

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

COURSE OUTLINE

Course Title: THE ATYPICAL CHILD
Code No.: ED 206-3
Program: EARLY CHILDHOOD EDUCATION
Semester: FALL
Date: SEPTEMBER, 1984
Author: BEV BROWNING

New: _____ Revision: 1

APPROVED:

N Koch
Chairperson

Aug '84
Date

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, disabilities and handicaps 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.
6. a knowledge of atypical growth patterns as compared to those of the "average" child.
7. an understanding of how to develop IPP's for the individual child.

TEXTS:

1. An Introduction to Exceptional Children, Van Osdol & Shane, Iowa: Wm. C. Brown Co., Publishers, Dubuque, 1983.
2. Parents on the Team, Brown, Sara L. and Moersch, Martha S., Ed's, Ann Arbor: U. of Michigan Press, Michigan, 1978.

REFERENCES:

1. Portage Guide to Early Education.
2. Adapting Early Childhood Curricula: suggestions for meeting special needs, Cook, Ruth E. and Armbruster, Virginia B., St. Louis: C.V. Mosby, Missouri, 1983.

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, assigned articles, and study questions.

E - READINGS: Van Osdol & Shane
pp. 3 - 27, 405 - 428

Brown & Moersch
pp. 1 - 8, 13 - 24

STUDY QUESTIONS

UNIT: INTELLECTUAL DEVIATIONS

Weeks 3, 4 & 5

A - Intellectual Deficiency
- A.A.M.D. Definition
- Causes of M.R.

B - Intellectual Superiority
- Distinguishing Characteristics

C - READINGS: Van Osdol & Shane
pp. 49 - 89, 90 - 113, 117 - 144

Brown & Moersch
pp. 51 - 56, 103 - 111

STUDY QUESTIONS

UNIT: PHYSICAL DEVIATIONS

Weeks 6 & 7

- A - Disability vs. Handicap
 - Modifications
 - Psychological Aspects
- B - Disabling Conditions: M.D., Deaf - Blind, M.S., C.P., Epilepsy, Spina Bifida, Chroni Asthma, others
- C - School Provisions
 - Communication Devices
- D - READINGS: Van Osdol & Shane
pp. 147 - 185

STUDY QUESTIONS

Weeks 8 & 9

- A - Visual Impairments
 - Methods of Identification
 - Characteristics
- B - Definitions of Hearing Impaired
 - Prevalence & Identification
 - Characteristics
 - Education
- C - READINGS: Van Osdol & Shane
pp. 189 - 225

STUDY QUESTIONS

Week 10

- A - Definitions of Speech Impairment
 - Characteristics of Speech Impaired
 - Defects
- B - Language Disorders
 - Services
- C - READINGS: Van Osdol & Shane
pp. 229 - 244

STUDY QUESTIONS

UNIT: LEARNING & BEHAVIOURAL MALADJUSTMENTS

Week 11 7 12

- A - Learning Disabilities
 - Prevalence & Identification
 - Hyperactivity
 - Educational Approaches

- B - Emotional Disturbance
 - Disorders, Autism
 - Services & Treatment

- C - READINGS: Van Osdol & Shane
pp. 249 - 301, 307 - 357

STUDY QUESTIONS

UNIT: I.P.P.'s

Week 13 & 14

- A - Goal Setting
 - Priority Setting
 - Task Analysis
 - Procedures

- B - Sample I.P.P.'s

Week 15

FINAL TEST

ASSIGNMENTS:

Students will maintain a binder in which designated study questions at the end of each chapter in the text will be answered. Students will then exchange binders with an assigned partner to be marked. Following correction of the questions, partners will return each other's binder and discuss problems and solutions. The instructor will collect the binders from time to time in order to monitor student progress and to record marks received.

STUDY QUESTIONS

- C - READINGS: Van Osdol & Shane MARKS
pp. 229 - 244

Ch. 1:	#1, 2, 5, 7		4
Ch. 2:	#1, 2, 3, 4, 5, 8	<u>STUDY QUESTIONS</u>	6
Ch. 3:	#1 - 10		10
Ch. 4:	#1 - 10		10
Ch. 5:	#1, 2, 5, 6, 8, 9, 10		7

STUDY QUESTIONS

MARKS

Ch. 6: #1 - 10	10
Ch. 7: #1 - 4, 6 - 10	9
Ch. 8: #1 - 8	8
Ch. 9: #1, 4, 5, 6, 8, 9	<u>6</u>
	80

EVALUATION

STUDY QUESTIONS	80%
MID-TERM TEST	5%
FINAL TEST	10%
PARTICIPATION	<u>5%</u>
	100%