

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 1992 Previous Date: SEPTEMBER 1991

Author: BEVERLEY BROWNING

New: _____ Revision: X

APPROVED: _____

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Kitty DeRosario, Dean
Human Sciences and Teacher Education

DATE: _____



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. a facility in expressing the appropriate terminology pertinent to the field of special education.
3. a knowledge of local community services/programs available to special needs families.
4. an understanding of the causes and consequences associated with specific types of exceptionalities
5. An understanding of normal growth and development as an avenue to effectively teach children with developmental disabilities

TEXT

1. The Exceptional Child: Mainstreaming in Early Childhood Education, 2nd Edition, K. Eileen Allen, Delmar Publishing Inc.
2. Government of Ontario Day Nurseries Act, Oct. 1990

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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 I: NORMAL AND EXCEPTIONAL DEVELOPMENT

Weeks 1 & 2

- . Inter- and Intra-Individual Differences
- . Handicap or Disability?
- . Classifications of Exceptionalities

Readings: pp. 1 - 36

Weeks 3 & 4 Etiology of Disabilities

- . Inherited Disorders: Chromosome Determined; Gene Determined
- . Dominant/Recessive and X-Linked Inheritance

Readings: pp. 37 - 95
pp. 318 - 335 Day Nurseries Act

UNIT II: HISTORICAL PERSPECTIVE AND EARLY INTERVENTION

Weeks 5 & 6

- . Environment and Experience: the controversy
- . Ontario Legislation
- . Mainstreaming and Normalization
- . Observations and Checklists - the IPP

Readings: pp. 96 - 132

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UNIT III: PHILOSOPHY AND BEHAVIOUR PRINCIPLES

Week 7

- . Developmental
- . contingencies and Incidental Teaching
- . the Effective Teacher
- . Reinforcement Patterns

Readings: pp. 133 - 175

UNIT IV: INTELLECTUAL DEVIATIONS

Week 8 & 9

- . Intellectual Deficiencies
- . AAMD Definition
- . Intervention
- . Intellectual Superiority
- . Definitions and Intervention Strategies

Readings: pp. 176 - 218

UNIT V: COMMUNICATION AND COGNITION

Week 10 & 11

- . Speech Problems
- . Language Problems
- . Curriculum Implications

Readings: pp. 219 - 234
pp. 278 - 296

UNIT VI: SELF-CARE/BEHAVIOUR DISORDERS

Week 12

- . Promoting Independence
- . the "when" of helping
- . Disorders of attention and Conduct: Behaviour Management

Readings: pp. 237 - 255

UNIT VII: SENSORY DEFICITS

Week 13 & 14

- . Hearing Impairments: characteristics and education
- . Visual Impairments: identification and teaching

Readings: pp. 257 - 316

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UNIT VIII: ORTHOPEDIC AND HEALTH PROBLEMS

Week 15

- . Conditions involving bones, joints and muscles: eg.
CP, MS, MD
- . Other Health Impairments
- . Adaptive Equipment and materials
- . Curriculum Implications

Week 16

- . Review
- . Final Test

EVALUATION

I TESTS

. Mid-Term, October 16, 1992	15%
. Final	20%
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	35%

II STUDENT ACTIVITIES (described below) 65%

- . all to be completed and submitted
by December 3, 1992

Total

100%

Note: Students must complete all tests on the designated date. C.D.C. Block students can complete tests in the LAC on 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.

There is no participation/attendance requirement however the success potential of students increases with regular attendance, especially given the level of difficulty of this course.

STUDENT ACTIVITIES

Students will choose to complete a number of activities as described below or design a comparable substitute activity. The activities should make up a possible total of 65%. A minimum of two Observations, two Equipment Adaptations and one Community Service Report must be completed. Students will submit a list of their chosen activities to the teacher and arrange presentation dates where applicable.

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ACTIVITY CATEGORIES

A AGENCY/COMMUNITY SERVICES REPORTS: *Minimum of one; 5 marks each*

- Ch. 1 #4 Find out from a local agency what description is used in Ontario to define an individual with "developmental disabilities". How is this definition used to provide support services for the child? Does age make a difference? Does this definition differ from other provinces? Report your findings to the class.
- Ch. 2 #3 Find out what the province of Ontario's system of funding is for the education of handicapped children. Explain what agencies are involved. Report to the class.
- Ch. 2 #5 Make a list of the kinds of services available in our community for pregnant teenage girls; do the same for pregnant women with alcohol or drug-related problems. With each service indicate availability in terms of waiting lists, beds available, costs to the individual, etc. Report to the class.
- Ch. 6 #1 Locate and record the names and locations of two agencies which provide resources for children with a handicap and their families.
Make a report on:
- a) the kinds of services they offer
 - b) the funding mechanism/cost to parents
 - c) the special equipment needed or provided for the child (at home, in the centre)
 - d) kinds of materials, brochures etc. they have available for teachers/parents. Obtain samples if possible

Make a report to the class.

B. OBSERVATIONS: minimum of two; 10 marks each

- Ch. 5 #1 On a sheet of graph paper take a frequency count on how often a particular teacher in your placement **initiates** conversation with children (other than for directing an activity). Observe during the free play period and tally up the results.
On the same graph paper, do the same on another day with a different day with a different teacher. Compare your results. Make some assumptions in order to rationalize any discrepancies.

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- Ch. 5 #2 Select a partner. Each of you, independently of the other (at the same time but without interacting eg. in observation booth at CDC) make a 30 minute running record of the same child. Compare your observations to see if you were seeing the same things. Critique each other's running record of objectivity. Write down your comments on your partner's form in another colour of pen or pencil and sign your partner's form.
- Ch. 5 #4 Using a Xerox copy of the Preschool Profile from the text,
- a) choose a child to observe; ask the teacher for the child's D.O.B. and write this on the chart; draw a horizontal line through the chart indicating the child's age.
 - b) observe the same child for 30-45 minutes (each time) on **four different** occasions, allowing some time to elapse between each observation.
 - c) Using a different coloured highlight pen for each day, colour through the skills that you see the child engage in during your observations.
 - d) ask the child's teacher to discuss with you how well your profile assesses the observed child. Write down any comments or observations the teacher makes.
- Ch. 5 #5 Plot the data points indicated on page 94 on graph paper (see samples pp. 90 & 91). Set up a comparable instructional objective for a child in your placement; record your observations and plot them on graph paper.
- Ch. 8 #4 Observe three different self-help routines in your placement. Describe the strengths and weaknesses of each routine for the performance of developmentally disabled children according to the guidelines discussed in this unit.
- Ch. 10 #1a At your placement, record a conversation (written or on tape) between yourself and different children of different ages (approx. 10 min.). The child can be engaged in a self-directed activity or one which you have set up. Record separate conversations between the same two children and a student peer or room teacher (obtain permission). Analyze and summarize the conversations according to the headings/topics in this chapter related to the sequence of language development, problems, etc. Don't forget to pay attention to non-verbal language communication.

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- Ch. 10 #1b Choose two children from your placement to observe and record their language development using the two checklists page 181. Decide whether each child's language is developing normally, is accelerated, or delayed. Substantiate your decisions.
- Ch. 12 #1 Observe the children at your placement during arrival or departure time, toileting period, or a meal/snack time. List 10 or more self-care skills and adaptive behaviours you see children engage in. Provide a specific example for each. Discuss the support/assistance provided by the teacher(s) (is it too much or too little?). Describe what you do differently.
- Ch. 15 #4 Separate a sheet of paper into 6 columns. Head each column with terms commonly used to describe children's acting out behaviours: aggressive, destructive, non-compliant, tantrum, etc. Observe in your own placement (or the CDC) during a free play period for approx. 30 - 45 minutes. Put a check mark in the appropriate column each time one of the behaviours occur. Circle the check mark if the teacher responds in any way. Provide a column to briefly describe the teacher's response. Figure out the ratio of teacher responses to child behaviours. Analyze to see if certain behaviours draw more teacher attention than others.
- Ch.16 #1 Observe in your placement for 30 - 45 minutes at a time, over a period of several weeks. Make brief anecdotal notes related to children showing over-dependency on adults, unrealistic fears, or avoidance of social contacts. Formulate a checklist and make further observations of at least two children who have some indicating problems. Make particular note of what seemed to trigger the behaviour and what the teacher(s) did immediately afterward. Discuss your observations with the teacher to see if your recorded behaviours are characteristic of the particular you observed. Analyze your records to see if there are recurring patterns or particular behaviours that were repeated frequently. Assume you are the child's teacher. Draw up a set of guidelines that you might present to the other room teachers as possible ways to work with the child.

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C. EQUIPMENT OR CURRICULUM ADAPTATIONS: minimum of two; 10 marks each

- Ch. 8 #5 Draw up a daily schedule for a group of three to five year olds who are in a mainstream all-day care program. Assuming you have to integrate three of four children who are "physically challenged" (i.e. have impaired motor skills and/or have physical impairments). Indicate:
- a) special schedule adaptations that might be needed as well as
 - b) room rearrangements which would be required at your current placement in order to accommodate these children (barrier-free environment).
- Ch. 9 #3 From observing at your placement, list the indoor and outdoor play materials and equipment which promote **the most and the best** pro-social or cooperative play. Indicate whether or not children with developmental problems could use each material or piece of equipment. Give a reason for why or why not (make a chart).
- Ch. 12 #3 Select one of the major steps in the toileting sequence (of any other self-care skill) and analyze it into its component parts. Write a 6 to 10 step program for teaching that subskill to a 4 year old who has a serious hearing loss but has no other impairments. Include suggested reinforcers and reinforcement patterns.
- Ch. 13 #4 Prepare an "identify by touch" guessing game that both sighted and visually impaired children could enjoy together. Complete an Activity Form for this and present your activity to the class. Try it out with your classmates and have them critique it. Alter your game to include appropriate recommendations. Now, try the game out with children at your placement, allowing them to a) use sight; b) be blindfolded. Compare/contrast their behavioural responses outlining difficulties etc. and their verbal responses.
- Ch. 14 #3 Select a common preschool manipulative material and suggest/demonstrate ways it might be adapted so that a child with impaired fine-motor skills could use it successfully. Complete an Activity Form and present your adaptations to the class. Have them critique your activity. Include their recommendations for changes and try out the material with children at your placement. Have them try it a second time by impeding their normal fine-motor processes (eg. one hand behind back, using only one finger etc.) Compare/contrast the results and both verbal and behavioural responses of children.

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- Ch. 14 #4 Devise a game using balls, suitable for four and five year olds, that would allow a child in a wheelchair to participate. Complete an Activity Form. Present this activity to your classmates and have them try it out (wheelchair available by previous arrangement). Have classmates critique the activity. Summarize their verbal and behavioural responses while engaged in the activity.
- Ch. 16 #4 Select any one of the visual perception problems described in the text. Design a learning activity that would give an impaired child practice in developing a skill or in overcoming the deficit. Complete an Activity Form and present this activity to the class. Have classmates critique this activity. Summarize their behavioural and verbal responses.

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STUDENT ACTIVITIES SUMMARY

STUDENT: _____

CATEGORY	CHAPTER/NUMBER	PRESENTATION DATE	MARKS
A. Services Report	1. 2. 3. 4.		

or Describe variations: _____

B. Observations	1. 2. 3. 4. 5. 6. 7. 8.		
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or Describe variations: _____

C. Equipment/curriculum adaptations	1. 2. 3. 4. 5. 6. 7. 8.		
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or Describe variations: _____

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GRADING POLICY

A+ = 90-100%
A = 80- 89%
B = 70- 79%
C = 60- 69%
R = Less than 60%

SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodating confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.