

PROGRAM: Early Childhood Education

COURSE TITLE: The Atypical Child

COURSE NO.: Ed 206-3

INSTRUCTOR: Beverley Browning

DATE: Jan. 1983

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 assets and needs which will affect his learning.

Course Goals

This course is designed to help students develop an understanding of the abilities and disabilities 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 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. an ability to incorporate the behavioural and learning characteristics of the atypical child into an educational program.
5. a knowledge of the legal aspects of special education and local community resources.

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Course Objectives

6. a knowledge of normal growth patterns as compared to those of the atypical child.
7. an ability to develop IPP's and ITP's for the individual child.

Texts

1. S.A. Kirk and J.J. Gallagher: Educating Exceptional Children, 3rd edition, 1979
2. J.B. Fotheringham, M. Morrison: Prevention of Mental Retardation
3. S.L. Brown, M. Moersch, ed.: Parents of the Team
4. G. Woodill: Children with Special Needs: A Manual of Canadian Resources

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

UNIT: Overview

A. Course Outline

WEEKS 1 & 2 B. History and Philosophy of Special Education

Who is the Atypical Child?

Prevalence

Profiles of the Major Deviations

Inter- and Intra-Individual Differences

C. Assignments

Readings: K. & G., pp. 3 - 56

B. & M., pp 1 - 10, 151 - 190

WEEKS 1 & 2 C. Assignments

*Project: Select one area of exceptionality in order to research extensively and to prepare a major paper on this topic. Project title due by January 24 and subject to approval by instructor. Term paper due April 4. See details at the end of syllabus.

WEEK 3 A. Community Resources

Legislation

Role of Parents

Educational Alternatives

I.P.P.s

B. Assignments

Readings: K. & G., pp. 467 - 498
Woodill in its entirety
B. & M., pp. 21 - 24, 57 - 68, 113 - 134
F. & M., pp. 9 - 28

*Project: Observe a child having a specific exceptionality. Using the Portage checklist and with the Portage materials as a guide write up a I.P.P. for this child. The instructor will arrange opportunities for observation.

DUE: January 27

UNIT: Intellectual Deviations

WEEKS 4,5 & 6 Intellectual Deficiency

A. A.A.M.D. Definition

Rights of the Mentally Retarded

Causes

ABC's for Parents

Educational Provisions

B. Assignments

Readings: K. & G., pp. 103 - 179
B. & M., pp. 25 - 29, 51 - 56, 77 - 91, 103 - 111
F. & M., pp. 29 - 66 and 109, and 113

- WEEKS 4,5 & 6 C. Project: Mini-Cases 1. Harvey--a Twin
DUE: February 10
2. John
DUE: February 17
- D. Test: WEEK 6

WEEK 7 Intellectual Superiority

- A. I.Q. and the Gifted
Terman's Studies
Historical and Present Procedures
Distinguishing Characteristics
Educational Opportunities
- B. Assignments
Readings: K. & G., pp. 59 - 101
Project: Mini-Case -Rodney
DUE: February 24

UNIT: Physical Deviations

WEEK 8

Hearing Impairments

- A. The Ear and Functional Parts
Deaf or Deafened
Factors Influencing Hearing Loss
Auditory Comprehension
Causes
Degree of Loss-Receptive Problems
Characteristics of the Deaf
Symptoms of Hearing Difficulties
- B. Assignments
Readings: K. & G., pp. 181 - 235

WEEK 8

B. Assignments

Project: Mini-Case: Jack--the Ball Player

DUE: March 3

C. Mid-Term Test

WEEKS 9,10 & 11 Visually Impaired

A. The Eye and Its Functional Parts

Blindness/Partially Sighted

Educational Philosophy

Indications of Visual Difficulties

Refractive Errors

Principles of Working with Blind Children

Skills and Needs and Visually Impaired

Equipment for Partially Sighted

B. Assignments

Readings: K. & G., pp. 237 - 279

C. Project: Mini-Case 1. TS

2. Mary

DUE: March 17

D. Test

WEEKS 12 & 13 Neurological, Orthopedic and Other Health Impairments

A. Definitions

Three Neurological Disorders: C.P., Epilepsy, Spina Bifida

Causes of Orthopedic Deviations

Motivation Factors

Symptoms of Crippling Conditions

Educational Goals

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WEEKS 12 & 13 B. Assignments

Readings: K. & G., pp. 433 - 465
B. & M., pp. 13 - 20, 31 - 48, 93 - 99
F. & M., pp. 29 - 41, 110 - 112, 118 - 119

Projects: Mini-Cases 1. R.T.
2. Mrs. Amos and Ann

DUE: April 7

WEEK 14 Communication Disorders

A. Defective Speech

Speech and Language Disorders

Articulation Disorders

Identification and Diagnosis

Stuttering: Etiology, Manifestations, and Therapeutic
Procedures

Cleft Palate and/or Cleft Lip

B. Assignments

Readings: K. & G., pp. 349 - 387

Project: Mini-Case: Dick--the Good Camper

DUE: April 4

C. Test

UNIT: Behavioural and Emotional Differences

WEEKS 15 & 16 Behaviour Disorders/Learning Disabilities

A. Prevalence and Characteristics of Children with Behavioural
Disorders

Behavioural Disorders

Contributing Factors

Autism

Educational Strategies

WEEKS 15 & 16 B. Approaches to the Concept of Learning Disabilities

Associated Behavioural Deficits

Contributing Factors

Diagnosis

Remediation

C. Assignments

Readings: K. G., pp. 349 - 387 and 281 - 347

Project: Mini-Case: 1. Frank and His Mother, Mrs. Carlton

DUE: April 21

D. FINAL TEST

Assignments

Students are responsible for all assigned readings. Additional readings may be assigned other than those from the texts. Projects must be presented to the instructor in person, on or before the due dates.

Term Paper: DUE DECEMBER 4

In a typewritten paper of not less than 10 pages, double-spaced, complete the following assignment: Choose an area of the "atypical child" and research the topic in relation to the preschool setting. Methods, educational goals, community resources, definitions, parental considerations and/or activities should be included. In addition, develop a sample I.P.P. for a child having this type of disability.

*At least three valid sources of information, such as current books, research material or professional journals dealing with the specific topic must be utilized. Enclose correspondence in the "Appendix". The term paper is to apply the knowledge obtained from lectures to the preschool setting. The topic must be approved by the instructor.

Evaluation

| | |
|------------------------------------|-----------|
| Four tests - 25 marks each..... | 100 marks |
| Ten Mini-Cases - 5 marks each..... | 50 marks |
| I.P.P..... | 20 marks |
| Final Test..... | 30 marks |
| Term paper..... | 100 marks |

Marks will be averaged to produce a grade of A, B, C, X or R in agreement with the marking policy of Sault College.

TOTAL 300 marks

SAULT COLLEGE

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