

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: ATYPICAL CHILD

CODE NO. : ED 206/OEL 801 **SEMESTER:** IV

PROGRAM: EARLY CHILDHOOD EDUCATION

AUTHOR: Bev.browning@saultc.on.ca ; x438

DATE: JAN 01 **PREVIOUS OUTLINE DATED:** Jan 00

APPROVED:

	_____	_____
	DEAN	DATE

TOTAL CREDITS: THREE

PREREQUISITE(S): PSY102, HSC203

HOURS/WEEK: 3

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For additional information, please contact Judi Maundrell, Dean
School of Health and Human Sciences
(705) 759-2554, Ext. 603/689

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:**1. Contrast Historical Trends Of Special Education To Current Methods Of Inclusion Based On A Collaborative/Developmental Model.****Elements of the Performance**

- Explain the rationale for the current integrated approach to early education
- Outline the principles of a developmental approach
- Explain the relationship between developmentally appropriate expectations and the behavioural approach to working with young children
- Outline provincial legislation which impacts on special needs populations

2. Delineate the Causal Factors for Specific Disabilities**Elements of the Performance:**

- Differentiate between "handicap" and "disability"
- Outline "normal" developmental sequences and the indicators of deviation
- Identify the major categories of handicapping conditions affecting the development of young children
- Determine the causes and incidence for specific disabilities, and outline the impact on the child's development as well as the implications for Early Childhood Educators

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

Elements of the Performance:

- Choose an area of interest and research it thoroughly using suggested texts and resources with the professor'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 selected type of disability

4. Evaluate The Factors Which Contribute to an Effective Learning Environment for Children With Special Needs Within the Mainstream Setting.

Elements of the Performance:

- Describe the characteristics of and the methods used by effective teachers
- Identify the developmental principles used in "contingent stimulation", "teachable moments", "spontaneous teaching" and "incidental teaching"
- Suggest ways for helping children with developmental problems expand attending skills, and increase cognitive, self-care, social/emotional and physical skills
- Explain the process of developing an IPP and the methods for task analysis
- Describe how skilled early childhood teachers use reinforcement in working with young children

5. Determine Methods of Fostering the Teacher-Parent Partnership and Outline Strategies for Successful Program Transitions

Elements of the Performance:

- Identify problems common among families of children with developmental disabilities
- Define the concepts of enabling and empowering as related to families of children with disabilities
- Discuss ways to ease a child into a new program and suggest the support services required

III. TOPICS:

1. Historical perspective, legislation and current approaches
2. Definitions/classifications of developmental disabilities
3. Causes of developmental disabilities
4. Researching Specific Disabilities
5. Intellectual deviations
6. Sensory deficits
7. Communication and cognitive disorders
8. Orthopedic and Health problems
9. Social Adaptive & Learning Disorders
10. Arranging the Learning Environment
11. Self-care difficulties
12. Partnering with parents and facilitating program transitions

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Exceptional Children: Inclusion in Early Childhood Programs, K.E.Allen, C.Paasche, A.Cornell, M.Engel; Nelson, 1994.

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

Government of Ontario Day Nurseries Act, Revised Nov. 1990

RECOMMENDED READING:

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: Total: 45 %

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

- #1 = 15 % - Topics 1-5 : Feb 16th, 01
- #2 = 15 % - Topics 6-8: Mar 30th, 01
- #3 = 15 % - Topics 9-12: April 27th, 01

RESEARCH, CASE PROFILE: 40 % (see attached criteria)

2. ACTIVITY ADAPTATIONS: 15 % (see attached criteria and descriptions)

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean’s secretary. Students will be required to provide a transcript and course outline related to the course in question.