

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON



COURSE OUTLINE

COURSE TITLE: ATYPICAL CHILD

CODE NO.: ED206 SEMESTER: FOUR

PROGRAM: EARLY CHILDHOOD EDUCATION

AUTHOR: BEVERLEY BROWNING

DATE: JANUARY 1995 PREVIOUS OUTLINE: SEPTEMBER 1993

NEW: X REVISED:

APPROVED:

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School of Human Sciences and
Teacher Education

Dec. 22/94
Date

****NOTE: Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.**

TOTAL CREDITS: THREE
PREREQUISITE(S): PSY102, HSC203
SUBSTITUTES: HSC102, ED117, DSW100

I. PHILOSOPHY/GOALS:

"The person first, the disability second"! Foremost is conveyed the idea that each child is seen as a unique individual possessing both skills and needs which will affect his learning potential. Emphasis is placed on the caregiver/teacher's role in planning for individual needs while supporting the growth of the group, in the child care setting. A team approach is advocated for successful integration/inclusion of special needs children in integrated settings.

II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES):

Upon successful completion of this course, the student will:

- 1) Compare major historical trends in special education to current attitudes; inclusion and normalization methods.
- 2) Outline provincial and local community services/programs available for young children with special needs and their families; describe reasons for and methods of referral.
- 3) Describe etiologies associated with exceptionalities and explain related prevention measures.
- 4) Identify patterns of behaviour and characteristics in children which deviate from the norm.
- 5) Determine ways of meeting the needs of special children within the mainstream setting.
- 6) Adapt some preschool equipment/materials for children with specific forms of disabilities; try out the adapted equipment in their field placement setting, and summarize the results.
- 7) Research a specific disability and develop a sample profile and IPP for a young child having such a disability.

III. TOPICS TO BE COVERED:

1. Definitions/classifications of normal and exceptional development.
2. Historical perspective: legislation and current approaches
3. Etiology of disabilities
4. Intellectual deviations
5. Sensori-deficits
6. Communication and cognitive disorders
7. Orthopedic and Health problems
8. Self-care difficulties
9. Social Adaptive and Learning Disorders: BD's, LD's, and A.D.D.'S
10. Arranging the Learning Environment: Promoting and Supporting Acceptable Behaviours
11. Partnering with parents and facilitating program transitions
12. Student presentations and case studies

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES:

Topic/Unit #1: Definitions/Classifications of Exceptional Development

Learning Activities:

1. Define "Handicap" vs "Disability"
2. Examine "normal" developmental sequences
3. Identify the major categories of handicapping conditions affecting the development of young children
4. Describe the general characteristics which categorize specific disabilities

Resources: Text pp. 1-20; pp. 21-44

Topic/Unit #2: Historical Perspective and Early InterventionLearning Activities:

1. Outline federal and provincial legislation which impacts on special needs populations
2. Explain the rationale for the current integrated approach to early childhood education
3. Describe the benefits of integration
4. Explain the process of developing an IPP
5. Outline the principles of a developmental approach
6. Describe the characteristics of and methods used by effective teachers
7. Explain the relationship between developmentally appropriate expectations and the behavioral approach to working with young children
8. Explain how to do task analysis and describe its relevance to working with young children

Resources: Text pp. 47-63; pp. 67-94; pp. 95-128; pp. 142-190

Topic/Unit #3: Etiology of DisabilitiesLearning Activities:

1. Differentiate between Chromosome-determined and Gene-determined disorders
2. Explain the processes of Dominant, Recessive, and X-linked Inheritance
3. Specify underlying causes of developmental problems and give examples
4. Describe measures for preventing of disabilities and handicaps

Resources: Handouts
review text pp. 21-44

Topic/Unit #4: Intellectual DeviationsLearning Activities:

1. Define intellectual deviations and explain the factors which contribute to intellectual impairments and intellectual giftedness
2. Describe intervention and teaching strategies which can promote learning in children with intellectual deviations

Resources: Text pp. 35-36; pp. 95-128; pp. 130-138

Topic/Unit #5: Sensori-deficitsLearning Activities:

1. Discuss hearing and vision problems and their impact on the development of young children
2. Outline the process of normal hearing
3. Identify warning signs indicative of an infant or young child having a hearing loss
4. Outline the categories of hearing loss and describe the related distinguishing characteristics
5. Develop some strategies for helping a child with a sensory impairment transition into an integrated/mainstreamed program
6. Describe methods of intervention and teaching techniques used with children with hearing impairments
7. Outline the process of normal vision
8. Identify warning signs indicative of an infant or young child having a visual impairment.
9. Describe the major types of vision problems
10. Identify methods of intervention used with the visually impaired
11. Describe strategies used to facilitate learning in children with visual impairments in integrated preschool settings.

Resources: Text pp. 375-405
Video segment

Topic/Unit #6: Communication and Cognitive DisordersLearning Activities:

1. Define language and outline the major steps in language development
2. Describe language deficits and delays
3. Discuss dysfluencies common among young children and describe appropriate responses from teachers and parents
4. Outline specific methods of expanding communication skills in children with language delays
5. Describe programming that supports the learning of English as a second language
6. Suggest ways that teachers can help children with developmental problems expand attending skills and increase cognitive skills
7. Describe basic cognitive functions needed by all young children
8. Explain the concept of readiness and relate to maturation and learning theories

Resources: Text pp. 272-321; pp. 322-348
Annual Editions

Topic/Unit #7: Orthopedic and Health ProblemsLearning Activities:

1. Define and give examples of orthopedic and health impairments affecting young children
2. Explain the general effects of orthopedic and health impairments on overall development
3. Describe the role of the early childhood teacher in working with orthopedic- and health-impaired children and their families
4. Outline classroom/centre procedures to consider in preparation for emergency situations related to orthopedic and health problems

Resources: Text pp. 406-437

Topic/Unit #8: Self-care DifficultiesLearning Activities:

1. Explain the importance for all children to learn self-care skills
2. Describe ways a teacher can help young children learn the necessary self-help skills
3. Discuss helpful techniques used to help children achieve greater independence

Resources: Text pp. 349-371

Topic/Unit #9: Social, Adaptive, and Learning DisordersLearning Activities:

1. Identify three anxiety disorders found in young children and list the major symptoms of each
2. Describe behavioral indicators and physical symptoms related to behavioral disorders; discuss appropriate adult attitudes toward such problems
3. Provide convincing arguments against labelling or diagnosing a preschool child as learning disabled
4. Identify common warning signs in a preschool child that suggest the potential for learning disabilities related to later reading, writing, and math skills

Resources: Text pp. 438-470

Topic/Unit #10: Promoting Inclusion: Appropriate Behavioral PracticesLearning Activities:

1. Define developmentally appropriate learning experiences and justify the statement that all young children need such experience
2. Discuss early education arrangements for children who have severe and multiple disabilities

3. Compare contingent stimulation, teachable moments, spontaneous teaching, and incidental teaching; identify developmental principles they have in common and their significance to children's learning
4. Define positive reinforcement and describe how skilled early childhood teachers use it in working with young children
5. Define preventative discipline and punishment, and state how these do or do not support developmentally appropriate practice with young children

Resources: Text pp. 141-164; pp. 165-190

Topic/Unit #11: Arranging the Learning Environment: Promoting and Supporting Acceptable Behaviors

Learning Activities:

1. Explain how classroom/playroom and play-yard facilities and program scheduling influence children's learning in an integrated/mainstreamed setting
2. Outline ways that teachers can increase the safety of indoor and outdoor learning areas for children with disabilities
3. Discuss the major issues involved in planning a program schedule for children in an integrated/mainstreamed setting
4. Outline the steps or phase that infants and children go through in acquiring social skills; explain the importance of this knowledge to teachers in an integrated/mainstreamed setting
5. Describe ways a teacher can help children with developmental delays learn appropriate play and social skills
6. Identify possible causes of behavioral problems and distinguish those behaviors that are developmentally normal
7. Explain what factors determine when a behavioral problem requires special attention
8. Suggest some passive strategies which can be used for preventing and reducing behavior problems in the preschool setting
9. Outline a plan for behavioral change for an individual child in a group setting

Resources: Text pp. 191-221; pp. 221-271

Topic/Unit #12: Partnering with Parents: Smoothing Transitions**Learning Activities:**

1. Identify problems common among families of children with developmental disabilities
2. Define the concepts enabling and empowering as related to families of children with developmental disabilities; explain the social significance of the concepts
3. Examine ways of communicating with parents and describe effective methods of interacting
4. Identify possible accommodations that need to be made by children, families, and service providers during the transition process from one program to another
5. Describe the goals of transition planning and a planning format that includes program and personnel responsibilities

Resources: Text pp. 532-555

V. EVALUATION METHODS: (INCLUDES ASSIGNMENTS, ATTENDANCE REQUIREMENTS, ETC.)

1. Tests: #1 = 10% - February 23, 1995 - Topics 1-3
 #2 = 15% - March 23, 1995 - Topics 4-6
 #3 = 20% - April 27, 1995 - Topics 7-10
 = 45%
2. Equipment Adaptations: 15% (see criteria and descriptions p. 9)
* due March 9, 1995
3. Research, IPP, and Presentation: 40% (see criteria p. 11)
* due March 30, 1995

VI. PRIOR LEARNING ASSESSMENT

Not available at this time.

SAULT COLLEGE
ECE PROGRAM

WINTER 1995
BEV BROWNING

ED - 206: ATYPICAL CHILD
GRADE RECORD

ASSIGNMENT	GRADE	ACCUMULATED GRADE
<hr/>		
1. TESTS:		
#1 - Feb. 23	/10	/10
#2 - Mar. 23	/15	/35
#3 - Apr. 27	/20	/45
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2. EQUIPMENT ADAPTATIONS		
due March 9	/15	/60
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3. RESEARCH & CASE STUDY		
due March 30		
Research	/10	/70
Case Study	/15	/85
IPP	/10	/95
Presentation	/5	/100

VII. REQUIRED STUDENT RESOURCES:

1. Exceptional Children: Inclusion in Early Childhood Programs. K. E. Allen, C. Paasche, A. Cornell, M. Engel; Nelson, 1994.
2. Government of Ontario Day Nurseries Act, Oct. 1990.
3. Children with Special Needs in Early Childhood Settings: Identification, Intervention, Mainstreaming; C. Paasche, L. Gorrill, B. Strom; Addison-Wesley, 1987.

VIII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY:**ON RESERVE:**

1. Adapting Early Childhood Curricula; Cook/Armbruster; Cook/Armbruster
2. Assessing Infants and Preschoolers with Handicaps; Bailey/Wolery; Merrill
3. Teaching Infants and Preschoolers with Handicaps; Bailey/Wolery; Merrill
4. Parents on the Team; Brown/Moersch, eds.; U. of Michigan Press

AVAILABLE IN FACULTY OFFICE:

1. An Introduction to Exceptional Children; VanOsdol/Shane; WCB
2. Annual Editions: Educating Exceptional Children; Dushkin
3. Autistic Children; Wing; Citadel Press
4. Characteristics of Children's Behavior Disorders; Gelfand/Jenson/Drew; Holt/Rinehart
5. Children with Exceptionalities: A Canadian Perspective; Winzer; Merrill
6. The Exceptional Child: Mainstreaming in Early Childhood Education; Allen; Delmar
7. Exceptional Children and Youth; Haring/McCormick/Haring eds; Merrill, 1994

8. Learning Problems and Learning Disabilities; Adelman/Taylor; Brooks/Cole
9. Parents on the Team; Brown/Moersch eds: U. of Michigan
10. Understanding Child Behaviour Disorders; Gelfand/Jenson/Drew; Holt/Rinehart
11. Understanding and Working with Parents of Children with Special Needs; Paul; Holt/Rinehart
12. Young Children with Special Needs; Fallen/Umansky; Merrill

IX. SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

ED206 - ATYPICAL CHILD
STUDENT ACTIVITIES:
EQUIPMENT ADAPTATIONS

A. Choose one of the following activities (worth 15%).

1. **"IDENTIFY BY TOUCH" ACTIVITY**

Prepare an "identify by touch" guessing game that both sighted and visually impaired children could enjoy together.

Complete an Activity Form and include research of relevant concepts. Submit form and activity to your instructor prior to presenting it in placement.

Try out your game with children at your placement. Allow them to a) be blindfolded; b) use sight. Compare/contrast their behavioral responses; outline their verbal responses; describe difficulties.

Submit your completed Activity Form with responses from the children and any suggestions/recommendations for adaptations or revisions to your game.

2. **"MANIPULATIVE MATERIALS" ADAPTATION**

Select a common preschool manipulative material and adapt it so that a child with impaired fine-motor skills could use it successfully.

Complete an Activity Form and include research of relevant concepts. Submit form and activity to your instructor.

Try out activity with children at your placement. Have them try it a second time by impeding their normal fine-motor processes (eg. one hand behind their back, using only one finger, etc.) Compare/contrast their behavioral responses; outline their verbal responses; describe difficulties, etc.

Submit your completed Activity Form with responses from the children and any suggestions/recommendations for adaptations/revisions to your activity.

3. **"VISUAL PERCEPTION" ACTIVITY**

Select any one of the visual perception problems described in the text. Design a learning activity that would give children practice in developing a skill or in overcoming the deficit.

Complete an Activity Form for this activity, including research of relevant concepts. Submit form and activity to your instructor prior to presentation in placement.

Try out your activity with children at your placement. Compare/contrast their behavioral responses, outline their verbal responses; describe difficulties, etc.

Submit your completed Activity Form with responses from the children and any suggestions/recommendations for adaptations/ revisions to your activity.

4. **"AUDITORY PERCEPTION" ACTIVITY**

Develop an auditory perception game that is suitable for preschool children.

Complete an Activity Form for this activity, including research of relevant concepts. Submit form and activity to your instructor.

Try out your activity with children at your placement. Compare/contrast their behavioral responses; outline verbal responses; describe difficulties, etc.

Submit your completed Activity Form with responses from the children and any suggestions/recommendation for adaptations/revisions to your activity.

B. **RESEARCH PROJECT AND PRESENTATION (WORTH 40%)**

A. **RESEARCH ON DISABILITY** (10 marks)

Choose a specific disability. *Clear your choice with your instructor. Research the topic. Generate a handout of 3 pages maximum. The third page should include references and resources for more information on the topic (eg. support groups, associations, etc.). The handout should present the information in a simple, concise form that briefly introduces the reader to the disability.

Include:

- Name of Disability/Condition
- Definition (Describe the disability; how it occurs, etc.)
- Prevalence (typical number of cases)
- Implications for Development (how the disability/condition affects a child's development)

B. **CASE STUDY** (15 marks)

Generate a fictional case study of a young child that has the disability that you've chosen.

Describe the following:

- * Child's name
- * Date of Birth

- * History concerning the disability (ie. presenting signs, diagnosis, recommendations for intervention)
- * Services the child is presently receiving (eg. speech, occupational therapy)
- * Name and description of the fictional integrated day care that child is attending
- * General description of the child's adaptive functioning

C. INDIVIDUAL PROGRAMME PLAN (I.P.P.) (10 marks)

Develop an I.P.P. using the form provided that identifies the strengths, goals, strategies, and responsibilities for carrying out these strategies. Remember that this I.P.P. will be carried out at home and at the day care.

Examine the following areas:

- * Gross Motor Development
- * Fine Motor Development
- * Speech and Language Development
- * Cognitive Development
- * Social/Emotional Development
- * Family Support Systems
- * Any additional areas that you care to add

D. PRESENTATION (5 marks)

Prepare a 10 minute presentation (15 minute maximum) for the class on your project. Present it in whatever manner that you feel best covers the information that you have generated. Provide a copy of your handout on the disability for each classmate. Obtain a duplicating requisition form from the instructor for photocopying. This project can be done in pairs, but an outline of how the preparation and presentation is to be clearly divided and must be submitted for approval at the time your choice of topic is made.

Presentations will be made during the last weeks of the semester. Students will be randomly assigned a date for their presentation.