

Program: Early Childhood Education

Course Title: ATYPICAL CHILD

Fall 1978

Course Number ED 206

Course Instructor: Beverley Poitevin

PART I

Functioning in an integrated group during the early years, the Atypical child can learn the ways of the world and some of the problems to be faced. Being with normal children early in his/her life, can make the inevitable adjustments (including being less self-conscious) of the Atypical Child easier. As a result of these experiences, the child will begin to feel able to function among other people in spite of the disability. Integrated preschool programs give Atypical children an opportunity to play and learn with children who will someday be their co-workers, friends and neighbours. Fundamental to the integration process and meeting this child's needs is the teacher's basic understanding of the child's handicap, strengths, and weaknesses that will effect both his learning and his/her self-image.

PART II

Course Goals

This course is designed to help students develop an understanding of various handicaps and disorders of preschool children so that they may work effectively with Atypical children in the normal preschool setting. The content encompasses many areas of exceptionalities: physical, social, emotional and intellectual deviations. Prevalence statistics, etiologies, behavioural characteristics, and educational needs of the individual are presented.

PART III

Terminal/Behavioural Objectives

The student will be able:

- A. To discuss the historical background of special education for the Atypical child in each area of exceptionality.
- B. To develop a comparison of normal growth and that of the Atypical child.
- C. To give a verbal analysis of terminology relevant to etiology, diagnosis, treatment and education of Atypical children.
- D. To discuss the behaviour and learning characteristics of the Atypical child and relate these to the child's needs and pre-school program.

Part IV

Syllabus

Approximately two weeks will be devoted to each of the following underlined areas of the Atypical Child.

UNIT: Overview

Week 1 & 2 Readings: Kirk Chapter I

- History and philosophy of the Atypical Child
- Positive and negative affects of Special Education
- Qualities for working with the Atypical Child
- Equal opportunity - what does it mean?
- Who is the Atypical Child?
- The five categories
- Profiles of the major deviations

UNIT: Physical Deviations

Week 3,4,5 Neurological, Orthopedic, and Other Health Impairments

- Definitions of neurological and orthopedic deviations
- Three neurological disorders: C.P., epilepsy, spina Bifida
- Causes of orthopedic handicaps
- Motivation factors
- Symptoms of crippling conditions
- Educational Goals
- Handout: Psychological Factors in Connection with a Physical Disability
- Film: Mr. Symbol Man
- Film: The Cerebral Palsied Child

Week 6,7 Auditory Impaired (Sensory Handicap)

Readings Chapter 8 and 9

- The ear and functional parts
- Deaf or deafened?
- Factors influencing the hearing loss
- Teacher qualities
- Auditory comprehension
- Causes of hearing defects
- Degree of loss-receptive problems
- Characteristics of the Deaf
- Symptoms of Hearing difficulties
- Videotape: Hearing Impaired
- Film: Can You Hear Me?

Note: *Midterm Exam

Week 8, 9 Visually Impaired
readings: Ch. 10 & 11

- The eye and its functional parts; eye terms
- Blind/Partially sighted
- Educational philosophy
- Indications of visual difficulties
- Refractive errors
- Principles of working with blind children
- Skills visual handicapped needs
- Visual - 6 components
- Equipment for partially sighted
- Videotape: Visually Impaired

Week 10 & 11 Speech Handicapped
readings: Ch. 3

- Defective speech
- Speech and language disorders
- Articulation disorders
- Stuttering; Resistance to therapy
- Cleft palate and/or Cleft lip
- Schedule of activities
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- TEST

UNIT: Intellectual Deviations

Week 12 Learning Disabilities
readings: Ch. 2

- Approaches to the concept of learning disabilities
- Model elements - input and output processes
- Deficits of a behavioural nature
- L.D. syndrome
- Spatial relationships; position in space; figure-ground; visual motor coordination; perceptual constancy.

Week 13 Gifted
readings: Ch. 4

- I.Q. and the Gifted
- Terman's Studies
- Historical and present procedures
- Characteristics
- Activities
- References
- Film: I'm Not Too Famous At It.

SPEECH HANDICAPPED

Bright Promise

Eugene T. McDonald

National Easter Seal Society for Crippled Children and Adults

Speech Correction

Principles and Methods

Charles Van Riper

Prentice-Hall Inc.

Stuttering Its Prevention

Speech Foundation of America

Stuttering

Treatment Of The Young Stutter In The School

Speech Foundation of America

LEARNING DISABILITIES

Children With Specific Learning Difficulties

Jessie Francis Williams

McGraw-Hill Press

Excel

Experience For Children in Learning

Polly Behrmann and Joan Millman

Educators Publishing Service, Inc.

Introduction To Learning Disabilities

A Psycho-Behavioral Approach

Daniel P. Hallahan and James M. Kauffman

Prentice-Hall Inc.

Learning Disabilities

A Competency Based Approach

Larry W. Faas

Houghton Mifflin Company

Learning Disabilities

Educational Strategies

B. R. Gearheart

The C.V. Mosby Company

Remediating Learning Problems A Developmental Curriculum

Clara M. Chaney and Nancy R. Miles

Charles E. Merrill Publishing Company

MENTALLY RETARDED

An Early Childhood Curriculum For Multiply Handicapped Children

Regina Schattner

John Day Company

Educating The Child Who Is Different

Dr. Maria Egg

John Day Company

Helping Every Trainable Mentally Retarded Child

Bernice B. Baumgartner

Teachers College Series

Mental Retardation

Readings and Resources

Jerome H. Rothstein

Teaching The Mentally Retarded Child

A Family Care Approach

Kathryn E. Barnard/Marcene L. Powell

MISCELLANEOUS

Behaviour Disorders in Children

(Chapters 9, 10, 13, 14, 18, 19, 21, 22)

Harry Bakwin and Ruth Morris Bakwin

W. B. Saunders Company

Love Is Not Enough

Bruno Bettelheim

The Free Press

Collier MacMillan Limited

The Aggressive Child

Fritz Redl and David Wineman

The Free Press

JOURNALS

American Journal of Mental Deficiency

Education and Training of the Mentally Retarded

Exceptional Children

Exceptional Parent

Focus on Exceptional Children

REFERENCES

Overview

Exceptional Children: Educational Resources and Perspectives

Edited by Samuel A. Kirk and Francis E. Lord
Houghton Mifflin Company (1974)

Exceptional Children in the Schools

Special Education in Transition
Lloyd M. Dunn
Holt, Rinehart and Winston, Inc.

Teaching the Exceptional Child
Luciano L'Abate and Leonard T. Curtis
W. B. Saunders Co. (1975)

The Exceptional Child in the Family
Alan O. Ross
Grune & Stratton

AUDITORY IMPAIRED

They Grow In Silence
The Deaf Child and His Family
Eugene D. Mindel and McCay Vernon
National Association of the Deaf

VISUALLY IMPAIRED

No Place To Go
Edited by Kathern F. Gruber and Pauline M. Moore
American Foundation for the Blind

Study of Joe
A Blind Child In A Sighted Group
Elsbeth Pfeiffer
Bank Street College of Education

Teaching the Retarded Visually Handicapped
Indeed They Are Children
Donna L. Bluhn
W. B. Saunders Company

Teaching the Visually Handicapped
Kenneth A. Hanninen
Charles E. Merrill Publishing Company

