# SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY SAULT STE. MARIE, ONTARIO

# COURSE OUTLINE

Course Tit	le:THE ATYPICAL CHILD
Code No.:	ED 206-3
Program:	EARLY CHILDHOOD EDUCATION
Semester:	my areas of exceptionality: physical JAA amotio
Date:	OCTOBER, 1983
Author:	BEV BROWNING
	New: Revision:
	an understanding of the scope and history of the ed
APPROVED:	Dech Vet 183
	Chairperson Date /

THE ATYPICAL CHILD Course Name

ED 206-3 Course Number

#### COURSE DESCRIPTION

This course provides the student with a comprehensive overview of the field of special education. Major emphasis is placed on the range of individual differences and on strategies for adapting educational programs to educationally different children.

## COURSE PHILOSOPHY

"The person first, the handicap second". Foremost is conveyed the idea that each child is seen as a unique individual posessing both skills and needs which will affect his learning potential.

#### COURSE GOALS

This course is designed to help students develop an understanding of the abilities and disabilities of the groups of children who are commonly classified as exceptional. The content encompasses many areas of exceptionality: physical, social, emotional and intellectual deviations. Prevalence statistics, etiologies, behavioural characteristics and educational needs of the individual child are presented.

### COURSE OBJECTIVES

The student will demonstrate

- 1. an understanding of the scope and history of the education of the handicapped, including current trends.
- 2. an understanding of the inter- and intra-individual differences found in children who are classified as exceptional.
- 3. a facility in expressing the appropriate terminology pertinent to the field of special education.
- 4. an ability to incorporate the behavioural and learning characteristics of the atypical child into an educational program.
- 5. a knowledge of the legal aspects of special education and local community services.

#### COURSE OBJECTIVES

- a knowledge of normal growth patterns as compared to those of the atypical child.
- 7. an ability to develop IPP's for the individual child.

#### TEXTS

- Adapting Early Childhood Curricula: suggestions for meeting special needs, Cook, Ruth E. and Armbruster, Virginia B., St. Louis: C.V. Mosby, Missouri, 1983.
- 2. Prevention of Mental Retardation, Fotheringham, John B. and Morrison, Mary, Toronto: NIMR, Ontario, 1976.
- 3. Parents on the Team, Brown, Sara L. and Moersch, Martha S., Ed's, Ann Arbor: U. of Michigan Press, Michigan, 1978.

#### REFERENCES

- Educating Exceptional Children, 3rd. or 4th. edition, Kirk, Samuel A. and Gallagher, James J., Boston: Houghton Mifflin co., 1979.
- 2. Portage Guide to Early Education.

#### METHODOLOGY

Lecture and discussion method-learning will be facilitated by lectures and audio-visual presentations. Handouts dealing specifically with each area of exceptionality will supplement the lectures. Readings may be assigned other than those from the texts. Students are responsible for text material, notes and assigned articles.

#### SYLLABUS

UNIT: Overview

WEEKS 1 & 2 A - Course Outline and Training distribution

B - Definitions

- Groupings for Communication Purposes

- Prevalence

WEEKS 1 & 2

C - Historical Perspective

- Reynold's Cascade Model

- To classify or not to classify?

- Dimensions of Intervention Programs

D - Readings: Cook & Armbruster

pp. 12-26; 27-39; 2-11

Brown & Moersch pp. 1-8; 13-24

WEEKS 3, 4 & 5 A - Community Resources

- Legislation

- Role of Parents

B - Identification and Assessment

C - I.P.P.'s 300 AMIN : CONCORD WISH , DOBLING

- Goal Setting

- Priority Setting

- Task Analysis - Procedures

D - MID-TERM TEST

E - Readings: Cook & Armbruster

pp. 40-76; 77-117; 348-354; 257-302

Brown & Moersch

pp. 25-29; 69-75; 113-122; 51-56

F - ASSIGNMENT I: Prepare a Sample I.P.P. outlining the following:

Strengths/Needs List

2) Priorities List

3) Choose one General Goal (overall goal in one focus area ie. cognitive; social/emotional; gross-motor; fine motor; self-help; or language)

4) Sub-goal: Task Analysis, including time-tag, reinforcement procedures, types of aid and correction procedures.

NOVEMBER 14th.

BLOCK PLACEMENT

UNIT:

INTELLECTUAL DEVIATIONS

WEEKS 7 & 8

- A Intellectual Deficiency
  - A.A.M.D. Definition
  - Causes of M.R.
- B Intellectual Superiority
  - Distinguishing Characteristics
- C Readings: Fotheringham & Morrison in its entirety

Brown & Moersch pp. 51-56; 103-111

D - ASSIGNMENTS II - Prepare an I.P.P. for an M.R. child using the guideline set out in Assignment I. Choose one focus area and do a Task Analysis. For each of the remaining areas give 3 suggested activities or tasks which would help the child develop specific skills in that area.

# DUE: NOVEMBER 28th.

UNIT: PHYSICAL DEVIATIONS

WEEK 9

- A Hearing Impairments
- Factors Influencing Hearing Loss
  - Auditory Comprehension
- B Language Disorders
- C Speech Disorders
- D Readings: Cook & Armbruster

pp. 144-183; 188-216

E - ASSIGNMENT: Prepare an I.P.P. for a child with a speech or language impairment, and one for a child with a hearing loss.

# DUE: DECEMBER 5th.

WEEK 10

- A Neurological Disorders: C.P., Epilepsy, Spina Bifida.
  - Causes of Orthopedic Deviations

WEEK 10 B - Development of Motor Skills

C - Readings: Cook & Armbruster

pp. 118-140

Brown & Moersch

pp. 93-99

D - ASSIGNMENT: Prepare an I.P.P. for a child with a physical handicap.

# DUE: DECEMBER 12th.

WEEK 11 A - Visual Impairments

- Indications for Visual Difficulties

- Principles of Working with Blind Children

- Skills and Needs of Visually Impaired

B - ASSIGNMENT: Prepare an I.P.P. for a Visually impaired child.

# DUE: DECEMBER 19th.

WEEK 12 FINAL TEST

#### ASSIGNMENTS

Students are responsible for all assigned readings. Additional readings may be assigned other than those from the tests. Projects must be presented to the instructor in person, on or before the due dates.

100%

#### EVALUATION

I.P.P.'s - Sample	-	5%
M.R.	-	10%
Physically Handicapped	-	10%
Visually Impaired	-	10%
Language Delayed	4000	10%
Hearing Impaired	-	10%
Mid-term Test	-	20%
Final Test	-	25%
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