

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

COURSE OUTLINE

Course Title: THE ATYPICAL CHILD

Code No.: ED 206-3

Program: EARLY CHILDHOOD EDUCATION

Semester: THREE

Date: SEPTEMBER 1990

Author: BEVERLEY BROWNING

New: Revision:

APPROVED:

A. DeLuca

DATE:

June 20/90

ED 206-3 The Atypical Child
Instructor: B. 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 the disabled and 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. a knowledge of local community services/programs available to special needs families.
5. an understanding of the causes and consequences associated with specific types of exceptionalities
6. educational implications of specific exceptionalities

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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 Publishing Co.: Columbus Ohio, 1987.
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 and assigned articles.

SYLLABUS (This is intended to be a general guideline only)

UNIT: INTRODUCTION TO EXCEPTIONALITIES

Weeks 1 & 2

- A - Course Outline/Expectations
- B - Classifications of Exceptionalities
 - Prevalence
 - Diagnosis and Assessment - I.P.P.'s

Readings: Ch. 1, 2 & 3

- C - Family Reactions
 - Dealing with Professionals
- D - Historical Perspective

Readings: Ch. 8 & 9

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UNIT: INTELLECTUAL DEVIATIONS

Weeks 3 to 6

- A - Etiology of abnormalities
 - Intellectual Deficiency
 - Definitions
 - Causes
 - Intervention

Readings: Ch. 5

- 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

TEST #1

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

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**UNIT: LEARNING AND BEHAVIOURAL MALADJUSTMENTS**

Weeks 12 & 13

- A - Emotional Disturbance
 - disorders, Autism
 - Services & Treatment
- B - Learning Disabilities
 - Prevalence & Identification
 - Hyperactivity
 - Educational Approaches

TEST #2

Weeks 14 - 16

Review

TEST #3**EVALUATION**

Test #1 - October 15	20%
Test #2 - November 19	25%
Test #3 - December 17	25%
Interview/Essay	30%

 100%

Note: Students must complete all tests on the designated date. C.D.C. Block students can complete tests in the LAC o their lunch hour, if prior arrangements have been made. If illness prevents a student from attending class for a test, the student must telephone prior to the test to make alternate arrangements.

INTERVIEW/ESSAY ASSIGNMENT

Each student will choose an area of exceptionality to study and compile relevant information. Then the student independently will make arrangements for a visit to a local agency which offers services to disabled/handicapped children. A questionnaire will be prepared in advance by the class and the course teacher in order to be used as the focus of an interview with the supervisor of the chosen "atypical" centre and of the student's current placement. An essay making a comparison of goals/services will be written.

GRADING POLICY

A+ = 90-100%

A = 80- 89%

B = 70- 79%

C = 60- 69%

R = <60% Repeat