

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, 1988

Author: BEV BROWNING

New: _____

Revision: X

APPROVED: _____

Chairperson

Date: 1993 0507

ED 206-3 The Atypical Child Course Outline (Cont'd)
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.

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TEXT:

1. Exceptional Children in Canada, Winzer, Rogow & David, Prentice-Hall Canada Inc: Scarborough, 1987.

REFERENCES:

1. Portage Guide to Early Education.
2. Adapting Early Childhood Curricula: for Children with Special Needs, 2nd. ed. Suggestions for Meeting Special Needs, Cook, Lessier/Armbruster, Merrill Publ. Co.: Columbus, Ohio, 1978
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:

UNIT: INTRODUCTION TO EXCEPTIONALITIES

Week 1

A - Course Outline

B - Classficiations

- Major Etiologies
- Prevalence
- Diagnosis and Assessment - IPP's

Readings: Ch. 1, 2 & 3

C - Family Reactions
- Dealing with Professionals

D - Historical Perspective

Readings: Ch. 8 & 9

ED 206-3 the Atypical Child Course Outline (Cont'd)

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- A - Intellectual Deficiency
 - Definitions
 - Causes
 - Intervention

Readings: Ch. 5

B - Test #1

- C - Intellectual Superiority
 - Distinguishing Characteristics
 - Intervention

Readings: Ch. 6

UNIT: COMMUNICATION DISORDERS

Week 7

A - Speech and Language Problems

B - Curriculum Implications

Readings: Ch. 8 & 9

MID-TERM TEST

UNIT: SENSORY DEFICITS

Weeks 8 & 9

- A - Definitions of Hearing Impaired
 - Prevalence & Identification
 - Characteristics
 - Education

- B - Visual Impairments
 - Methods of Identification
 - Characteristics

Readings: Ch. 12 & 13

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UNIT: PHYSICAL AND HEALTH IMPAIRMENTS

Weeks 10 & 11

- A - Neurological problems
 - Musculo skeletal impairments
 - Chronic health problems

B - Multiple Handicaps

Readings: Ch. 7, 10 & 11

TEST #3

UNIT: LEARNING & BEHAVIOURAL MALADJUSTMENTS

Weeks 12 & 13

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

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

Week 14

REVIEW

Week 15

FINAL TEST

EVALUATION:

TEST #1	15%
MID-TERM TEST	20%
TEST #3	25%
FINAL TEST	30%
ATTENDANCE & PARTICIPATION	10%
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	100%