

HS 230
Sensory Development
3 Credits

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HS 230 Version: 7



Sensory Development

Calendar Description

This course examines brain development and sensory processing as it relates to planning activities for children. Special emphasis is placed on sensory processing disorder. This course explores strategies in relation to designing and adapting environments to meet the needs of children.

Rationale

This is a required course for students in Early Learning and Child Care, Educational Assistant, and Child and Youth Care programs. Sensory integration is necessary for children to respond to changing environments and situations. Students develop an understanding of the connections between the brain and sensory development in order to provide appropriate activities for children.

Prerequisites

None

Co-Requisites

None

Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. explain the importance of environmental influences on infant brain development.
2. identify and describe each area of sensory development.
3. summarize the normal development of sensory processing.
4. suggest a variety of curriculum activities to promote sensory integration.
5. explain sensory processing disorders.
6. present case studies and learning environment adaptations and activities for a child with sensory processing disorders.

Resource Materials

Required Text:

Kranowitz, C. (2005). *The out-of-sync child* (revised and updated ed.). Berkely Publishing.

Electronic resources and articles will be provided as a supplement to the text throughout the course.

Reference Text:

Bailer, D. S., & Miller, L. J. (2011). *No longer a secret unique common sense strategies for children with sensory motor challenges*. Sensory World.

Conduct of Course

This course uses lectures, discussions, guest speakers, readings and case studies to develop an understanding of sensory processing and an appreciation of the skills necessary for providing sensory experiences and environments for children. Participation in class discussions and activities is an expectation in this course.

Evaluation Procedures

Students must do all assignments and write all exams.

Exam #1	20%
Exam #2	20%
Exam #3	20%
Sensory Awareness Project (Appendix A)	40%
Total	100 %

Grade Equivalents and Course Pass Requirements

A minimum grade of D (50%) (1.00) is required to pass this course.

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.0

Students must maintain a cumulative average grade of C (GPA - Grade Point Average of 2.00) in order to qualify to graduate.

Attendance

Regular attendance is essential for success in any course. Absence for any reason does not relieve a student of the responsibility of completing course work and assignments to the satisfaction of the instructor. Frequent absences may result in the student being placed on probation. Further absences may result in suspension from the program.

On-line attendance is demonstrated by keeping up with readings and assignments, participation in the dialogue on the discussion board and completing course work assignments to the satisfaction of the instructor.

In cases of repeated absences due to illness, the student may be requested to submit a medical certificate.

Instructors have the authority to require attendance in classes.

Course Units/Topics

1. Brain Development

- Brain organization
- Hierarchy of the brain
- Areas of the brain connected to sensory development
 - proprioception
 - vestibular
 - touching /tactile
 - smelling
 - seeing
 - hearing
 - tasting

2. Brain Based Learning

- Concepts
- Guidelines
- Strategies

3. Sensory Development

- The Senses
- Sensory Processing
- Sensory Development with Infants and Children

4. Sensory Processing Disorder

- Sensory Inefficiency
- Sensory Over - Responsivity
- Sensory Under - Responsivity
- Sensory Seeking
- Combinations

5. Areas of Sensory Functioning

- Characteristics of Smooth Functioning
- Indicators of Inefficient Functioning
- Strategies for Promoting Sensory Integration
- Environmental Adaptations

6. Diagnosis and Treatment

- Recognizing the Need for Help
- Documentation
- Therapies and Approaches
- Case Studies



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