



**AECES**

ASSOCIATION FOR EARLY CHILDHOOD EDUCATORS (SINGAPORE)

## **Certificate in Supporting Children Upon Being Included (SCUBI)**



The SCUBI certificate aims to promote inclusive practices in childcare centres and kindergartens. As a continuing profession development programme, SCUBI equips early childhood educators in general education setting with strategies and approaches to support children with special needs who will benefit from inclusion.

SCUBI modules consist of 108 hours (78 hours of classroom contact time + 30 hours of practicum).

- A. The 78 hours of classroom contact time set the foundation for sound working principles within the general pre-school/childcare framework; It provides the practitioners with working knowledge of the various special needs: Attention Deficit Hyperactivity Disorder (ADHD); Mental Retardation (MR); Autistic Spectrum Disorder (ASD); Specific Learning Disorder (SLD) and equips them with basic intervention techniques;
- B. 30 hours of supervised practicum in a general pre-school education setting

### **Vision:**

- To evolve and create a culture whereby early childhood educators (ECE) are equipped within their general education setting for the inclusion of children who will benefit from an inclusive programme.
- To perpetuate social acceptance of children with special needs in our community.

### **Objectives:**

1. To have a paradigm shift from educating children with special needs in a specialised setting to a general education setting.
2. To have a paradigm shift from “specialist personnel” to early childhood educators (ECE) educating children with special needs
3. To equip SCUBI participants (ECE) with necessary knowledge, skills & disposition to work with children with special needs.

## Proposed Course Content

### **MODULE 1 Overview of Inclusive Education**

#### **Session 1**

- Introduction to inclusive education: historical perspective and global trends
- Including children with special needs in a general education setting
- Understanding ourselves and issues within a general education setting

#### **Sessions 2 & 3**

- Inclusion defined
- Essential elements of inclusive programmes
- Concerns and challenges
- Implications for teachers

### **MODULE 2 Perspectives of Typical and Atypical Children: Likeness and Differences**

#### **Session 4**

- Understanding children with various special needs – recognising different challenges; impact of their presence in the general education classroom.

#### **Sessions 5 & 6**

- Objective observation and data collecting tools: tools (Ecological Congruence Assessment; Carolina; Brigrance; Time sampling; Checklist)

#### **Sessions 7 & 8**

- The Individualised Education Plan (IEP)/ Individual Development Plan (IDP) process within the general education setting

#### **Session 9**

- Practicum tutors to meet and discuss with students on their case study of child identified

#### **Sessions 10 & 11**

- Understanding children with challenging needs – Speech and Language issues

#### **Sessions 12 & 13**

- Understanding children with challenging needs – Learning Difficulties

#### **Sessions 14 & 15**

- Understanding children with challenging needs – Fine and Gross motor issues

#### **Sessions 16 & 17**

- Understanding and managing children with Autistic Spectrum Disorders (ASD) and including them in the general education setting

### **MODULE 3 Planning and Implementation for Inclusion**

#### **Sessions 18, 19 & 20**

- Understanding & working with the families of children with special needs

#### **Sessions 21 & 22**

- The ecological congruence assessment
- Arranging the learning environment

### **Sessions 23 & 24**

- Facilitating social development
- Managing inappropriate behaviour within the general education classroom

### **Sessions 25 & 26**

- Case presentation, case selection and discussion

## **MODULE 4 Practicum**

30 hours of on-site placement to determine the following:

- (a) Child needs
- (b) Centre's current environment
- (c) Supportive environment
- (d) Specific strategies to promote conducive inclusion environment
- (e) IEP/IDP
- (f) Execute part of IEP
- (g) Evaluation of process.

### **Practicum Requirements**

1. The main purpose of the practicum is to ensure that participants apply the learning acquired during the course to the context in which they are practising.
2. Each group should comprise of 2-3 persons.
3. Identify a child currently attending a pre-school centre, who is presenting challenging learning needs and/or behavioural needs. Critically select, observe, execute and evaluate an IEP/IDP.
4. Requirement:
  - 4.1 Classroom presentation (10%) on last lecture and it should cover the following areas: ECA; Relevancy and selection in prioritising the needs of the child; IEP outline; Group involvement; Overall presentation
  - 4.2 Written assignment of about 1500 words (30%) which should include the following:
    - Documentation of the group learning process
    - Description of the context
    - Analysis of how the context influences behaviour
    - Intervention strategies and outcomes
  - 4.3 Individual reflection (10%) on the practicum (at least 1000 words)
  - 4.4 One site visit (10%) by AECES Field Mentors (all participants should be present at the centre)
  - 4.5 Submission of a completed Practicum Attendance sheet (30 hours) to field mentor for acknowledgement.
5. Marks to be awarded for practicum: 60% of total mark.  
Note that 40% of the total mark is derived from class assignments. Participants will only be given a "Pass/Fail" grade.
6. Due Date to complete the practicum: within 45 days from date of last lecture.

## **Facilitators and Field Mentors**

### **Early Intervention Specialists**

- |                              |                                       |
|------------------------------|---------------------------------------|
| 1. Mr Tang Hui Nee           | Educational Psychologist              |
| 2. Dr Siew Lai Kuen          | Psychologist                          |
| 3. Ms Karyn Strickland       | Psychologist                          |
| 4. Ms Cheryl Seah Kwee Fang  | Psychologist                          |
| 5. Mr Nikki Tay              | Mediated Learning Experience Educator |
| 6. Ms Hamimah Ahmad          | Speech Therapist                      |
| 7. Ms Jacqueline Phang       | Speech Therapist                      |
| 8. Mr Johnny Tan Chuan Sheng | Occupational Therapist                |
| 9. Mr Satyaki Sengupta       | Physiotherapist                       |

### **Early Childhood Educators**

1. Dr Christine Chen
2. Ms Narayanasamy Kannigadevi
3. Ms Celina Lin May Ching
4. Ms Loh Hui Meng
5. Ms Phang Bok Kheam
6. Ms Lucy Chew-Quek
7. Ms Siew Lai Ching
8. Ms Juriah Talib
9. Ms Therese Tan Liang Hong
10. Ms Geeta Velu
11. Ms Peggy Zee Pai Che

### **Entry Requirement:**

1. DPT with 1 year relevant working experience
2. CPT with 2 years relevant working experience

*Those who do not fulfil the above requirements will be reviewed on a case-by-case basis.*

### **Course Fee:**

Full Course Fee	- \$ 1400
With VCF Training Grant	- \$ 400 (AECES Member) \$ 400 + \$30 Registration (Non-AECES Member)

### **Application for Training Grant:**

1. *Participants are subject to criteria and conditions applied in order to qualify for the training grant.*
2. *Completed applications must reach AECES by **7 September 2007** in order for the training grant to be processed on time.*

### **Course Date, Duration & Time:**

<b>AECES @ YEW TEE</b>	25 March – 26 June 2008 Tuesday & Thursday 6:30 pm – 9:30 pm
<b>AECES @ HOUGANG</b>	7 July - 13 October 2008 Monday & Wednesday 6.30 pm – 9.30 pm

### **Venue:**

AECES, Blk 18 Hougang Ave 3 #01-159 Singapore 530018

## **Criteria and Conditions of SCUBI Training Grant:**

### **Criteria:**

Participant fulfils entry requirement of either:

- DPT with 1 year relevant working experience or
- CPT with 2 years relevant working experience

*Those who do not fulfil the above requirements will be reviewed on a case-by-case basis.*

### **Conditions:**

#### **PART A:**

Participant attends an interview conducted by AECES.

#### **PART B:**

Participant fulfils at least 75% attendance for the course. In the event that the participant is unable to complete the course and meet the attendance requirement, he or she must pay the full course fees to AECES.

#### **PART C:**

Participant can choose to fulfil one or a combination of the following SCUBI initiatives (12 hours of involvement):

##### **1. SHARE with colleagues**

Objective	: Participant to share acquired knowledge and experience with colleagues.
Rationale	: The sharing of SCUBI learning between participant and colleagues can raise awareness of inclusion practices, ignite discussion and inspire teamwork to promote inclusion.
Submission	: Written reflection (800 – 1000 words - presented in A4 size format, using font size 12, 1 ½ line spacing)  Participant's reflection can include:  - Ways participant shares knowledge and experiences from SCUBI Certificate Course with colleagues (eg. Lunch time talk, informal sharing, team meetings, etc)  - Feedback and discussions amongst colleagues  - Participant's perspective on raising awareness of inclusive practices

##### **2. VOLUNTEER with AECES/ Voluntary Welfare Organisations/ Schools/ Others**

Objective	: Participant to tap on acquired knowledge and experience to volunteer with a relevant voluntary welfare organisation (VWO) of their choice.
Rationale	: Participant can be invaluable resource persons for relevant organisation, with their professional knowledge and experiences in working with young children and families.
Submission	: Written reflection (800 – 1000 words - presented in A4 size format, using font size 12, 1 ½ line spacing)  Participant's reflection can include:  - Brief introduction of VWO and the volunteer programme participant has enrolled in

- Description of volunteer experience; Challenges and successes
- How SCUBI knowledge and experience supported volunteer experience

### **3. PROPOSE own initiative**

Participant can propose an initiative of his or her own, apart from the two suggested above. Submit a brief write-up of initiative consisting of Objective, Rationale, Submission and email to Contact Course Co-ordinator Ms Koh Hui Hua at [huihua@aeces.org](mailto:huihua@aeces.org). For further enquiries, please call her at Tel: 6281 4989.

#### **Certification**

The *Certificate of Professional Development* will be issued when all conditions are fulfilled.



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**Certificate in  
Supporting Children Upon Being Included  
(SCUBI)**

**REGISTRATION FORM 报名表**

**Medium** : English 英文/ Chinese 华文

**Intake/ Duration** : \_\_\_\_\_ / \_\_\_\_\_

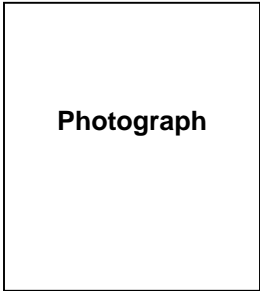
**Venue** : AECES Hougang/ AECES Yew Tee

**Course Fee** :

**Full Course Fee** - \$ 1400

**After VCF Training Grant** - \$ 400 (AECES Member)

- \$ 400 + \$30 Registration (Non-AECES Member)



**For Official Use:**

<b>Reg Fee</b> 报名费	<b>\$30</b>	<b>Cheq.</b> 支票	<b>Rt</b> 收据	<b>Date</b> 日期
<b>Course Fee</b> 课程费		<b>Cheq.</b> 支票	<b>Rt</b> 收据	<b>Date</b> 日期

**Processed by Staff (Name):** \_\_\_\_\_

**Checklist:**  NRIC       Certificates       Photograph (2)  
 AECES Member       Membership Form (Non-AECES Member)

**Please fill in the particulars in BLOCK**

**A.PERSONAL PARTICULARS 个人资料**

<b>Name as in NRIC:</b> 姓名:	<b>NRIC No:</b> 身份证号码:
<b>Date of birth / Age:</b> 出生日期 / 年龄:	<b>Marital Status / Sex:</b> 已婚, 未婚, 其他/ 性别:
<b>Nationality:</b> 国籍:	<b>Home Tel住家电话:</b>  <b>Hand phone手提电话:</b>
<b>Home Address:</b> 住家地址:  <div style="text-align: right;">Postal code 邮区 (                    )</div>	
<b>Email Address:</b>	

**B. WORK EXPERIENCE 工作经验**

Name of Centre/Kindergarten and address 幼稚园 / 托儿所名称与地址:	
Postal Code 邮区 (            )	
Telephone 电话:	Fax No 传真号码:
Position held in the centre 职位:	Teaching Experience (in years & months): 教学经验 ( 年份与月份):
Age group you are working with 你所教导的年龄:	

**C. ACADEMIC AND PROFESSIONAL QUALIFICATIONS 学历与训练资格**

Highest Academic Qualifications 最高学历:		
Language Proficiency 精通语言:		
	More comfortable with 较流利的语言使用	
	<u>Written</u> 书写	<u>Spoken</u> 口语
English 英语	<input type="checkbox"/>	<input type="checkbox"/>
Mandarin 华语	<input type="checkbox"/>	<input type="checkbox"/>
Other Professional Courses 其他专业课程:		
Name of Course & Institution where course was held 受训之学院名称	Date of completion 结业日期	English/Mandarin 英文 / 华文
_____	_____	_____
_____	_____	_____
Other related courses (Enrichment & Continuing Education) 其他相关课程 ( 延续教育):		
Name of course (English/Mandarin) 课程名称 ( 英文 / 华文)	No. of hours 学时	Date of completion 结业日期
_____	_____	_____
_____	_____	_____

I hereby testify that all the above information is correct to the best of my knowledge  
我证实以上的所提供的资料是正确的。

\_\_\_\_\_  
Signature of Applicant  
申请者签名

\_\_\_\_\_  
Date  
日期

*Note: Please submit a photocopy of your **NRIC** and **certified true copies of all the above certificates.**  
请提交印有证书印章的复本证书。*