

# PROGRAM: Mental Retardation Counsellor  
COURSE TITLE: Introduction to Exceptional Children  
COURSE NUMBER: MRC 101  
INSTRUCTOR: Karen Car.eron

#### PART I

##### Course Philosocch-v\*

In the field of Mental Retardation Counsellor, it is important to understand not only Mental Retardation, but also additional exceptionalities. A child or an adult may possess accompanying multiple handicaps.

#### PART II

##### Course Goals

This course Vwill present an overview of all areas of exception; individuals; ie« physical, social, emotional and intellectual deviations. Prevalence statistics, etiologies, and behavioural characteristics will be carefully explored. The psycho- \* social, educational and vocational needs of the individual will be presented. - «^

#### PART III

##### Terminal/Behavioural Obi ectives

- A. To survey the historical background of special education and habilitation of the exceptional individual.
- B. To study and compare aspects of normal growth and development to that of the exceptional individual.
- C» To analyze terminology relevant to etiology, diagnosis, treatmi and education of the exceptional individual.
- D« To discuss the behaviour and learning characteristics of exceptional individuals including their needs cind the methods techniques involved in meeting them.
- f• To survey the resources available in the immediate community to meet the needs of the exceptional individual.

gyllabus

vicek 1 & 2

Unit I- Overview Readings: Kirk Ch. 1

- J
- A. Who is the Exceptional Child?
  - B. History and philosophy of the Education of Exceptional Children
  - C. Rationale of Special Education for the Exceptional Child
  - D. What does equal opportunity mean?
  - E. Specific categories of exceptionalities
  - F. Profiles of the major deviations
  - G. References

TEST

Week 3 & 4

Unit II: Physical Deviations Readings: Ch. 12

1, Neurological, orthopedic^ and other health impairments

- A. Definition of neurological and orthopedic deviations
- B. Types of problems experienced
- C. Three neurological disorders:
- D. Classification of cerebral palsy
- E. Causes of C.P\*
- F. Definition of OrthoTDedically Handinapped  
Congenital and Acquired Orthopfiflically Handicapping conditions
- H. Motivation Factors

QUIZ #1

Week 5 & 6^

2m Auditory Im.naired Readings: Ch. 8 & 9

- A. Classification r The ear and functions
- B. Case illustrations
- €• Methods of measuring hearing loss
- D, Types of hearing defects
- E. Educational provisions for the Hard of Hearing - both past & pi

Week 7 & 8

3. Visually Impaired Readings: Ch. 10 & 11

*Km* Definitions and classifications

B. The eye and its functional parts

C. Principles for working with people who are blind,

D. Braille

Week 9 & 10

4. Speech Handicapped Readings: Ch. 3

A. Definition of Defective Speech

B. Identification of speech problems

C. Relation of speech defects to other disabilities

D. Development of speech and language

E. Articulation Disorders-

?• Vocal Disorders

*Gm* References

QUIZ #2

Week 11 & 12

Unit III: Intellectual Deviations

1• Specific Learning Disabilities Reading: Ch. 2

A. Approaches to the concept of Learning Disabilities

B. Model Elements - input and output processes

C. Deficits of a behavioural nature

D. Symptoms of the L.D, syndrome

E. References

Page 4.

Week 13

2. Gifted Readings: Ch. 4

- A. Who are the gifted? Terman's studies
- B. Historical and present educational procedures
- C. Characteristics of the Intellectually Gifted
- D. The Russian's system of education for the Gifted.
- E. Ontario's approach to the Gifted
- F. References

Week 14

Unit IV; Emotional Deviations Readings: Ch. 13 ,

- A. Types of Behaviour Disorders
- B. Child Abuse

to

Week 15

FraAL EXAM

Assignment: Term Paper

Due - November 1, 1976

In a typewritten paper of not less than five pages, double spaced, complete the following assignment. Chose an area of exceptiona from the list discussed in class or one that has been approved by your instructor. Research the specific area using at least three valid sources of information either current books, research material or inte] with experts dealing with this area. The term paper is due on or prio] to November 1, 1976.

Part V

Methodology

**Text:** Samule A. Kirk: Educating Exceptional Children,  
2nd ed., 1972

Lecture Method: An overhead transparency will outline each area's content. Learning will be facilitated by lectures and audio-visual presentations for each of the units. Hand-outs dealing specifically **with** each individual area will supplement the lecture. Relevant filt and speakers available in the appVopriate areas dealing with excepti' people will be utilized.

• **Part VI**

Evaluation

MIDTERM EXAM	30 points
FINAL EXAM	30 points
TERM PAPER	20 points
2 QUIZZES (10 pts,)	<u>20 points</u>
TOTAL	100 points

A grade of A, B, C, I, or R, will be given upon completion of the course in agreement with the marking policy of Sault College.

80	-	100	A
70	-	79	B
60	-	69	C

The I grade is intended for students who in the opinion of the instructor, can benefit from the "make-up" period of instruction.

The R grade is given to any student, who in the opinion\*of the instjnictror, cannot benefit from the "make-up" period of instruction.