

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INTRODUCTION TO EXCEPTIONAL CHILDREN

Code No.: DSW 100-3

Semester: FIRST

Program: DEVELOPMENTAL SERVICES WORKER (D.S.W)

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Date: SEPTEMBER 1989

Previous Outline Dated: SEPTEMBER 1988

APPROVED:

K. Deluco

DATE:

COURSE DESCRIPTION:

In the field of the Developmental Services Worker, it is important to understand not only Mental Retardation, but also additional exceptionalities.

COURSE GOALS:

This course will present an introduction to exceptional individuals, including physical, social and intellectual needs. Prevalent statistics, etiologies and behavioral characteristics will be carefully explored.

TERMINAL/BEHAVIOR OBJECTIVES:

- a) To survey the historical background of special education.
- b) To analyze terminology relevant to etiology, diagnosis, prevention, and education of the exceptional individual.
- c) To discuss the behavior and learning characteristics of exceptional individuals, including their needs and the methods and techniques involved in meeting them.
- d) To survey and visit resources available in the immediate community to meet the needs of the exceptional individual.

SYLLABUS:

UNIT I - OVERVIEW

- a) Discussion focusing on DSW 100 and the D.S.W. field.
- b) Who is the Exceptional Person?
Labelling: What is Mental Retardation? (Review Pros and Cons of Labelling, p. 42)
- c) What does equal opportunity mean?
- d) Specific categories of exceptionalities.
- e) Profiles. (pp. 48-52)
- f) The I.P.R.C. Process.
- g) Community agencies: A.D.M.R.S.; Sault Ste. Marie Association for the Mentally Retarded; Infant Development.
- h) L.A.C. - Sault College

Study Guide Questions:

- 1. What are the alternative learning environments or special learning environments for exceptional children? (Educational intervention).
- 2. Define the terms interindividual differences and intraindividual differences.

Readings:

Kirk, Chapter 1, pp. 3-16, 23, 28-30, 36-65.

EXAM #1

UNIT II - PHYSICAL AND HEALTH PROBLEMS:

Neurological, Orthopedic and Other Health Impairments

- a) Discussion: Neurological and Orthopedic handicaps.
- b) Types of problems experienced.
- c) Three neurological disorders.
- d) Classification of cerebral palsy. (p. 301)
- e) Causes of cerebral palsy.
- f) Definition of Orthopedically Handicapped.
- g) Epilepsy

Readings:

Chapter 10, pp. 447-457.

UNIT III: SENSORY DEFICITS

Hearing Impairments

- a) Classification - the ear and functions p. 236
- b) Causes.
- c) Methods of measuring hearing loss.
- d) Types of hearing loss. Manual alphabet, p. 255.
- e) References: Videotape - "Hearing Impaired".

Study Guide Questions:

1. Identify and list possible signs of hearing loss.
2. How does the ear work?

Readings:

Chapter 6, pp. 231-275.

EXAM #2

Visual Impairments

- a) Definitions and classifications
- b) The eye and its functional parts.
- c) Principles for working with people who are blind.
- d) Braille, p. 210.
- e) Videotape - "Visually Impaired".
- f) C.N.I.B.

Study Guide Questions:

1. List and describe common visual disorders and anomalies.

Readings:

Chapter 5, p. 131.

UNIT IV - COMMUNICATION DISORDERS:

- a) Definition of Defective Speech or Speech Disorder.
- b) Identification of speech problems.
- c) Relation of speech defects to other disabilities.
- d) Development of speech and language.
- e) Articulation disorders (p. 287, diagram).
- f) Vocal Disorders.
- g) Cleft Palate (p. 295).
- h) Autism.

Study Guide Questions:

1. Review the normal development of speech and language.
2. Summarize the speech of a person who has cerebral palsy and identify six (6) major areas that require attention.

Readings:

Chapter 7, pp. 217-319.

EXAM #3

METHODOLOGY:

TEXT: Samuel A. Kirk, James J. Gallagher: Educating Exceptional Children, 4th edition.

LECTURE METHOD:

Learning will be facilitated by lectures and audio-visual presentations for each of the units. Handouts dealing specifically with each individual area will supplement the lecture. Relevant films and speakers available in the appropriate areas dealing with exceptional people will be utilized when available.

COURSE REQUIREMENTS:

1. To maintain regular attendance.
2. To complete assigned reading and research and be prepared to discuss in class.
3. To participate actively and fully in class activities.
4. to become actively involved in individual and group presentations.

REPORT ASSIGNMENTS:

Each student will visit a residential group home and/or agency which services the developmentally handicapped. Dates will be negotiated with the instructor. A typewritten report is due prior to _____ 1989. Five marks will be deducted for a late assignment or if it is not typed.

Total: 10 points

EVALUATION:

Exam #1	30%
Exam #2	30%
Exam #3	30%
Report Assignment	10%

100%

A grade of A, B, C, or R will be given upon completion of all of the course requirements in accordance with the grading policy of Sault College.

A+	=	90	-	100%
A	=	80	-	89%
B	=	70	-	79%
C	=	60	-	69%
R	=	below		60%

STUDENT'S NAME: _____

DATE: _____

I have read the outline for the course "Introduction to Exceptional Children" and understand the requirements to complete the course successfully. This document will be placed in my file.

Signature