SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: ATYPICAL CHILD

CODE NO. : ED 206   **SEMESTER:** 4

PROGRAM: EARLY CHILDHOOD EDUCATION

AUTHOR: Lorna Connolly Beattie

lorna.connolly-beattie@saultc.on.ca

759-2554 ext. 438; Office #E3207

DATE: Jan 2005   **PREVIOUS OUTLINE DATED:** Jan 04

APPROVED:

_____ _____
                    DEAN   **DATE**

TOTAL CREDITS: THREE

PREREQUISITE(S): PSY102, HSC203

HOURS PER WEEK: 3

SUBSTITUTES: HSC 102, ED 117, DSW 100, OEL801

I. <u>**COURSE DESCRIPTION:**</u>

"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 childcare setting. A team approach is advocated for successful inclusion of special needs children in integrated settings.

II. <u>**LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**</u>

1. **Contrast Historical Trends Of Special Education 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

- 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 individuals with special needs

2. **Delineate the Causal Factors for Specific Disabilities**

Potential 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.**

Potential 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 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 Inclusive Setting.**

Potential 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**

Potential 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 TO BE COVERED:**

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:**

1. *Inclusion in Early Childhood Programs: Children with Exceptionalities*, 3rd Canadian Ed.; K.E.Allen, C. Paasche, A. Cornell, M. Engel; Nelson, 2002.

2. *Children with Special Needs in Early Childhood Settings: Identification, Intervention, Inclusion;* C.Paasche, L. Gorrill, B.Strom; Thomson-Delmar Learning, 2004

3. *Government of Ontario Day Nurseries Act*

4. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*, S. Breadekamp ed, NAEYC,; 1999.

ON RESERVE IN THE LIBRARY FOR REFERENCE:

1. *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= 45% *of grade*

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

Test #1 = February 10 (10%)
Test #2 = March 24 (15%)
Test #3 = April 22 (20%)

2. IN-CLASS ACTIVITIES, RANDOM QUIZZES and COOPERATIVE LEARNING= *15% of grade*

   Attendance and participation in class activities is expected. This will involve in-class assignments and "overnight" assignments to be submitted or reported on in class. Students must be in attendance and fully participating to receive credit.

3. RESEARCH, CASE PROFILE, ACTIVITIES & PRESENTATION= *40% of grade*

   Complete criteria and evaluation process will be reviewed in class.

   The following semester grades will be assigned to students in post secondary courses.

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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 E1101 or call Extension 703 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.

<u>Notes to Students</u>:

Students must complete tests on the designated date. If the student cannot attend the class for the test, the student must telephone the professor prior to the time of the test (759-2554 ext 438) to make alternate arrangements. If this procedure is not followed, a grade of zero will be applied for the test. Presentations must be made on the date scheduled.

All assignments are due on the date indicated by the professor at the beginning of the class period. Anything received after the start of the class period will be considered late and the late policy will apply. Late assignments will be deducted 5% per day. Assignments will not be accepted more than I week after the due date. All assignments must be typed or the assignment will receive an automatic "0" grade. Late assignments can be submitted in person to the professor or to the professor's office. If the assignment is submitted to the professor's office when the professor is not there, the student must send an email through WebCT indicating that the assignment has been submitted and attaching an electronic copy of the assignment. A return email will be sent confirming the receipt of the document. All assignments must be submitted in hard copy to the professor.

VII.   PRIOR LEARNING ASSESSMENT:

Not available at this time.

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.