alberta.
2. Bonnet 1., Lingerfelt, V. & Nelson, D.E. (1990) Developing individualized family support plans - A training manual. Cambridge, MA: Brookline Books. ,
3. Kind-Sears, M.E. (1994) Curriculum-based assessment in special education. San Diego: Singular Publishing Group, Inc.
4. Narayan, J. & Kutty, A.T.T. (1989) Handbook for trainers of the mentally retarded persons - Pre-primary level. Secunderabad: NIMH.
5. Narayan, J. & Menon, O.K. (1989) Organization of special class in a regular school. Secunderabad: NIMH.
6. Narayan, J. & Menon, O.K. (1989) Organization of special school for mentally retarded children. Secunderabad: NIMH.
7. Overton, T. (1992) Assessment in Special Education: an applied approach. New York: Macmillan Publishing Company.
8. Seth, K. (1996) Minimum specifications for pre-school. New Delhi: NCERT.

Paper-IV: Curriculum and Teaching Strategies Objectives

On completion of this paper, the trainee is expected to

1. Demonstrate knowledge on curriculum development" instructional methods and materials.
2. Demonstrate skills in adapting curriculum and instructional methods for children with developmental delay/mental retardation.
3. Demonstrate knowledge in strategies teaching personal, social, pre-academic and recreational activities in various settings for children below 6 years.
4. Assess and evaluate learning outcomes.
5. Combine and adapt various approaches to suit for the children with developmental delay/mental retardation.

Topics

PART-A

- 4.1.1. Principles and purposes of curricular adaptation
- 4.1.2 Types of curriculum - developmental, functional and ecological.
- 4.1.3 Approaches to curricular transaction - child centred, activity centred and holistic.
- 4.2.1. Content decision - daily living skills - feeding, toileting, bathing, brushing, dressing, grooming, sleeping.
- 4.2.2. Content decisions: mobility and hand function skills, social and communication skills - self awareness, self expression, participation in groups.
- 4.2.3. Content decision concept formation - family, immediate environment, safety, pre-academics - pre-reading, pre writing, pre-numbers, building school readiness.

PART-B

- 4.3.1. Organization of physical setting in the classroom for teaching - seating arrangements, teaching aids, preparation of time management schedule, individualized attention.
- 4.3.2. Using the resources of the inter-disciplinary team of experts - in small groups.
- 4.3.3. Behavioural approaches - reinforcement, shaping, cueing, fading, chaining, modelling, prompting
- 4.4.1. Behavioural programming, management of problem behaviour
- 4.4.2. Methods and materials - teaching selection of appropriate teaching, learning materials, preparation of teaching aids indigenous and need based.
- 4.4.3. Use of technology in early childhood special education augmentative, assistive devices, computer based education.

Suggested Readings -

1. Bos, C.S. & Vaughn, S. (1994) Strategies for teaching students with learning and behaviour problems. Boston: Allyn and Bacon.
2. Myreddi, V. & Narayan, J. (1998) Functional Academics for students with mental retardation - A guide for teachers. Secunderabad: NIMH.
3. Narayan, J. & Kutty, A.T./ (1989) Handbook for trainers of the mentally retarded persons - Pre-primary level. Secunderabad: NIMH.
4. Narayan, J. (Ed.) (1999) School readiness for children with special needs. Secunderabad: NIMH.
5. Polloway, E.A. & Patton, J.R. (1993) Strategies for teaching learners with special needs. New York: Macmillan Publishing Company.
6. Romila, S. (1997) School Readiness programme. New Delhi: NCERT.

Paper-V: Inter-disciplinary aspects in ECSE

Objectives

On completion of this paper, the trainee is expected to

1. Aware of principles and strategies for assessment and management of difficulties in speech and language areas.
2. screen problems relating to movement and posture in children with developmental delay/mental retardation.
3. Aware of principles, practices and adaptations for play and yoga therapy.
4. Aware of and demonstrate competencies using them appropriately, in family and community resources for training, care and management of children with developmental delay/mental retardation in different settings

Topics

PART-A

- 5.1.1 Physical therapy - aims and scope for persons with developmental delay and mental retardation, movement and postures - activities for developing and enhancing independent need based motor skills.
- 5.1.2 Language and speech therapy - aims, scope and communication skills for persons with developmental delay and mental retardation, strategies for developing communication skills.
- 5.1.3 Yoga therapy and play therapy - aim, scope and importance for persons with developmental delay and mental retardation, strategies for adaptation.
- 5.2.1 Practicing speech sound production, linguistic aspects of sound production and its implication 'for children having developmental delay.
- 5.2.2 Speech and language intervention- active interaction with children to facilitate language and communication skills. using group activities to develop language and communication, correcting phonetic errors through modelling.
- 5.2.3 Using exercise as a therapeutic technique for improving psychomotor skills, coordination, control, precision and automation of movement.

PART-B

- 5.3.1 Family - definition, impact of having a child with developmental delay/mental retardation, . role of family in the care and management process.
- 5.3.2 Working with families with developmental delay/mental retardation, techniques, family intervention, rapport building, home visit, case history taking, parental empowerment.
- 5.3.3 Role of community in the care and management process, self-advocacy, forming of parent self-help groups, group dynamics, assisting and counselling parents.
- 5.4.1 Involving family in the adjustment process of children with developmental delay. Siblings and neighborhood influence on adjustability of children with developmental delay.
- 5.4.2 Agencies working for persons with developmental delay/mental retardation, basic skills in sharing assessment findings, information about various schemes beneficial to parents of children with developmental delay/mental retardation.
- 5.4.3 Legislation and governmental efforts, benefits, concessions, assistance to indigenous families, welfare programmes for children with developmental delay/mental retardation vis-a-vis families.

Suggested Readings

1. Jayachandra, P. (2001) Teaching yogasanas *for* persons with mental retardation, Chennai: Vijay Human Services.
2. Muralidharan, R. Play *for* pre-schools. New Delhi: NCERT.
3. Peshawaria, R., Menon, .D.K., Ganguly, R., Roy, S., Pillary, R.P.R.S. & Gupta, A. (1995) Understanding Indian families having persons with mental retardation. Secunderabad: NIMH.
4. Swaminathan, M. (1990) Play activity *for* young children. India: UNICEF.
5. Waugh, A. (1976) Working with parents and community. New Delhi: NCERT.
6. Dunst, C., Trivette~ C. & Deal, A. (1988)' Enabling and empowering families. Cambridge, MA: Brookline Books.

PRACTICALS

Paper-I: Individualized Family Service Programme & Individualized Education Programme (200 Hours)

Objective:

On completion *of* this practical paper, the trainee is expected to:

- Conduct special education assessment, select objectives, plan, implement and evaluate I.F.S.P. & I.E.P. using appropriate tools and teaching learning material.

Course Content

The student trainee will be allotted 3 cases with Developmental delay/mental retardation, preferably *of* different type sand severity levels, below 6 years. *Of* the tree, two can be for home based training and one attending pre-school. Suitably, IFSP/IEP will be planned by the student trainee after detailed functional assessment. The programme will be implemented for a minimum of 12 sessions with each session not less than 40 minutes, after programme planning with suitable progress monitoring systems, error analysis and error correction. At the. end *of* the training, evaluation will be conducted and report will be written for each of the cases.

For annual examination, the student trainee will submit the records of IEP/IFSP and appear for viva

Paper-II: Individualized Family Service Programme & Individualized Education Programme (200 Hours)

Objective:

On completion of this practical paper, the trainee is expected to:

- Plan lessons, teach/train children with developmental delay/mental retardation in classroom setting sin special pre-schools and/or anganwadis or balwadis or regular pre-schools, keeping in mind the individual differences.

Course Content

The student teacher is expected to teach a minimum of 30 lessons in the area of motor, communication, self-help', social, pre-academic and recreation skills in special pre-schools and regular pre-schools where children with developmental delay/mental retardation and integrated. The student trainee will plan each lesson in the prescribed form, get it corrected by the faculty before imparting instruction. Suitable teaching learning materials may be obtained and/or developed for use.

Note: During teaching the regular pre-school with integration should have a ratio of one child with developmental delay/mental retardation for 8 non disabled children (1:8). The special pre-school class size should be minimum 8 children with developmental delay/mental retardation in one class.

For annual examination, the student trainee will teach a group of students on the given topic.

Paper-II: Therapeutic Intervention (200 Hours)

Objectives:

On completion of this practical paper, the trainee is expected to:

- Demonstrate insight into motor and communication difficulties of children with developmental delay/mental retardation.
- Select and use suitable play activities and yogasanas for enhancing overall development of children with developmental delay/mental retardation.

Course Content

Physical Therapy (50 Hours)

The student trainee will assess and plan under supervision physical therapy (including OT and PT) for atleast 3 cases, The three cases can be the ones taken for practical Paper-I.

Speech and Language Therapy (50 Hours)

The student trainee will assess and plan under supervision speech and language therapy for atleast 3 cases. The three cases can be the ones taken for practical Paper-I.

Yoga Therapy (50 Hours)

The student trainee will plan and teach at/east 5 lessons of yogasanas to a group of children with developmental delay/mental retardation. This can be the same group taken for Practical paper-II.

Play Therapy (50 Hours)

The student trainee will plan and teach -atleast 5 lessons of play activities to a group of children with developmental' delay/mental retardation. This can be the same group taken for Practical paper-II.

For all the therapeutic intervention the records should be submitted and the student trainee will appear for a viva.

Centennial's early childhood education program is offered full time at two different campuses: Progress and Ashtonbee. The part-time study option is only available on the Progress campus. The highlights of this program include:

- Want to know more about this program, Diploma in Early Childhood Education? Fill out the following form and include any questions you have. This information will be sent directly to the school, and a representative will respond to your enquiry. If you currently work with children from birth to seven years, or are looking to learn more about young children's lives and experiences, this diploma could be of interest to you. You'll investigate early childhood from national and international perspectives with a focus on the central importance of children's voices and the participatory nature of young children's experiences. In this diploma, you'll develop your understanding of policy and practice in early childhood. It will help prepare you further study and gives you a foundation for careers working with young children and their families.
- Post diploma certificate in early childhood special education. Modules: Typical and Atypical Early Childhood Development. Issues & Trends in Special Needs & Early Childhood Intervention. Synopsis. Provides an overview of some of the current issues in special education & early intervention and how these issues may impact the work of teachers.
- Early Literacy and Numeracy. 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.
- Post diploma certificate in early childhood assessment and intervention approaches. Modules: Assessment, Evaluation and Programming. Early Childhood Education Diploma. Inspiring Learning and Creativity. A three-semester program with two post-diploma specialty options.
- TRU Early Childhood Education students become valued employees. The high standards set by the program are clearly evident as students work toward completing their practicum placements.
- The Special Needs Educator post diploma certificate provides ECE graduates with the opportunity to continue their studies with a focus on children with individual differences. Areas of learning include: child development, supporting children's social skills, programming for individual children, critical reflection, working with a team of educators and other professionals to facilitate inclusion, the ECE's professional role, and skills to support families. As an early childhood educator, you will support children as they learn through play.
- Saskatchewan Polytechnic's two-year Early Childhood Education (ECE) diploma program is offered on-campus in Prince Albert, Regina and Saskatoon, or through regional colleges or distance learning, wherever you live. It is a highly respected program that integrates the most current research on early childhood education. Topics of study will include: observation, assessment and documentation.