

ED 206-3
Course Number

THE ATYPICAL CHILD
Course Name

-1-

COURSE DESCRIPTION

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE PHILOSOPHY

COURSE OUTLINE

Course Title: THE ATYPICAL CHILD
Code No.: ED 206-3
Program: EARLY CHILDHOOD EDUCATION
Semester: FALL
Date: OCTOBER, 1983
Author: BEV BROWNING

COURSE OBJECTIVES

New: _____ Revision:

APPROVED: *B. Beck* Oct/83
Chairperson Date

THE ATYPICAL CHILD
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COURSE DESCRIPTION

This course provides the student with a comprehensive overview 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 skills and needs which will affect his learning potential.

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 child 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. a facility in expressing the appropriate terminology pertinent to the field of special education.
4. an ability to incorporate the behavioural and learning characteristics of the atypical child into an educational program.
5. a knowledge of the legal aspects of special education and local community services.

WEEKS 1 & 2

- C - Historical Perspective
 - Reynold's Cascade Model
 - To classify or not to classify?
 - Dimensions of Intervention Programs
- D - Readings: Cook & Armbruster
pp. 12-26; 27-39; 2-11
Brown & Moersch
pp. 1-8; 13-24

WEEKS 3, 4 & 5

- A - Community Resources
 - Legislation
 - Role of Parents
- B - Identification and Assessment
- C - I.P.P.'s
 - Goal Setting
 - Priority Setting
 - Task Analysis
 - Procedures
- D - MID-TERM TEST
- E - Readings: Cook & Armbruster
pp. 40-76; 77-117; 348-354; 257-302
Brown & Moersch
pp. 25-29; 69-75; 113-122; 51-56
- F - ASSIGNMENT I: Prepare a Sample I.P.P. outlining the following:
 - 1) Strengths/Needs List
 - 2) Priorities List
 - 3) Choose one General Goal (overall goal in one focus area ie. cognitive; social/emotional; gross-motor; fine motor; self-help; or language)
 - 4) Sub-goal: Task Analysis, including time-tag, reinforcement procedures, types of aid and correction procedures.

DUE: NOVEMBER 14th.

BLOCK PLACEMENT

UNIT: INTELLECTUAL DEVIATIONS

WEEKS 7 & 8

- A - Intellectual Deficiency
 - A.A.M.D. Definition
 - Causes of M.R.
- B - Intellectual Superiority
 - Distinguishing Characteristics
- C - Readings: Fötheringham & Morrison
 - in its entirety
 - Brown & Moersch
 - pp. 51-56; 103-111
- D - ASSIGNMENTS II - Prepare an I.P.P. for an M.R. child using the guideline set out in Assignment I. Choose one focus area and do a Task Analysis. For each of the remaining areas give 3 suggested activities or tasks which would help the child develop specific skills in that area.

DUE: NOVEMBER 28th.

UNIT: PHYSICAL DEVIATIONS

WEEK 9

- A - Hearing Impairments
 - Factors Influencing Hearing Loss
 - Auditory Comprehension
- B - Language Disorders
- C - Speech Disorders
- D - Readings: Cook & Armbruster
 - pp. 144-183; 188-216
- E - ASSIGNMENT: Prepare an I.P.P. for a child with a speech or language impairment, and one for a child with a hearing loss.

DUE: DECEMBER 5th.

WEEK 10

- A - Neurological Disorders: C.P., Epilepsy, Spina Bifida.
 - Causes of Orthopedic Deviations

- WEEK 10
- B - Development of Motor Skills
 - C - Readings: Cook & Armbruster
pp. 118-140
Brown & Moersch
pp. 93-99
 - D - ASSIGNMENT: Prepare an I.P.P. for a child with a physical handicap.

DUE: DECEMBER 12th.

- WEEK 11
- A - Visual Impairments
 - Indications for Visual Difficulties
 - Principles of Working with Blind Children
 - Skills and Needs of Visually Impaired
 - B - ASSIGNMENT: Prepare an I.P.P. for a Visually impaired child.

DUE: DECEMBER 19th.

WEEK 12 FINAL TEST

ASSIGNMENTS

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

EVALUATION

I.P.P.'s - Sample	- 5%
M.R.	- 10%
Physically Handicapped	- 10%
Visually Impaired	- 10%
Language Delayed	- 10%
Hearing Impaired	- 10%
Mid-term Test	- 20%
Final Test	- 25%
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	100%