

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

COURSE OUTLINE

THE ATYPICAL CHILD

Course Title:

ED 206-3

Code No.:

EARLY CHILDHOOD EDUCATION

Program:

FALL

Semester:

SEPTEMBER, 1986

Date:

BEV BROWNING

Author:

New: _____ Revision: _____ X

APPROVED:

N. Koch
Chairperson

N. KOCH

Aug. 18/86
Date

Instructor: Bev Browning

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 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. Exceptional Children & Youth, Haring & McCormick, Merrill, 1986.

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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.
3. Parents on the Team, Brown, Sara L. and Moersch, Martha S., Ed's, Ann Arbor: U. of Michigan Press, Michigan, 1978.

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.

SYLLABUS:

NOTE: Students are expected to complete the study questions following each chapter assigned

UNIT: INTRODUCTION TO EXCEPTIONALITIES

Weeks 1 & 2

A - Course Outline

B - Definitions
- Goals
- Prevalence

Readings: Ch. 1 & 2

C - Approaches to Teaching
- Historical Perspective

D - Local Community Resources
- Role of Parents

Readings: Ch. 8 & 9

UNIT: INTELLECTUAL DEVIATIONS

Weeks 3 to 6

A. TEST #1

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- B.- Intellectual Deficiency
 - Definitions
 - Causes

Readings: Ch. 13

- C.- Intellectual Superiority
 - Distinguishing Characteristics

Readings: Ch. 10

UNIT: PHYSICAL DEVIATIONS

Weeks 7 & 8

- A - Physical & Health Impairments
 - Definitions & Characteristics
- B - Curriculum Implications

Readings: Ch. 11 & 12

MID-TERM TEST

Weeks 9 & 10

- A - Visual Impairments
 - Methods of Identification
 - Characteristics
- B - Definitions of Hearing Impaired
 - Prevalence & Identification
 - Characteristics
 - Education

Readings: Ch. 7

Weeks 11 & 12

- A - Communication Disorders
 - Definitions of Speech Impairment
 - Defects
- B - Language Disorders
 - Services

Readings: Ch. 5 & 6

TEST #3

UNIT: LEARNING & BEHAVIOURAL MALADJUSTMENTS

Weeks 13 & 14 A & B on following page

- Educational Approaches

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

Week 15

Review

Week 16

FINAL TEST

EVALUATION:

TEST #1	10%
MID-TERM TEST	20%
TEST #3	30%
FINAL TEST	30%
ATTENDANCE & PARTICIPATION	<u>10%</u>
	100%