

California State University, Northridge
Department of Recreation & Tourism Management
RTM 405OL: Play for the Exceptional Child

Dr. Jan Tolan, PhD, RTC
Redwood Hall 268
818.677-3252
Office Hours: MR 5 – 7 pm
jan.tolan@csun.edu

Course

RTM 405OL: Play for the Exceptional Child

Course Description

Prerequisite: Lower Division Writing Requirement. The study of alternative approaches to traditional play techniques for the exceptional child and the skills necessary to facilitate the play of exceptional children. Emphasis is placed on innovative programs, techniques, methods, and facilities related to play and the development of exceptional children. Regular written assignments required.

Course Objectives

At the conclusion of the course, the student will be able to:

1. Define play and explain its significance for exceptional children.
2. Explain the relationship between the characteristics of exceptionalities and play.
3. Explain the characteristics of the following areas of exceptionalities – gifted, developmentally delayed, emotionally disturbed, sensory impaired, physically disabled, learning disabled, social/cultural differences, abused children, and children with temporary disabilities.
4. Assess individual differences within each exceptionality and develop techniques to stimulate play.
5. Evaluate the effectiveness of a play program for exceptional children.
6. Develop an inclusive play program.
7. Identify methods of communication with parents and caregivers about their roles in fostering play with exceptional children.

Course Outline

<u>Week</u>	<u>Subject</u>
1	The Play Phenomenon
2	Developmental Needs
3	Goal and Objective Development
4	Activity Adaptation
5	Gifted, Developmentally Delayed, Emotionally Disturbed
6	Sensory Impaired, Physically Disabled
7	Learning Disabled, Social/Cultural Differences
8	Abused Children, Temporary Disabilities
9	Parents and Caregivers
10	Health Care Resources
11	Inclusion
12	Creative Play Environments
13	Play Facilitation
14	Education for Leisure
15	Implementation and Supervision of Play Environments
16	Evaluation

Text

Fine, A. H. & Fine, N. M. (1996). *Therapeutic recreation for exceptional children*. Springfield, IL: Charles C. Thomas.

Course Assignments:

1. Questions related to the readings

Each student will respond to questions based on each chapter in the Fine & Fine text.

Chapter 1

1. Who are exceptional children?
2. How does society behave toward exceptional children?
3. What benefits are derived the act of play?
4. What are the goals of play?

Due August 29, 2008

Chapter 2

1. What are the implications of Piagetian Theory for play and exceptional children?
2. What are the implications of Learning Theory for play and exceptional children?
3. What are the implications of Psychoanalytic Theory for play and exceptional children?
4. What are the implications of Arousal Theory for play and exceptional children?

Due September 5, 2008

Chapter 3 – No questions, just read the chapter and then go play☺ Week ending September 12, 2008.

September 19 - 1st Journal Critique due

Chapter 4

1. Discuss Quality of Life issues for all children

Due October 3, 2008

Chapter 5

1. Why are laws necessary to insure the rights of people with disabilities?
2. What can YOU do to advocate for children with disabilities?

Due October 10, 2008

October 17, 2008 – 2nd Journal Critique due

Chapter 6

1. How can you recognize play behavior?
2. What is the value of activity analysis?
3. Discuss the ideas of “least restrictive environment” and “play”?

Due October 31, 2008

November 7, 2008 – Children’s Book due

Chapters 7 and 8

1. Why should play skills be assessed?

Due November 14, 2008

Chapters 9 and 10

1. What specialized technique discussed in Chapter 8 would you feel comfortable doing with exceptional children? Why?
2. Why should professionals view parents as partners?
3. Discuss barriers to recreation and play involvement.

Due November 28, 2008

December 5 – Exceptionality Report due

2. Journal Critique

Each student will review and critique two journal articles relating to play and exceptional children.

What is a critique?

A critique is NOT a “book report.” It exceeds summarizing the content of a book in that it provides a critical estimate of the work. In part, this may depend upon comparing the work with accepted standards, but also demands a personal critical response on the part of the reviewer to the work of the author. Practice in such critical analysis of material read will aid the reviewer in becoming a more discerning consumer of ideas and professional writings.

Outline for a Critique

A written critique should include these four essential areas:

1. **Identification of the material read**; the reference should be written in APA format.
2. **Abstract of the major ideas of the work**; the focus, methods of research, and the major findings. Analyze the work to identify the major idea(s) of the author. Find the conclusion(s), paying special attention to the issues and problems involved.
3. **Critical Evaluation of major ideas**; examine the logic supporting the author’s conclusions; examine the conclusions by comparing them with those that have been propounded by other authorities in the field. What degree of relationship exists between the evidence offered and the conclusions reached? Has the author substantiated the ideas through logical reasoning; flawless? Were the supporting arguments adequate? Were the premises such that any person would have logically ceded to them? Were the definitions completely acceptable?
4. **Implications**; either from ideas given in this author’s work or from ideas developed on your own in the critical response to this article, what, then will be the implications of this work to the field of play with exceptional children?

Sample List of Journals

This is an abbreviated list of the journals available. Use it for the journal critiques and exceptionality report.

Journal of Abnormal Child Psychology

Journal of Allergy and Clinical Immunology

Journal of Autism and Developmental Disorders

Journal of Behavior Therapy and Experimental Psychology

Journal of Child Psychology and Psychiatry and Allied Disciplines

Journal of Chronic Disorders

Journal of Clinical Child Disorders

Journal of Exceptional Children

Journal of Experimental Psychology

Journal of Physical Education and Recreation

Journal of Music Therapy

Journal of Pediatrics

Journal of Psychology

Journal of Rehabilitation

Journal of Rehabilitation of the Deaf
Journal of Special Education
Journal of Speech and Hearing Disorders
Mental Retardation
Omega, the Journal of Death and Dying
Play and Culture
Therapeutic Recreation Journal

First journal critique due September 19, 2008

Second journal critique due October 17, 2008

3. Children's Book

This book can be electronic or hard copy. If it is electronic you may deposit it in the drop box. If it is hard copy you will need to bring it to my office so that I can see your wonderful work.

Evaluations should be deposited in the drop box

Each student will develop a book for a specific age cohort, e.g., toddler, early childhood, or middle childhood. The book must have a theme related to disability or inclusion, a plot, be attractive and durable, and be field tested with a child.

Choose the age group of children that you want to read your book. Next select the theme you wish to explore in the book. The theme should be related to a specific disability or about inclusion. The purpose of the book is to teach children either about a specific disability or about the value of inclusion. Then, develop the plot. Be creative and colorful. What will attract children of the age cohort you are trying to reach? Once the plot has been developed, add your graphics or pictures. Then, take the book to a child of the age you have chosen. Read the book with them and ask them what they like or dislike about the book. Ask them to help make your book better. If they had written the book what would they have put in it. Write an evaluation relating to what you would do differently if you were to do this project again. The book and evaluation are **due November 7, 2008**

4. Exceptionality Report

Each student will complete one exceptionality report. Select ONE exceptionality and discuss the following information>

- 1) Demographic Information
 - a) Definitions
 - b) Characteristics
 - c) Etiology
 - d) Prevalence

- 2) Implications for play in relation to the exceptionality based on each of the following chronological age groups:
 - a) Infant (Birth to 18 months)
 - b) Toddler (18 months to 3 years)
 - c) Preschool (3 years to 5 years)
 - d) Elementary
 - e) Junior High/Middle School
 - f) High School

CREATIVELY help the reader to understand how the specific exceptionality affects the potential for play; compare with the "normal" child.

The written report will include the information listed above in 1 and 2, as well as play opportunities appropriate for each of the above mentioned age groups and designed for the specific

exceptionality. Identify two play experiences for each age group and include a variety of opportunities. Include the following information for each play opportunity:

1. Title
2. Age Group
3. Group Size
4. Time Required
5. Area/Environment Required
6. Equipment
7. Formation
8. Description
9. Benefits derived from the experience.

THIS ASSIGNMENT WILL REQUIRE EXTENSIVE LIBRARY RESEARCH AND AT LEAST ONE FIELD VISIT TO OBSERVE CHILDREN WITH THE EXCEPTIONALITY

Due December 5, 2008

Method of Evaluation

Journal Critique (each 15 points)	30
Exceptionality Report	30
Children's Book	20
Questions	<u>20</u>
	100 points

- 90 – 100 points = A
- 80 – 89 points = B
- 70 – 79 points = C
- 60 – 69 points = D
- 59 points and below = F

Grading Criteria for Written Work

Grade	Characteristics of Work
A	Outstanding. Work demonstrates a superior level of proficiency. It must show depth of thought, analysis and integration of knowledge. Uses the texts and other literature and research to support ideas. Maintains a level of excellence throughout demonstrating creative thinking and evidence of engagement in the subject matter. Explores ideas extensively and in-depth.
B	Very Good. Demonstrates a good grasp of subject matter, some evidence of critical thinking and analysis, reasonable understanding of issues, and evidence of familiarity with the texts. Explores ideas in some depth.
C	Satisfactory. Meets the requirements of the assignment and demonstrates overall understanding of the subject matter and competence. Deals with the subject matter in a cursory manner.
D	Barely meets requirements of the assignment. Demonstrates only superficial familiarity with the subject matter with little critical thinking.

F	Does not meet the requirements of the assignment. Lacks evidence of understanding and familiarity with the subject matter.
---	--

Note: Papers that treat the subject in a cursory manner without depth and detail or contain significant writing and proofreading errors earn the grade of "C".

Responsibilities of the Student

1. The professor is available as a resource. The student is encouraged to seek guidance and assistance and initiate requests for appointments as needed.
2. The course is designed for active participation and discussion. The synthesizing of assigned readings and assignments is dependent upon student effort and active participation. All written work must be typed and formatted appropriately. It should reflect revision and thought, and be thoroughly proofread. Late papers are accepted BUT do receive a grade penalty.
3. Plagiarism, falsification of documents and/or any form of cheating will be cause for failure in the course.