Course Title: ATYPICAL CHILD – see Web page on Intranet

Code No.: ED 206  Semester: THREE

Program: EARLY CHILDHOOD EDUCATION

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Date: Jan 99  Previous Outline Date: Jan 98

Total Credits: 3  Prerequisite(s): PSY102, HSC203
Length of Course: 16WKS  Total Credit Hours: 48
"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:

A: LEARNING OUTCOMES

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

1. Contrast Historical Trends of Special Education In Relation To Current Methods Of Inclusion Based on a Collaborative/Developmental Model.

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


4. Investigate A Specific Area of Exceptionality and Adapt Curriculum Activities for A Child With This Specific Physical, Emotional/Behavioural, or Intellectual Challenge.

B: LEARNING OUTCOMES WITH 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
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

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 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 & 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:

ON RESERVE IN LRC:
V. EVALUATION PROCESS/GRADING SYSTEM

1. TESTS:

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

#1 = 15% - Feb 17th, 1999 - Topics 1-6
#3 = 15% - Mar 31st, 1999 - Topics 7-9
#4 = 15% - Apr 28th, 1999 - 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

IX. SPECIAL NOTES

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

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

VI. PRIOR LEARNING ASSESSMENT:

Not available at this time.
RESOURCES/READINGS FOR ED 206

TOPICS #1 to #3: Text pp 1-20; 21-44; 47-63; 67-94; 95-128; 142-190
Day Nurseries Act
Video: “Raising America’s Children: Meeting Special Needs”

TOPIC #4: Text pp 35-36; 95-128; 130-138

TOPIC #5: Text pp 375-405
Video segments: Special Link

TOPIC #6: Text pp 272-321; 322-348
Video segment: Special Link

TOPIC #7: Text pp 406-437
Video segment: Special Link
Tour of Children’s Rehabilitation Algoma

TOPIC #8: Text pp 349-371

TOPIC #9: Text pp 438 - 469
Video

TOPIC #10: Text pp 191-221; 221-271, 500 -530

TOPIC #11: Text pp 473 - 498

ADDITIONAL READINGS:

from Annual Editions: Early Childhood Education, 1995/96

1. # 8- Your Child’s Brain, p. 47
2. # 9- Labeled for Life? P. 53
3. #18- Preschool Integration: Strategies for Teachers, p. 91
ED 206 - RESEARCH PROJECT AND PRESENTATION
(TOTAL 40%)

NOTE: Due to the fact that Research topics follow the sequence of the course topics/activities, students must make their presentation to the class on the scheduled date. If unable to do so, regardless of the reason, then the student will forfeit the presentation mark. In addition, students must e-mail their TYPED research including:
1. Research summary;
2. Case Profile;
3. Activity Adaptations to the professor and all of the class members (using the mail icon on the Atypical web page)
   the WEEK BEFORE the presentation date. OTHERWISE the STUDENT will forfeit the Handout marks (NO EXCEPTIONS, NO LATE ASSIGNMENTS, no NQA'S)

PART A: RESEARCH ON A DISABILITY = 10 marks
Students will sign up for a research topic (can be done singly or in pairs ONLY- if completed in pairs, then a description outlining each person's contribution must be submitted with the project). Research current information on the topic and generate a summary (2 pages maximum) Research Sources must be identified (A MINIMUM OF 2 different sources) and references should be limited to the previous 5 yrs. APA Documentation Format MUST BE FOLLOWED (see the attached examples). If students plagiarize, then they will forfeit the marks for the research component. Also identify sources for further information as well as related groups and associations which provide support for individuals and families with such a disability. The researched information should present the information in a simple, concise form that briefly introduces the reader to the disability.

Include: Form of Disability/Condition
Definition (Describe the disability; how it occurs (eg. Congenital), etc)
Prevalence (typical % in the general population)
Implications for development (how the disability/condition affects a child's development)
Implications for the Early Childhood Educator

PART B: CASE PROFILE = 15 marks
Create a fictional case profile of a young child (between the ages of 3yrs to 12yrs) that has the disability researched. Content of the profile must include the following:
   Child's fictional name and D.O.B.
   Child’s present age
   History concerning the disability: presenting signs, diagnosis, recommendations for intervention (refer to: "Children with Special Needs
Part C: in Early Childhood Settings”, on reserve in LRC, for examples)

Family Background: discuss the family configuration; home environment; attitude/support of family members, etc

Services the child/family is currently receiving: (eg. Speech, occupational therapy)

General detailed description of child’s Adaptive Functioning: include information about how the child fulfills daily routines, general milestones.

Prepare a 10-15 (maximum) minute presentation for the class on your project. You should make it as interesting as possible by providing examples of adaptive equipment and materials. E.G. Visit a local agency which may lend you some of these or contact Resource teachers in community day care centres.

NOTE: STUDENTS MAY COMBINE EFFORTS FOR THE RESEARCH COMPONENT, BUT MUST EACH COMPLETE A CASE PROFILE AND 3 ACTIVITY ADAPTATIONS. ALL COMPONENTS OF THIS ASSIGNMENT MUST BE TYPED and will be e-mailed to the professor and classmates.
ED 206-ATYPICAL CHILD ASSIGNMENT

ACTIVITY ADAPTATIONS

Cover Page and Marking Scheme

(3x5=15% of Grade)

Using the textbook *AJelly Beans in a Jar* as well as other resources for supporting information, choose 3 curriculum areas from the text (eg. Transitions, Group Times, etc). In conjunction with your research topic and case profile, describe in detail how you would plan for making accommodations for your child in each of these areas. Explain procedures for accommodations, giving examples of activities for each area. (Eg. In Cloakroom area, how would you label the locker for a visually impaired child, and suggest some techniques for helping the child to learn to dress independently, etc). Be thorough in your examples and descriptions!

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<th>STUDENT:</th>
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<tr>
<td><strong>ACTIVITY AREA # 1:</strong></td>
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<td><strong>ACTIVITY AREA # 3:</strong></td>
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<td><strong>TOTALS</strong></td>
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SAMPLE METHODS FOR NOTES AND REFERENCES
USING APA DOCUMENTATION

References should be cited in the body of a report whenever ideas are quoted directly or indirectly from another source. Data, charts, figures, tables, graphs, etc. From other sources should also be referenced.

HOW TO CITE REFERENCES:

NOTES:  
IN THE BODY OF THE REPORT Immediately after the material being cited, use parenthesis to show the author’s last name, the year of the source’s publication, and the page number.

Eg. (Smith, 1982, p. 12)
If there is no author’s name, use either the title or a recognizable abbreviated form of the title of the book or publication.

REFERENCES:
AT THE END OF THE REPORT On a separate page entitled References, provide a list of all sources used in researching the report.

Organize the Sources into Categories.

Eg.
PRIMARY SOURCES
Surveys
Correspondence
SECONDARY SOURCES
Books
Periodicals
Monographs
etc.

Within each category, list the sources alphabetically according to the author’s/editor’s last name. In cases where no author’s/editor’s name is given, list the sources alphabetically according to the title of the article.

Always use correct format and punctuation.

For format, study the samples of References following. For further examples and explanation, consult the following guide at the circulation desk in the LRC:

FORMAT GUIDELINES

Books
All sources are listed alphabetically.


* If an author has written several books, list them chronologically.


* Books with editors and multiple editions (reprintings).


* Chapter or section used in an edited book.


*Periodicals* (Magazines, journals)

* Author’s name available


Volume/edition (when provided)


* No author given

Mono
graphs (thesis or research papers written about a single subject and published under separate cover).


Audio-Visual Materials


Radio or T.V. Performance


Personal Interview


* When using personal interviews, the writer must cite, in the body of the report, the interviewee’s title and place of employment.

Personal Letter


Telephone Interview


Newspaper Article


* If there is no author, locate the date after the title.

Editorial


Do not abbreviate names of months when using APA style.