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GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF
EARLY CHILDHOOD DEVELOPMENT

THE EXCEPTIONAL CHILD
CD210

CD210
THE EXCEPTIONAL CHILD
COMPETENCIES

COMPETENCY 1

Students will be familiar with the major areas of exceptionality in children.

COMPETENCY 2

Students will be familiar with area resources for preschool children with special needs and have knowledge of referral procedures.

COMPETENCY 3

Students will develop an awareness of factors involved in identifying preschool children with special needs.

COMPETENCY 4

Students will be able to develop an individualized education program for an exceptional child.

COMPETENCY 5

Students will demonstrate awareness of the issues of integration and its implications for "regular" programs in early childhood education.

COMPETENCY 5

Students will be aware of the special needs of the parents and families of the exceptional child.

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COMPETENCY 1

Students will be familiar with the major areas of exceptionality in children.

Learning Tasks:

1. Examine the required readings for the purpose of becoming familiar with the different approaches to categorizing exceptionality.
2. Discuss in class the uses and abuses of labelling exceptional children.
3. Give a presentation in class on one of the major areas of exceptionality in children. Your presentation should include reference to presenting characteristics, etiology, and general guidelines for identification and program planning.

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COMPETENCY 2

Students will be familiar with area resources for preschool children with special needs and have knowledge of referral procedures.

Learning Tasks:

1. Examine in class the history of special services for exceptional children in Canada.
2. Discuss in class the various professional roles of individuals who might work with exceptional children.
3. Based on information obtained from discussions with key agency personnel describe the particular mandate of each agency serving your community. This will take the form of preparing a transcript of your interview.
4. Discuss referral procedures to each existing agency with agency personnel. This information should be included in the transcript of your interview.
5. As a group, discuss the functions of existing local agencies concerned with the assessment of preschool children.

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COMPETENCY 3

Students will develop an awareness of factors involved in identifying preschool children with special needs.

Learning Tasks:

1. Examine and discuss in class the required readings.
2. Discuss in class the 4 essential components of assessment of preschool children with special needs: 1) locating; 2) screening; 3) diagnosing; and 4) program planning.
3. With the aid of readings and class discussion, invent a hypothetical child with the form of exceptionality you studied in Competency 1. Lead the child through the identification process described above in Learning Task 2. Write a short paper describing the process at each stage.

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COMPETENCY 4

Students will be able to develop an individualized education program for an exceptional child.

Learning Tasks:

1. Over the course of the semester observe one child who may be considered to have special needs.
2. Study psycho educational assessment records of the child you are observing. Access to these confidential records must be arranged by mutual agreement between the instructor and the agency.
3. Using a format provided by the instructor prepare a program plan for an individual child in consultation with the teacher/worker assigned to work with the child.
4. Examine and discuss in class the required readings.

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COMPETENCY 5

Students will examine the issue of integration and its implications for "regular" programs in early childhood education.

Learning Tasks:

1. As a group develop a checklist for assessing the quality of an integrated preschool program.
2. Simulation exercise: An article has appeared in the local newspaper arguing against the integration of exceptional children into regular early childhood programs. Write a "letter to the editor" arguing the merits of integration.
3. Discuss in class some of the limitations and concerns about integration that need to be addressed. contrast daycare, E.C.S. and elementary schools.
4. Outline the adjustments (room arrangements, building designs, staff preparation, etc.) that would have to be made a non-integrated program so that exceptional children could be accommodated.

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COMPETENCY 6

Students will be aware of the special needs of the parents and families of the exceptional child.

Learning Tasks:

1. Examine and discuss in class the required readings dealing with the impact of the handicapped child on the family.
2. Examine in class a home-based parent training program such as the Portage Project.
3. Become involved in a discussion with community resource person acquainted with the special needs of the parents and the families of exceptional children. This discussion might involve a parent, a member of a parents' association, or a professional who works closely with the parents and families of exceptional children.
4. Write a summary of the discuss indicating how it affected your own perceptions.