

Calendar Description

Cognitive, social/emotional, motor, language/communication development and assessment of children with disabilities in the context of their families and communities.

Content/Objectives

- Interdisciplinary focus to children's assessments (Qualitative and Quantitative)
- Processes of identification, family support, family/professional working relationship
- Developmental issues in: social/emotional, sensory processing, language/communication, cognition, adaptive functioning and motor growth
- Collaborative practice and empowerment
- Family issues, supports and professional relationships in the community
- Paradigms of care and models of support
- Integration of theory, research and practice

Outcomes/Competencies

Through class participation, independent reading, case studies and peer learning opportunities students will demonstrate knowledge and skill in:

- Identification of developmental needs of children
- Appreciation of the significance of family functioning and community supports for children
- Increased awareness of a variety of developmental conditions prevalent in childhood
- Awareness of effective models of collaborative planning and family empowerment
- Understanding of intervention planning for children with individual developmental needs

Assignments

Participation	10%
Peer teaching	20%
Case study	30%
Literature review	40%

Resources

A list on readings will be provided and they can be obtained electronically. Please check with the library for help accessing these readings.

Text book: Lerner, J.W.; Lowenthal, B.; & Egan, R.W. (2003). *Preschool Children with Special Needs: Children at risk and children with disabilities*. Boston, MA. Allyn & Bacon.

A copy of this text will be placed on reserve at the University library

Details for current course offerings are available at: www.crds.org

Instructor and Course Information

COURSE:	CORE 603.02	INSTRUCTOR:	David Philpott
TERM:	Spring 2009	TELEPHONE/FAX:	709-737-3506/2345
SECTION:	L/B 20	EMAIL:	philpott@mun.ca
DATE/TIME:	April 22-24 & assignment component ending June 12 th .		
LOCATION:	FCJ Centre Calgary		

Course Content

This course assumes a prior knowledge of normal growth and development of children. It covers development of children with special needs and the disabilities that manifest during childhood. Focus will be given to a paradigm of inclusive programming within a context of collaborative practice and family empowerment. Topics will include:

1. Spectrum of developmental conditions that manifest at birth, preschool and during school years.
2. Family reaction and adjustment
3. Early intervention
4. Service delivery models
5. Qualitative and quantitative assessment processes
6. Family focused collaborative practice
7. Child/family empowerment
8. Language development
 - Speech language development / expressive & receptive delays / Autism Spectrum
9. Motor development
 - Fine & gross motor / Cerebral Palsy / Spina Bifida / Sensory Integration Disorder
10. Cognitive development
 - Multiple views on cognition / Cognitive impairment / Learning Disabilities / Giftedness
11. Emotional/behavioral development
 - Internalized & externalized aggression / ADHD / OCD / Attachment Disorder / FAS/E
12. Sensory processing
 - Vision / Hearing
13. Transition planning in adolescence

Additional Resources

Selected Journals relevant to the field

Assignments

Evaluation will reflect two stages, the first being completed during the in class experience, allowing students to finish a portion of their evaluation during class time. The second component will be completed after the classes end and should be forwarded to the instructor via electronic mail (Word) **not later than the dates outline May 22nd and June 12th**.

30% - In class component

Part A: Participation 10%

Students are expected to attend all class sessions and participate in discussions and activities. The class is designed as a seminar experience in which peer learning is facilitated by sharing of experiences, multiple perspectives on the issues/topics as well as reaction to discussions and content.

Marking Criteria:

- 5% - Contribution to course content, critical analysis of material, expansion on lectures and application of literature to the Field
- 5% - Enthusiasm and active and willing participation in class discussions, projects, activities.

Part B: Peer teaching 20%

Students will be divided into small reading groups and assigned a set of readings to review. During the final days of the seminar groups will be asked to present their readings to the full class and then lead a debate on the main arguments of the reading, implications for such for children and their families as well as provide a counter argument to the reading. Readings will reflect diverse articles, assessment practices, and/or programs. Classes should be thought provoking, with students being exposed to a myriad of issues and perspectives on the issues. The intention is to fuel debate and expose students to the broad literature while, at the same time, balancing the reading load during a condensed course. Participation marks will include your willingness to contribute to the discussion. Some class time will be made available to plan this however in a condensed course format this will be difficult.

Marking Criteria:

- 10% - Effective and thorough coverage of content which displays a solid understanding and a critical exploration with application to the field of childhood disabilities.
- 10% - Dynamic and thought-provoking presentation that engages the class, fosters debate and challenges students to apply the content to the field.

70% - After class component

Part A: Case study 30%

Students are to locate a family with a child who has an identified exceptionality. A brief history of this child (approx. 10 - 15 pages) should be developed in which you outline the type of condition, how it manifests in this child, and history of identification and intervention. This background piece should provide the framework for a more in-depth interview with the parent(s) on the nature of their experiences in supporting their child and in accessing supports. The interview should provide a platform for the parents to speak openly about their experiences in identifying that their child has an exceptionality, the process of accepting what that diagnosis means and the ongoing process of accessing services and in dealing with service providers in a variety of support systems (health, community, school). The goal of this assignment is for you to gain a stronger insight into the perspective of parents on service delivery as well as the effect of such service on true family empowerment. It is strongly recommended that this be completed shortly after the in-class component of the course. **Due: May 22nd**. Please submit electronically and check to ensure that a confirmation of receipt is received from the instructor.

Marking Criteria:

- 12% - Historical overview of the child's development including health, developmental milestones, identification of concern, assessment process and service delivery approach and systems accessed. It should be written coherently, well organized and follow a clear sequence of events and processes.
- 12% - Parent(s) perspectives and experiences. This section should outline how the parent(s) feel about this process, the emotional process they experienced and their attitudes and perspectives on the services that their child has received. Particular focus should be given to their attitudes on being involved in this process and what factors have contributed to a sense of being empowered/disempowered.
- 6% - Grammar, writing style, organization, presentation

Part B: Literature review on assessment 40%

Stemming from this interview, students should identify some aspect of the parents experience with assessment and complete a brief review of the literature (15-20 pages) on this topic. The paper should provide the theoretical background to what the parent named, reflecting advanced insight into this aspect of assessment. Possible topics could include how the child was identified, approaches used during diagnosis, the role of various support people in diagnosis, how this affected family system; whether it helped empower the family, etc. You have been given great flexibility in selecting this topic so as to allow you to explore something of personal/professional interest that was identified during the interview. It also allows you to blend theory

with practice, framing intervention with the knowledge that exists. The paper should use APA format, citing all references and be double spaced, in 12 point font. Students can discuss their topics with the course instructor. **Due: June 12th**. Please submit electronically and check to ensure that a confirmation of receipt is received from the instructor.

Marking Criteria:

15% - Comprehensive coverage of the literature, reflecting emergent themes and construction of knowledge.

15% - Critical analysis of the literature, examining its strengths and weaknesses and possible areas of praxis, as it relates specifically to your case study.

10% - APA format, grammar, writing style, organization

Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

NOTE:

*The last day to change/register for courses and pay balance fees for Spring session is **May 19th, 2009**. The last day to withdraw is **June 26th, 2009**.*

All assignments will be held at the Community Rehabilitation Studies office for only one (1) year after last day of term.

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre, MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. It is a student's responsibility to register with the Disability Resource Centre, and request academic accommodation, if required.