

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

Course Title: ATYPICAL CHILD – see Web page on Intranet

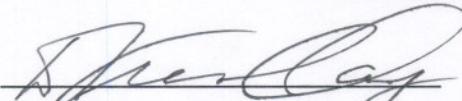
Code No.: ED 206 Semester: THREE

Program: EARLY CHILDHOOD EDUCATION

**Author: BEV BROWNING, x438;
bev.browning@saultc.on.ca**

Date: Jan 99 Previous Outline Date: Jan 98

Approved:


D. Tremblay, Dean

Health, Human Sciences and Teacher Ed.

Date:

Dec 17/98

Total Credits: 3

Prerequisite(s): PSY102, HSC203

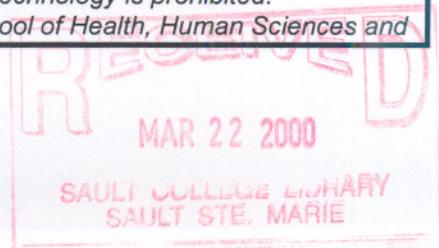
Length of Course: 16WKS

Total Credit Hours: 48

Copyright © 1997 The Sault College of Applied Arts & Technology

Reproduction of this document by any means, in whole or in part, without the prior written permission of The Sault College of Applied Arts & Technology is prohibited.

For additional information, please contact Donna Tremblay, Dean, School of Health, Human Sciences and



ATYPICAL CHILD

ED-206

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.

IV. 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

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.
2. *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

V. EVALUATION PROCESS/GRADING SYSTEM**1. TESTS:**

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

- #1 = 15 % - Feb 17th, 1999 - Topics 1-6
- #3 = 15 % - Mar 31st, 1999 - Topics 7-9
- #4 = 15 % - Apr 28th, 1999 - 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: "Raising America's Children: Meeting Special Needs"
- TOPIC #4: Text pp 35-36; 95-128; 130-138
- TOPIC #5: Text pp 375-405
 Video segments: Special Link
- TOPIC #6: Text pp 272-321; 322-348
 Video segment: Special Link
- TOPIC #7: Text pp 406-437
 Video segment: Special Link
 Tour of Children's Rehabilitation Algoma
- TOPIC #8: Text pp 349-371
- TOPIC #9: Text pp 438 - 469
 Video
- 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. # 8- Your Child's Brain, p. 47
2. # 9- Labeled for Life? P. 53
3. #18- Preschool Integration: Strategies for Teachers, p. 91

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, students must e-mail their TYPED research including:

1. Research summary;
2. Case Profile;
3. Activity Adaptations

to the professor and all of the class members (using the mail icon on the Atypical web page)

the WEEK BEFORE the presentation date. OTHERWISE the STUDENT will forfeit the Handout marks (NO EXCEPTIONS, NO LATE ASSIGNMENTS, 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 on the topic and generate a summary (2 pages maximum) Research Sources must be identified (A MINIMUM OF 2 different sources) and references should be limited to the previous 5 yrs. 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 researched information 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 (5 marks) and HANDOUT (5 marks)

Prepare a 10- 15 (maximum) minute presentation for the class on your project. You should make it as interesting as possible by providing examples of adaptive equipment and materials. EG. Visit a local agency which may lend you some of these or contact Resource teachers in community day care centres.

NOTE: *STUDENTS MAY COMBINE EFFORTS FOR THE RESEARCH COMPONENT, BUT MUST EACH COMPLETE A CASE PROFILE AND 3 ACTIVITY ADAPATIONS. ALL COMPONENTS OF THIS ASSIGNMENT MUST BE TYPED and will be e-mailed to the professor and classmates.*

ED 206-ATYPICAL CHILD ASSIGNMENT

ACTIVITY ADAPTATIONS

Cover Page and Marking Scheme

(3x5=15% of Grade)

*Using the textbook *A Jelly Beans in a Jar*, as well as other resources for supporting information, choose 3 curriculum areas from the text (eg. Transitions, Group Times, etc). In conjunction with your research topic and case profile, describe in detail how you would plan for making accommodations for your child in each of these areas. Explain procedures for accommodations, giving examples of activities for each area. (Eg. In Cloakroom area, how would you label the locker for a visually impaired child, and suggest some techniques for helping the child to learn to dress independently, etc). Be thorough in your examples and descriptions!*

STUDENT:		
ACTIVITY AREA # 1:	Accommodations / 2.5	Examples / 2.5
ACTIVITY AREA # 2:	Accommodations / 2.5	Examples / 2.5
ACTIVITY AREA # 3:	Accommodations / 2.5	Examples / 2.5
TOTALS		

SAMPLE METHODS FOR NOTES AND REFERENCES USING APA DOCUMENTATION

References should be cited in the body of a report whenever ideas are quoted directly or indirectly from another source. Data, charts, figures, tables, graphs, etc. From other sources should also be referenced.

HOW TO CITE REFERENCES:

NOTES: **IN THE BODY OF THE REPORT** Immediately after the material being cited, use parenthesis to show the author's last name, the year of the source's publication, and the page number.

Eg. (Smith, 1982, p. 12)

If there is no author's name, use either the title or a recognizable abbreviated form of the title of the book or publication.

REFERENCES:

AT THE END OF THE REPORT On a separate page entitled References, provide a list of all sources used in researching the report.

Organize the Sources into Categories.

Eg. **PRIMARY SOURCES**

Surveys

Correspondence

SECONDARY SOURCES

Books

Periodicals

Monographs

etc.

Within each category, list the sources alphabetically according to the author's/editor's

last name. In cases where no author's/editor's name is given, list the sources alphabetically according to the title of the article.

Always use correct format and punctuation.

For format, study the samples of References following. For further examples and

explanation, consult the following guide at the circulation desk in the LRC: American Psychological Association. (1984). Publication Manual of the American Psychological Association (3rd ed.). Hyattsville, MD: Author.

FORMAT GUIDELINES

Books

* All sources are listed alphabetically.

Hendrick, J. (1928). The Whole Child. New Jersey: Prentice-Hall.

* If an author has written several books, list them chronologically.

Hendrick, J., (1997). First Steps Toward Teaching the Reggio Way. Ohio: Merrill.

Gordon, A. & Browne, K.W. (1996) . Guiding Young Children in a Diverse Society.
Minnesota: Allyn & Bacon

* Books with editors and multiple editions (reprintings) .

Bredenkamp, S. (Ed.) . (1987). Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8. Washington, D.C. :
NAEYC.

Fogel, A. (1991). Infancy, Family, and Society (2nd ed.) Minnesota: West

Hendrick, J. & Chandler, K. (1995). The Whole Child (6th Canadian Edition). Ontario:
Prentice-Hall

* Chapter or section used in an edited book.

Rose, D.F. & Smith, B.J. (1993) Preschool Maintstreaming: Attitude Barriers and Strategies for Addressing Them. In Paciorek, K. M. & Munro, J. H. (Ed.) (95/96) : Annual Editions: Early Childhood Education: 16th edition (pp. 110-113) Connecticut: Dushkin Publishing

Periodicals (Magazines, journals)

* Author's name available

Clarey, B.T. (1982, June). New Ways to Control Home Heat Loss. Architectural Review,
25 (6), 12-17.

Volume/edition (when provided)

Koski, W. & Stadler, M.P. (1983, Spring). Geothermal Heat Pumps. Canadian Housing Journal, 127- 132.

* No author given

Sun Power Your Home. (1981, January 24). Time. 12 - 14.

APA Documentation -Notes & References 3

Monographs (thesis or research papers written about a single subject and published under separate cover).

Janlon, P. (1982). Domestic fuel economy. Environmental Research Monographs, 4. Toronto: Ministry of the Environment.

Audio-Visual Materials

Jonas, L. (Director). (1979). Harvest the Sun. (Film). Toronto: National Film Board.

Radio or T.V. Performance

Moyers, B. (Commentator). (1984, March 10). The future of home design. On Bill Moyers' Journal P.B.C.

Personal Interview

Browning, B. Personal Interview. February 20, 1994.

- * When using personal interviews, the writer must cite, in the body of the report, the interviewee's title and place of employment.

Personal Letter

Browning, B.A. Letter to author. December 6, 1996.

Telephone Interview

Connolly-Beattie, Lorna. Telephone Interview, January 6, 1997.

Newspaper Article

Talbert, B. (1996, December 10). Why are we in such a downer? Detroit Free Press, p. 9.

- * If there is no author, locate the date after the title.

Editorial

Mr. Burger's Case for prison reform. (editorial). The Christian Science Monitor, p. 24

Do not abbreviate names of months when using APA style.