

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: ATYPICAL CHILD

CODE NO: ED 206 SEMESTER: FOUR

PROGRAM: EARLY CHILDHOOD EDUCATION

AUTHOR: BEVERLEY BROWNING

DATE: JAN. 1998 PREVIOUS OUTLINE: JAN. 1997

APPROVED:

DEAN

DATE

****NOTE:**

Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

TOTAL CREDITS : THREE

PREREQUISITE(S): PSY 102, HSC 203

SUBSTITUTES: HSC 102, ED 117, DSW 100

I. COURSE DESCRIPTION:

"The person first, the disability 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. This course is designed to help students develop an understanding of various disabilities so that they may work with children effectively in an inclusive environment. Emphasis is placed on the caregiver/teacher's role in planning for individual needs while supporting the growth of the group, in the child care setting. A team approach is advocated for successful inclusion of special needs children in integrated settings.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A: LEARNING OUTCOMES

Upon successful completion of this course the student will demonstrate the ability to:

- 1. Contrast Historical Trends Of Special Education In Relation To Current Methods Of Inclusion Based on a Collaborative/Developmental Model.**
- 2. Delineate Causal Factors of Specific Disabilities And Suggest Effective Prevention Strategies.**
- 3. Evaluate The Factors Which Contribute to the Learning Environment And Describe How The Environment Can Be Arranged To Support The Needs Of Children With Special Requirements Placed in The Mainstream Setting.**
- 4. Investigate A Specific Area of Exceptionality And Adapt Curriculum Activities For A Child With This Specific Physical, Emotional/Behavioural, or Intellectual Challenge.**

B: LEARNING OUTCOMES WITH ELEMENTS OF THE PERFORMANCE

- 1. Contrast Historical Trends Of Special Education In Relation To Current Methods Of Inclusion Based On A Collaborative/Developmental Model.**

Potential elements of the Performance

- ▶ *explain the rationale for the current integrated approach to early education*
- ▶ *describe the benefits of integration*
- ▶ *outline the principles of a developmental approach*
- ▶ *explain the relationship between developmentally appropriate expectations and the behavioural approach to working with young children*
- ▶ *explain the process of developing an IPP and the methods for task analysis*
- ▶ *outline federal and provincial legislation which impacts on special needs populations*
- ▶ *describe the characteristics of and the methods used by effective teachers*

2. Delineate Causal Factors Of Specific Disabilities And Suggest Effective Prevention Strategies.

Potential Elements of the Performance:

- ▶ differentiate between “handicap” and “disability
- ▶ outline “normal” developmental sequences and outline indicators of deviation
- ▶ identify the major categories of handicapping conditions affecting the development of young children
- ▶ provide definitions for specific disabilities and conditions affecting the development of young children; describe the etiologies for these
- ▶ identify warning signs for categories of exceptionalities

3. Evaluate The Factors Which Contribute To The Learning Environment And Describe How The Environment Can Be Arranged To Support The Needs Of Children With Special Requirements Placed Within The Mainstream Setting.

Potential Elements of the Performance:

- ▶ explain how indoor and outdoor classroom/playroom facilities and program scheduling influence children’s learning in an inclusive setting
- ▶ identify the developmental principles used in “contingent stimulation”, “teachable moments”, “spontaneous teaching” and “incidental teaching”; discuss the use of these methods
- ▶ describe effective teaching techniques for use with children with specific disabilities/handicaps
- ▶ determine possible intervention strategies for the prevention of delays and disabilities
- ▶ outline specific methods of expanding communication skills in children
- ▶ suggest ways for helping children with developmental problems expand attending skills, and increase cognitive, self-care, social/emotional and physical skills
- ▶ outline classroom center procedures to consider in preparation for emergency situations related to specific health problems
- ▶ define positive reinforcement and describe how skilled early childhood teachers use it in working with young children
- ▶ define “preventive discipline” and “punishment”
- ▶ adapt equipment/materials for children’s use in an inclusive environment

4. Investigate A Specific Area Of Exceptionality And Adapt Curriculum Activities For A Child Having This Specific Physical, Emotional/Behavioural, or Intellectual Challenge.

Potential Elements of the Performance:

- ▶ choose an area of interest and research it thoroughly using suggested texts and resources with the instructor’s assistance, if required
- ▶ develop a hypothetical case file using the format provided
- ▶ adapt a series of appropriate activities for this preschool-aged child with the chosen type of disability
- ▶ present the researched findings to the class

III. TOPICS TO BE COVERED

1. Definitions/classifications of normal and exceptional development.

2. Historical perspective: legislation and current approaches
3. Etiology of disabilities
4. Intellectual deviations
5. Sensori-deficits
6. Communication and cognitive disorders
7. Orthopedic and Health problems
8. Self-care difficulties
9. Social Adaptive & Learning Disorders: BD's, LD's, and A.D.D.'S
10. Arranging the Learning Environment: Promoting & Supporting Acceptable Behaviours
11. Partnering with parents and facilitating program transitions
12. Student presentations and case studies throughout the semester.

REQUIRED RESOURCES/TEXTS/MATERIALS:

1. **Exceptional Children: Inclusion in Early Childhood Programs, K.E.Allen, C.Paasche, A.Cornell, M.Engel; Nelson, 1994.**
2. **Government of Ontario Day Nurseries Act, Oct. 1990**
3. **Jelly Beans in a Jar: Inclusive Child Care. A Practitioner's Guide to Integration in Preschool Settings, A Cashin-Sipos, L. Serra, P. DiNunzio, K. McCarl, & M Quesnel; St. Catharines Association for Community Living, 1996**

ON RESERVE IN LRC:

1. **Children with Special Needs in Early Childhood Settings: Identification, Intervention, Mainstreaming; C.Paasche, L.Gorrill, B.Strom; Addison-Wesley, 1988**

V. EVALUATION PROCESS/GRADING SYSTEM

1. TESTS:

Achievement of course learning outcomes will be measured by mandatory testing as follows:

- #1 = 15 % - Feb 18th, 1998 - Topics 1-6
- #3 = 15 % - Mar 25th, 1998 - Topics 7-9
- #4 = 15 % - Apr 30th, 1998 - Topics 10-12

45 %

- 2. **ACTIVITY ADAPTATIONS: 15 % (see attached criteria and descriptions) * due on assigned date to coincide with research presentation.**
- 3. **RESEARCH, IPP AND PRESENTATION: 40 % (see attached criteria)* due on assigned date**

IX. SPECIAL NOTES

- Special Needs
If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) you are encouraged to discuss required accommodations confidentially with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 491 so that support services can be arranged for you.
- Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

VI. PRIOR LEARNING ASSESSMENT:

Not available at this time.

RESOURCES/READINGS FOR ED 206

- TOPICS #1 to #3: Text pp 1-20; 21-44; 47-63; 67-94; 95-128; 142-190
Day Nurseries Act
Video
- TOPIC #4: Text pp 35-36; 95-128; 130-138
- TOPIC #5: Text pp 375-405
Video segments
- TOPIC #6: Text pp 272-321; 322-348
Video segment
- TOPIC #7: Text pp 406-437
Video segment
Tour of Children's Rehabilitation Algoma
- TOPIC #8: Text pp 349-371
- TOPIC #9: Text pp 438 - 469
Videos
- TOPIC #10: Text pp 191-221; 221-271, 500 -530
- TOPIC #11: Text pp 473 - 498

ADDITIONAL READINGS:

from Annual Editions: Early Childhood Education, 1995/96

1. #6 - Helping Crack Affected Children Succeed, P 31
2. #17- Aiding Families With Referrals, P 64
3. #22- Infants And Toddlers With Special Needs, P 114
4. #32- Giftedness, Diversity And Problem-solving, P 174

from Annual Editions: Child Growth and Development, 1995/96

1. #3 - Making Babies, P17
2. #4 - Do You Hear What I Hear? P 24
3. #5 - Prenatal Purgatory, P 26
4. #6 - When A Pregnant Woman Drinks, P 29
5. #39- Young Children With Attention Deficits, P 228
6. #40- Children With Aids, P236

ED 206 - RESEARCH PROJECT AND PRESENTATION (TOTAL 40%)

NOTE: *Due to the fact that Research topics follow the sequence of the course topics/activities, students must make their presentation to the class on the scheduled date. If unable to do so, **REGARDLESS OF THE REASON**, then the student will forfeit the presentation mark. In addition, if students are not prepared with their **TYPED** research information etc, and handout for the class on the presentation date, they will forfeit the Handout marks (**NO EXCEPTIONS, NO LATES, NO NQA'S**)*

PART A: RESEARCH ON A DISABILITY = 10 marks

Students will sign up for a research topic (can be done singly or in pairs ONLY- if completed in pairs, then a description outlining each person's contribution must be submitted with the project). Research current information (references should be limited to the previous 5 yrs) on the topic and generate a handout (2 pages maximum) which provides a summary. Research Sources must be identified. **APA Documentation Format MUST BE FOLLOWED (see the attached examples)**. *If students plagiarize, then they will forfeit the marks for the research component.* Also identify sources for further information as well as related groups and associations which provide support for individuals and families with such a disability. The handout should present the information in a simple, concise form that briefly introduces the reader to the disability.

Include:

- Form of Disability/Condition
- Definition (Describe the disability; how it occurs (eg. Congenital), etc)
- Prevalence (typical % in the general population)
- Implications for development (how the disability/condition affects a child's development)
- Implications for the Early Childhood Educator

PART B: CASE PROFILE = 15 marks

Create a fictional case profile of a young child (between the ages of 3yrs to 12yrs) that has the disability researched. Content of the profile must include the following:

- Child's fictional name and D.O.B.
- Child's present age
- History concerning the disability: presenting signs, diagnosis, recommendations for intervention (refer to: "Children with Special Needs in Early Childhood Settings", on reserve in LRC, for examples)
- Family Background: discuss the family configuration; home environment; attitude/support of family members, etc
- Services the child/family is currently receiving: (eg. Speech, occupational therapy)
- General detailed description of child's Adaptive Functioning: include information about how the child fulfills daily routines, general milestones.

Part C: PRESENTATION (10 marks) and HANDOUT (5 marks)

Prepare a 10 - 15 (maximum) minute presentation for the class on your project. Present it in whatever manner best covers the information that you have researched. Provide a **TYPED** copy of your handout (see Notes above) on the disability for each class mate. Obtain a duplicating requisition form from the professor for photocopying. Students will also provide examples from their “Activity Adaptations” project and have these duplicated for the class (see following criteria).

ED 206 - RESEARCH PROJECT
& PRESENTATION

A: RESEARCH INFORMATION

Description of condition/disability;
Definition/appearance / 2

Prevalance/causes / 2

Implications for development / 2

Implications for ECE's / 2

References/resource list / 2

/10

B: CASE PROFILE

Child's history/presenting signs / 4

Family background/environment / 2

Current support services/intervention
methods / 4

Description of adaptive functioning / 5

/15

C: PRESENTATION /10
HANDOUT /5

D: CURRICULUM/ACTIVITY ADAPTATIONS:

/15

E: COMMENTS:

