

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Atypical Child – see Web-CT page
CODE NO. : ED 206 SEMESTER: 3
PROGRAM: Early Childhood Education
AUTHOR: Bev Browning bev.browning@saultc.on.ca , X438
DATE: Jan 2000 PREVIOUS OUTLINE DATED: Jan 99
APPROVED:

DEAN

DATE

TOTAL CREDITS: 3
PREREQUISITE(S): PSY102, HSC203
SUBSTITUTES: HSC 102, ED 117, DSW 100
LENGTH OF COURSE: 16 Weeks TOTAL CREDIT HOURS: 48

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I. **COURSE DESCRIPTION:**

"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. This course is designed to help students develop an understanding of various disabilities so that they may work with children effectively in an inclusive environment. 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 inclusion of special needs children in integrated settings.

II. **LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

1. **Contrast Historical Trends Of Special Education In Relation To Current Methods Of Inclusion Based On A Collaborative/Developmental Model.**

Potential Elements of the Performance

- *explain the rationale for the current integrated approach to early education*
- *describe the benefits of integration*
- *outline the principles of a developmental approach*
- *explain the relationship between developmentally appropriate expectations and the behavioural approach to working with young children*
- *explain the process of developing an IPP and the methods for task analysis*
- *outline federal and provincial legislation which impacts on special needs populations*
- *describe the characteristics of and the methods used by effective teachers*

2. **Delineate Causal Factors Of Specific Disabilities And Suggest Effective Prevention Strategies.**

Potential Elements of the Performance:

- *differentiate between "handicap" and "disability"*
- *outline "normal" developmental sequences and outline indicators of deviation*
- *identify the major categories of handicapping conditions affecting the development of young children*
- *provide definitions for specific disabilities and conditions affecting the development of young children; describe the etiologies for these*
- *identify warning signs for categories of exceptionalities*

3. Evaluate The Factors Which Contribute To The Learning Environment And Describe How The Environment Can Be Arranged To Support The Needs Of Children With Special Requirements Placed Within The Mainstream Setting.

Potential Elements of the Performance:

- *explain how indoor and outdoor classroom/playroom facilities and program scheduling influence children's learning in an inclusive setting*
- *identify the developmental principles used in "contingent stimulation", "teachable moments", "spontaneous teaching" and "incidental teaching"; discuss the use of these methods*
- *describe effective teaching techniques for use with children with specific disabilities/handicaps*
- *determine possible intervention strategies for the prevention of delays and disabilities*
- *outline specific methods of expanding communication skills in children*
- *suggest ways for helping children with developmental problems expand attending skills, and increase cognitive, self-care, social/emotional and physical skills*
- *outline classroom/center procedures to consider in preparation for emergency situations related to specific health problems*
- *define positive reinforcement and describe how skilled early childhood teachers use it in working with young children*
- *define "preventive discipline" and "punishment"*
- *adapt equipment/materials for children's use in an inclusive environment*

4. Investigate A Specific Area Of Exceptionality And Adapt Curriculum Activities For A Child Having This Specific Physical, Emotional/Behavioural, or Intellectual Challenge.

Potential Elements of the Performance:

- *choose an area of interest and research it thoroughly using suggested texts and resources with the instructor's assistance, if required*
- *develop a hypothetical case file using the format provided*
- *adapt a series of appropriate activities for this preschool-aged child with the chosen type of disability*
- *present the researched findings to the class*

III. **TOPICS:**

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 & Learning Disorders: BD's, LD's, and A.D.D.'S
10. Arranging the Learning Environment: Promoting & Supporting Acceptable Behaviours
11. Partnering with parents and facilitating program transitions
12. Student presentations and case studies throughout the semester.

IV. **REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. Exceptional Children: Inclusion in Early Childhood Programs, K.E.Allen, C.Paasche, A.Cornell, M.Engel; Nelson, 1994.
2. Jelly Beans in a Jar: Inclusive Child Care. A Practitioner's Guide to Integration in Preschool Settings, A Cashin-Sipos, L. Serra, P. DiNunzio, K. McCarl, & M Quesnel; St. Catharines Association for Community Living, 1996
3. Government of Ontario Day Nurseries Act, Oct. 1990

ON RESERVE IN LRC:

1. *Children with Special Needs in Early Childhood Settings: Identification, Intervention, Mainstreaming*; C.Paasche, L.Gorrill, B.Strom; Addison-Wesley, 1988.

V. EVALUATION PROCESS/GRADING SYSTEM

1. TESTS:

Achievement of course learning outcomes will be measured by mandatory testing as follows:

- #1 = 15 % - Feb 17th , 2000 - Topics 1-6
- #3 = 15 % - Mar 30th , 2000 - Topics 7-9
- #4 = 15 % - Apr 27th , 2000 - Topics 10-12

45 %

2. **ACTIVITY ADAPTATIONS:** 15 % (see attached criteria and descriptions) * due on assigned date to coincide with research presentation.

3. **RESEARCH, IPP AND PRESENTATION:** 40 % (see attached criteria) * due on assigned date

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	

U	Unsatisfactory achievement in field placement or non-graded subject areas.
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Instructor's Note

The instructor will use a specifically designed assessment tool to determine the individual group member's participation in assigned group projects. If it is deemed that a student has not fully participated in his/her share of a group assignment, that student, at the discretion of the instructor, may receive a reduced grade. For example, if the curriculum plan for a particular group warrants a grade of "A", a group member who has not fulfilled his commitment to the project could receive a "C" grade for the project. The remaining group members would earn the "A" grade. The purpose of this provision is to ensure that students involved in this course are acting as full team members, and are implementing strategies necessary for working effectively as part of an ECE team.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Not available at this time.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

RESOURCES/READINGS FOR ED 206

TOPICS #1 to #3: Definitions; History; Etiology

Text Chapters 1-4

Day Nurseries Act

Videos: 1. Special Link: "The Road to Mainstream Child Care";

2. "In Their Own Special Way";

3. "Raising America's Children: Meeting Special Needs"

Web Notes:

Cases: Arnold, etc.

Video Key Points: Meeting Special Needs

Peers

TOPIC #4: Intellectual Deviations

Text Chapter 4 and 8

Web Notes:

Causes of MR

Birth Defects

Birth Reflexes

Prenatal Factors

Perinatal Factors

Postnatal Factors

Early Childhood Factors

Congenital Malformations

MR

Giftedness; Gifted

Problem Solving

TOPIC #5: Sensori-Deficits

Text Chapter 5

Video Special Link "James: Blind and in the Mainstream"

TOPIC #6: Communication & Cognitive Disorders

Text Chapters 17, 18 & 19

Video Special Link "Shawn and His Mainstream Parents"

Web Notes:

Enhancing Language Development

Language Skills

Stimulating Language

RESOURCES/READINGS FOR ED 206

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- TOPIC #7: Orthopedic & Health Problems
 Text Chapter 6
 Video Special Link "Casey: Fragile and in the Mainstream"
 Web Notes:
 Motor Development
 Motor Dysfunction
 Motor Ideas
 Immune System
 Tour of Children's Rehabilitation Algoma
- TOPIC #8: Self-Care Difficulties
 Text Chapter 20
- TOPIC #9: Social, Adaptive & Learning disorders
 Text Chapter 15
 Video Special Link "Autism in the Mainstream"
 Video: "Fat City"
- TOPIC #10: Arranging the Learning Environment
 Text Chapter 14
- TOPIC #11: Partnering with Parents
 Text Chapters 9 & 12

ADDITIONAL READINGS:

from Annual Editions: Early Childhood Education, 1998-1999

- # 7- Prenatal Drug Exposure, p. 38
- # 18- Labelled for Life? p. 95
- # 19- "SMART" Planning for Inclusion, p. 98
- # 20. "Can I Play Too?", p. 105
- # 21. Together is Better, p. 111