SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: ATYPICAL CHILD

CODE NO. : ED 206   **SEMESTER:** 4

PROGRAM: EARLY CHILDHOOD EDUCATION

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DATE: Jan 2006   **PREVIOUS OUTLINE DATED:** Jan 05

APPROVED: _____ _____
                                            DEAN   **DATE**

TOTAL CREDITS: THREE

PREREQUISITE(S): PSY102, HSC203

HOURS PER WEEK: 3

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 childcare setting. A team approach is advocated for successful inclusion of special needs children in integrated settings.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to

1. **contrast historical trends of special education 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

- outline the principles of a developmental approach

- outline provincial legislation which impacts on individuals with special needs

2. **delineate the causal factors for specific disabilities**

Potential Elements of the Performance:

- differentiate between "handicap" and "disability

- outline "normal" developmental sequences and the indicators of deviation

- identify the major categories of handicapping conditions affecting the development of young children

- determine the causes and incidence for specific disabilities, and outline the impact on the child's development as well as the implications for early childhood educators

3. **investigate a specific area of exceptionality and adapt curriculum activities for children with special needs**

Potential Elements of the Performance:

- choose an area of interest and research it thoroughly using suggested texts and resources

- adapt activities for young children that have various special needs

4. **evaluate the factors which contribute to an effective learning environment for children with special needs within the inclusive setting.**

Potential Elements of the Performance:

- describe the characteristics of effective inclusive learning environments

- suggest ways for helping children with developmental problems expand attending skills, and increase cognitive, self-care, social/emotional and physical skills

- explain the process of developing an ipp (individual program plan)

- describe skills early childhood educators can utilize to promote positive learning experiences for young children with special needs.

- identify problems common among families of children with special needs

- design strategies that educators can utilize to effectively support families of children with special needs

III.   <u>**TOPICS TO BE COVERED**</u>

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units nor in the order below

1. Historical perspective, legislation and current approaches

2. Definitions/classifications of developmental disabilities

3. Causes of developmental disabilities

4. Researching Specific Disabilities

5. Intellectual deviations

6. Sensory deficits

7. Communication and cognitive disorders

8. Orthopedic and Health problems

9. Social Adaptive & Learning Disorders

10. Arranging the Learning Environment

11. Self-care difficulties

12. Partnering with parents and facilitating program transitions

IV.   <u>**REQUIRED RESOURCES/TEXTS/MATERIALS:**</u>

1. <u>*Inclusion in Early Childhood Programs: Children with Exceptionalities*</u>, 3rd Canadian Ed.; K.E.Allen, C. Paasche, A. Cornell, M. Engel; Nelson, 2002.

2. <u>*Children with Special Needs in Early Childhood Settings: Identification, Intervention, Inclusion;*</u> C.Paasche, L. Gorrill, B.Strom; Thomson-Delmar Learning, 2004

3. <u>*Government of Ontario Day Nurseries Act*</u>

V.   **EVALUATION PROCESS/GRADING SYSTEM**

1. TESTS= 40%

2 tests at 20% each

Dates for tests will be announced in class and posted on WebCT

2. IN-CLASS ACTIVITIES, ASSIGNMENTS and COOPERATIVE LEARNING= 20%

Guest presentations/workshops will be part of the course delivery. Attendance and participation in class activities is expected. This will involve in-class assignments and "overnight" assignments to be submitted or reported on in class. Students must be in attendance and fully participating to receive credit.

3. RESEARCH OF A DISABILITY/ACTIVITIES/PRESENTATION = *40%*

Complete criteria and evaluation process will be reviewed in class.

The following semester grades will be assigned to students in post secondary courses.

<u>Grade</u>	<u>Definition</u>	Grade Point <u>Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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 E1101 or call Extension 2703 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.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in the *Student Code of Conduct*. 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/program, as may be decided by the professor/dean. 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.

Course outline amendments:
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.

Specific Class Information

Assignments:

- Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the instructor. If <u>major</u> assignments are late, <u>both</u> the following steps must be taken in order for the assignment to be evaluated;
    1. Major assignments that are late are to be handed in to Room E3207 (slip under the door).
    2. The instructor will be notified, through WebCT, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment <u>must</u> be included. A reply will be sent back to you indicating that the material has been received.
- Late, major assignments ***will be deducted 5% per day*** (20% maximum deduction). Major assignments ***more than one week late will not be accepted***.
- All assignments are to be <u>typed</u> unless otherwise stated.
- In-class or weekly assignments are due on the assigned date.   These assignments will not be accepted after that date, as they are a part of class work and discussions.
- Students are responsible for retaining a file of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded
- Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.

Tests/Quizzes:

Tests/Quizzes must be completed on the date scheduled. If unable to attend ***due to illness or extenuating circumstances***, contact the professor prior to the start of the test. An alternative date must be arranged before the next class.

Missed Classes

If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

Learning Environment:

In the interest of providing an optimal learning environment, students are to follow these expectations;

- Students should be aware that the expectations for their conduct in class are outlined in the "Student Code of Conduct"
- Late students are expected to <u>quietly</u> enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed.   Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.
- Students are to keep private conversations out of the classroom.

VII.   **PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor

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.