Course Outline

PROGRAM: Early Childhood Education
COURSE TITLE: The Atypical Child  COURSE NO.: ED 206-3

Course Description

This course provides a comprehensive survey 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 possessing both assets and needs which will affect his learning.

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 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. an ability to relate the behavioural and learning characteristics of the atypical child to an educational program.
4. To develop a comparison of normal growth with that of the atypical child.

Texts

2. J.B. Fotheringham, M. Morrison: Prevention of Mental Retardation
Texts continued...

3. S.L. Brown, M. Moersch, eds.: Parents on the Team

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

A. Course Outline

WEEKS 1&2 B. History and Philosophy of Special Education

Who is the Atypical Child?
Prevalence
Profiles of the Major Deviations
Inter- and Intra-Individual Differences

C. Assignments

Readings: K. & G., pp. 3-56
B. & M., pp 1-10, 151-190

*Project: Select one area of exceptionality in order to research extensively and to prepare a major paper on this topic. Project title due by September 25 and subject to approval by instructor. Term paper due December 4. See details at the end of syllabus.

WEEK 3 A. Community Resources

Legislation
Role of Parents
Educational Alternatives
I.P.P.s

B. Assignments

Readings: K. & G., pp. 467-498
Woodill in its entirety
B. & M., pp. 21-24, 57-68, 113-134
F. & M., pp. 9-28
WEEK 3 continued....

B. Assignments: continued...

Project: Observe a child having a specific exceptionality. Using the Portage checklist and with the Portage materials as a guide write up an I.P.P. for this child. The instructor will arrange opportunities for observation.

DUE: OCTOBER 16.

UNIT: Intellectual Deviations

WEEKS 4, 5 & 6

A. A.A.M.D. Definition
   Rights of the Mentally Retarded
   Causes
   ABC's for Parents
   Educational Provisions

B. Assignments

Readings: K.& G., pp. 103-179
B.& M., pp. 25-29, 51-56, 77-91, 103-111
F.& M., pp. 29-66 and 109, and 113

C. Project: Mini-Cases
   1. Harvey--a Twin
      DUE: October 9
   2. John
      DUE: October 15

D. Test: WEEK 5

WEEK 7 Intellectual Superiority

A. I.Q. and the Gifted
   Terman's Studies
   Historical and Present Procedures
   Distinguishing Characteristics
   Educational Opportunities

B. Assignments


Project: Mini-Case - Rodney

DUE: October 29

C. Mid-term Test
UNIT: Physical Deviations

WEEK 8: Hearing Impairments

A. The Ear and Functional Parts
   Deaf or Deafened
   Factors Influencing Hearing Loss
   Auditory Comprehension
   Causes
   Degree of Loss-Receptive Problems
   Characteristics of the Deaf
   Symptoms of Hearing Difficulties

B. Assignments
   Readings: K. & G., pp. 181-235
   Project: Mini-Case: Jack—the Ball Player
   DUE: NOVEMBER 12

WEEKS 9 & 10 Visually Impaired

A. The Eye and Its Functional Parts
   Blindness/Partially Sighted
   Educational Philosophy
   Indications of Visual Difficulties
   Refractive Errors
   Principles of Working with Blind Children
   Skills and Needs of Visually Impaired
   Equipment for Partially Sighted

B. Assignments
   C. Project: Mini-Case 1. TS
       2. Mary
   DUE: NOVEMBER 19

D. Test

WEEKS 11 & 12 Neurological, Orthopedic and Other Health Impairments

A. Definitions
   Three Neurological Disorders: C.P., Epilepsy, Spina Bifida
   Causes of Orthopedic Deviations
WEEKS 11 & 12 continued...

A. continued...
Motivation Factors
Symptoms of Crippling Conditions
Educational Goals

B. Assignments
F. & M., pp. 29-41, 110-112, 118-119
Projects: Mini-Cases 1. R.T.
2. Mrs. Amos and Ann
DUE: DECEMBER 3

WEEK 13 Communication Disorders

A. Defective Speech
Speech and Language Disorders
Articulation Disorders
Identification and Diagnosis
Stuttering: Etiology, Manifestations, and Therapeutic Procedures
Cleft Palate and/or Cleft Lip

B. Assignments
Readings: K. & G., pp. 349-387
Project: Mini-Case: Dick--the Good Camper
DUE: DECEMBER 10

C. Test

UNIT: Behavioural and Emotional Differences

WEEKS 14 & 15 Behaviour Disorders/Learning Disabilities

A. Prevalence and Characteristics of Children with Behavioural Disorders
Behavioural Disorders
Contributing Factors
Autism
Educational Strategies
B. Approaches to the Concept of Learning Disabilities
Associated Behavioural Deficits
Contributing Factors
Diagnosis
Remediation

C. Assignments
Readings: K. & G., pp. 349-387 and 281-347
Project: Mini-Case: 1. Frank and His Mother, Mrs. Carlton
DUE: DECEMBER 17

D. FINAL TEST

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

Term Paper: DUE DECEMBER 4

In a typewritten paper of not less than 10 pages, double-spaced, complete the following assignment: Choose an area of the "atypical child" and research the topic in relation to the preschool setting. Methods, educational goals, community resources, definitions, parental considerations and/or activities should be included. In addition, develop a sample I.P.P. for a child having this type of disability.

* At least three valid sources of information, such as current books, research material or professional journals dealing with the specific topic must be utilized. Enclose correspondence in the "Appendix". The term paper is to apply the knowledge obtained from lectures to the preschool setting. The topic must be approved by the instructor.

Evaluation

Four tests - 25 marks each.................100 marks
Ten Mini-Cases - 5 marks each............. 50 marks
I.P.P............................................... 20 marks
Final test....................................... 30 marks
Term paper....................................100 marks

Marks will be averaged to produce a grade of A, B, C, I or R in agreement with the marking policy of Sault College.

TOTAL 300 marks