

Liverpool John Moores University

Title: Atypical Development and Disability in the Early Years
Status: Definitive
Code: **5224EDSTUD** (122912)
Version Start Date: 01-08-2021

Owning School/Faculty: Education
Teaching School/Faculty: Education

| Team | Leader |
|-----------------|--------|
| Clara Kassem | Y |
| Diahann Gallard | |

Academic Level: FHEQ5 **Credit Value:** 20 **Total Delivered Hours:** 40

Total Learning Hours: 200 **Private Study:** 160

Delivery Options

Course typically offered: Semester 2

| Component | Contact Hours |
|-----------|---------------|
| Lecture | 20 |
| Seminar | 20 |

Grading Basis: 40 %

Assessment Details

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|--------------|-------------------|--|---------------|---------------|
| Presentation | AS1 | Group presentation (20 Minutes) | 50 | |
| Essay | AS2 | Written essay about atypical development and disability (2500 words) | 50 | |

Aims

This course will help students to develop an understanding of atypical development, disability and specific educational needs in the early years.

Learning Outcomes

After completing the module the student should be able to:

- 1 Recognise and discuss key factors that lead to individual difference
- 2 Explain different theories and perceptions of developmental difficulties and disability
- 3 Discuss key legislation associated with inclusion and educational needs in the early years

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

| | | | |
|--------------------|---|---|---|
| Group Presentation | 1 | 2 | 3 |
| Essay | 1 | 2 | 3 |

Outline Syllabus

Students will look more closely at atypical development and at different types of specific educational needs of young children which will include but will not be limited to the following:

Theoretical positions (typical pathways and developmental psychopathology, transactional and interpersonal dynamics, ecological systems theory)

Innate factors and environmental influences

Developing a sense of self

Sociability (relating to others, perspective taking, sense of community)

Social communication

Cognitive function and brain-based studies

Factors that impact on learning and individual potential

Early identification

Specific learning difficulties

Defining disability and perceptions (medical and social models)

Key legislation

Learning Activities

Lectures, seminars, debates, Blackboard activities and directed reading, group and individual tutorials, independent reading and research and private study.

Notes

For the presentation assignment, each member of the group will receive the same mark; however, in the event of significant absenteeism or unequal contribution from any individual member, an individual mark may be awarded at the discretion of the module leader.

Opportunities for group and individual tutorials are embedded in this module.

