

**GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT
CD2100
THE EXCEPTIONAL CHILD**

HOURS: **45**

CREDITS: 3

SEMESTER: _____

INSTRUCTOR: _____

PHONE: _____

TEXT: _____

COURSE DESCRIPTION:

The Exceptional Child deals with identifying major areas of exceptionality. It provides an overview of community resources, developmental inventories, individualized programming and issues relevant to families and inclusion of integrating exceptional children in early childhood programmes.

COURSE OUTLINE REVISED: JUNE, 1995

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UNITS

UNIT 1

The learner will demonstrate an understanding of some major areas of exceptional needs and abilities of children; and the uses and abuses of labelling.

UNIT 2

The learner will be able to identify resources for preschool children with exceptional needs and abilities, and their families.

UNIT 3

The learner will use a child centred approach in developing an Individualized Programme Plan for a child who may have exceptional needs and abilities.

UNIT 4

The learner will demonstrate an understanding of programme options for children with exceptional needs and abilities.

UNIT 5

The learner will be able to demonstrate an understanding of the unique needs of families of children with exceptional needs and abilities.

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Unit One: The learner will demonstrate an understanding of some major areas of exceptional needs and abilities of children; and the uses and abuses of labelling.

Objectives: Upon successful completion of this unit the learner will be able to:

1. Explain uses and abuses of labelling exceptional children.
2. Describe characteristics and causes of some major areas of unique needs of children, and the general guidelines used to identify these.

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Unit Two: The learner will be able to identify resources for preschool children with exceptional needs and abilities, and their families.

Objectives: Upon successful completion of this unit the learner will be able to:

1. Identify regional, provincial and national services for children with exceptional needs and abilities, and their families.
2. Describe the roles and functions of various professionals which serve children with exceptional needs and abilities, and their families.
3. Explain the referral procedures required to access various professional services.
4. Identify common assessment tools used in screening and diagnosing children with exceptional needs and abilities.

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Unit Three: The learner will use a child centred approach in developing an Individualized Programme Plan for a child who may have exceptional needs and abilities.

Objectives: Upon successful completion of this unit the learner will be able to:

1. Apply observation techniques to identify a child who may have exceptional needs and abilities.
2. Develop goals, objectives and strategies to develop a programme to meet the exceptional needs and abilities of a specific child.
3. Use established goals and objectives to implement, evaluate and modify an Individual Programme Plan for a specific child.

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Unit Four: Learner will demonstrate an understanding of programme options for children with exceptional needs and abilities.

Objectives: Upon successful completion of this unit the learner will be able to:

1. Describe and contrast integrated, inclusive and segregated preschool programmes.
2. Explain the benefits and limitations of inclusive, integrated and segregated preschool programmes.
3. Identify the environment adjustments required to include children with exceptional needs and abilities in a preschool setting.

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Unit Five: The learner will be able to demonstrate an understanding of the unique needs of families of children with exceptional needs and abilities.

Objectives: Upon successful completion of this unit the learner will be able to:

1. Describe ways in which the child with exceptional needs and abilities may impact on the family.
2. Identify methods to facilitate communication between families, children and community support programmes.

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KNOWLEDGE, SKILL AND ATTITUDES

Upon successful completion of this course the learner will have acquired and demonstrated specific knowledge, skills and attitudes.

They will gain Knowledge of:

1. The uses and abuses of labelling
2. Major areas of exceptional needs and abilities in children
3. Professionals and community agencies available for children with exceptional needs and abilities and their families; referral procedures to access these resources.
4. Common assessment tools used in identifying children with exceptional needs and abilities.
5. Beginning techniques in screening and locating children with exceptional needs.
6. Benefits and limitations of integrated, inclusive and segregated programmes.
7. Observation techniques used in developing an Individual Programme Plan.
8. The components, and process, of developing an Individual Programme Plan.
9. Environmental and planning changes required to provide for children with exceptional needs and abilities.
10. The impact of children with exceptional needs and abilities on the family.

They will gain Skill in:

1. Using labels appropriately
2. Describing some major areas of exceptional needs and abilities in children
3. Identifying professionals, services and referral procedures for children with exceptional needs and abilities, and their families
4. Identifying children with potential exceptional needs and abilities
5. Applying knowledge and observation skills in developing, implementing, evaluating and modifying an Individual Programme Plan
6. Specifying room and programme adjustments to provide for children with exceptional needs and abilities in a preschool setting
7. Recognizing the special qualities of families with children with exceptional needs and abilities

They will develop Attitudes which reflect:

1. An appreciation for the benefits of inclusive and integrated programmes.
2. The respect for the expertise of other professionals and their role in screening, identifying and diagnosing children with exceptional needs.
3. An appreciation for the need to develop and evaluate Individual Programme Plans.
4. Respect for the unique experiences of families of children with exceptional needs and abilities.
5. An acceptance of other perspectives including the child's perspective, parental choices, and professional opinions.