

Course Outline

PROGRAM: Early Childhood Education
COURSE TITLE: The Atypical Child COURSE NO.: ED 206-3
INSTRUCTOR: Beverley Sheehan DATE: Sept. 1981

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

1. S.A. Kirk and J.J. Gallagher: Educating Exceptional Children, 3rd edition, 1979
2. J.B. Fotheringham, M. Morrison: Prevention of Mental Retardation

Texts continued...

- 3. S.L. Brown, M. Moersch, eds.: Parents on the Team
- 4. G. Woodill: Children with Special Needs: A Manual of Canadian Resources

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
 Woodwill 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

Intellectual Deficiency

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

Readings: K. & G., pp. 59-101

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

Readings: K. & G., pp. 237-279

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

- Readings: K. & G., pp. 433-465
B. & M., pp. 13-20, 31-48, 93-99
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

WEEKS 14 & 15 continued...

- 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
TOTAL	300 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.