

SEP 19 2000

**GRANDE PRAIRIE REGIONAL COLLEGE
EARLY CHILDHOOD DEVELOPMENT DEPARTMENT**

**COURSE SYLLABUS
CD2100 CHILDREN WITH EXCEPTIONALITIES**

DATES: Fall, 2000 September 6, 2000 to December 13, 2000

HOURS: 45

CREDITS: 3

LOCATION: Portable B and H135

CLASS TIMES: Mondays 1:00 to 4:00 and Wednesdays 10:30 to 1:00

INSTRUCTOR: Jane Friesen, Early Childhood Education Diploma (With Distinction),
Okanagan College;
Bachelor of Arts Anthropology/Sociology Major (With
Distinction), Athabasca University;
Master of Distance Education, Athabasca University.

OFFICE: H134

OFFICE HOURS: Wednesdays 2:00 to 4:00 and Fridays 9:00 to 12:00

PHONE/E-MAIL: 539-2047 (office)/ friesen@gprc.ab.ca

COURSE DESCRIPTION: Various areas of exceptionality are examined in the course. Resources, developmental inventories, assessment and referral procedures, individualized programming are covered. Issues relevant to families and the practice of inclusion in early childhood programs are explored.

PREREQUISITES: Ninety (90) hours of recognized Child Development courses or consent of department.

REQUIRED TEXTS: Winzer, M. (1997). Special education in early childhood: An inclusive approach. Ontario: Allyn and Bacon.

A good quality (preferably Canadian) dictionary

CLASS FORMAT: Classes will be comprised of lectures, independent and small group tasks, class discussion, field trips and professional development activities.

COURSE OBJECTIVES:

1. The learner will demonstrate an understanding of some major areas of exceptional needs and abilities of children, and the uses and abuses of labeling.
2. The learner will be able to identify resources for preschool children with exceptional needs and abilities, and their families.
3. The learner will use a child centred approach in developing an Individual Programme Plan for a child who may have exceptional needs and abilities.
4. The learner will demonstrate an understanding of programme options for children with exceptional needs and abilities.
5. The learner will be able to demonstrate an understanding of the unique needs of families of children with exceptional needs and abilities.

GRADING POLICIES:

1. The following stanine system is used to determine the final course grade:

9	90% to 100%	4	50% to 56%
8	80% to 89%	3	45% to 49%
7	72% to 79%	2	26% to 44%
6	65% to 71%	1	0% to 25%
5	57% to 64%		

2. Assignments are worth 100% of the student's total grade as follows:

Assignment I	Presentation on a specific area of exceptionality	25%
Assignment II	Peer Relations Workshop or Article Summary	15%
	Field Trip to Crystal Park School	5%
Assignment III	Individual Programme Plan	25%
Assignment IV	Summarize and Critique an Article	15%
Assignment V	Family Interview	15%

Specific grading criteria for each assignment is supplied in the Course Assignments Package.

3. Due Dates:

Due dates are specified in the course schedule. All assignments must be submitted no later than 4:30 p.m. on the assigned due date. Assignments, with the exception of

Assignment 1, will be docked 1% for each day they are late. The Assignment 1 Presentation Assignment will be docked 5% for each day presented after the assigned presentation date. Penalties include weekends and holidays. Assignments will receive a grade of 0% if not received by 4:30 p.m on the 14th day after the due date.

4. Assignment Standards:

The student is required to be familiar with and actively apply the guidelines for assignments as outlined in the ECD Department student manual. The instructor has the right to require typewritten submissions completed on a word processor equipped with a spell check. Good drafts of assignments received at least 3 days prior to the due date (excluding weekends) will be reviewed for recommendations to enhance the grade. **These submission must be clearly marked "DRAFT" otherwise they will be considered as the formal submission for the assignment.** The instructor will not accept responsible for any errors missed in reviews of draft assignments.

CLASS CONDUCT:

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and of the instructor to engage in appropriate adult behaviour that positively supports learning. This includes, but is not limited to, treating others with dignity and being punctual.

ATTENDANCE:

Attendance is not required with the exception of special activities noted in the course assignment package. Students should note that there is a strong correlation between regular attendance and student success.

COURSE SCHEDULE:

The following course schedule is tentative and subject to revision:

DATE	TOPIC	READING(S)	ASSIGNMENT
September 6	Overview	Labeling	Topic Selection for Assignment 1
September 11	Community Barriers Labeling	Autistic Children Are Breaking Through; Chapter 2	
September 13	Regional, Provincial and National Resources; Roles and Functions	Section Two Introduction; Chapter 4; Chapter 5;	

	of Professionals; Referral Procedures	Advocate Alert: Be A Good Pest; Chapter 8: Project Spectrum: An Innovative Assessment Alternative	
September 18			Peer Relations Workshop (all day)
September 20	Common Assessment Tools		Assignment One Presentations Begin
October 16	Normalization; Introduction to Individual Programme Plans	Textbook Chapter 8 (review); Watching for Developmental Lags and Disabilities; Section Four Introduction; Writing Goals and Instructional Objectives; Chapter 9; Chapter 10; Chapter 11	
October 18	No Class		Refer to CD2050 Schedule
October 23	IPP (continued)		
October 25	Writing Goals and Objectives		
October 30	Writing Goals and Objectives		Field Trip to Crystal Park School
November 1	Review		
November 27	Types of Programmes	Section Three Introduction; Chapter 1; Chapter 3; Chapter 6; Like Me; Children with Special Needs: The Need for Child Care Fact Sheet Public Policy	

		<p>Report: Preschool Children and Barriers and Strategies for Addressing Them</p> <p>What's Wrong With The Resource Room Anyways?</p> <p>Integrating Disabled Children</p> <p>Suggestions for Enhancing the Social Behaviors of Preschoolers with Disabilities Using Developmentally Appropriate Practice</p> <p>Can I Play Too?</p> <p>Adapting Common Classroom Activities for Young Children with Limited Motor Abilities</p> <p>Kids Gotta Move: Adapting Movement Experiences for Children with Differing Abilities</p>	
November 29	Environmental Adjustments		Unit Four Article Summary
December 4	Open	<p>Family Violence and People with a Mental Handicap: Chapter 16 ;</p> <p>One Parent's "Typical" Success Story;</p> <p>The Family with an Exceptional Child</p>	
December 6	Family Impacts		Individual Programme Plan

December 11	Family Impacts		Family Interview
December 13	Review		