

Sault College Of Applied Arts and Technology

Sault Ste. Marie, ON

COURSE OUTLINE

COURSE TITLE : INTRODUCTION TO EXCEPTIONAL STUDENTS

CODE NO. ED 117

SEMESTER: TWO

PROGRAM: TEACHER ASSISTANT

AUTHOR: LINDA POZZEBON

DATE: JANUARY 1997 PREVIOUS OUTLINE: JANUARY 1996

NEW _____

REVISED x

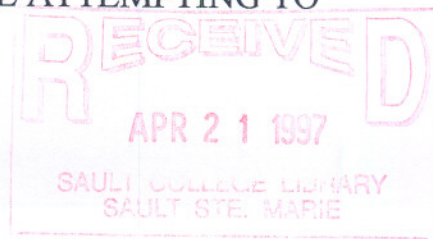
APPROVED: _____

Donna Tremblay
Donna Tremblay, Dean
School of Human Sciences
and Teacher Education

DATE

Jan 1/97

*** DO NOT DISCARD THIS OUTLINE. IT WILL BE REQUIRED BY OTHER EDUCATIONAL INSTITUTIONS IF YOU ARE ATTEMPTING TO OBTAIN CREDIT FOR THIS COURSE.



Introduction to Exceptional Students (ED 117)

Instructor: Linda Pozzebon

1. PHILOSOPHY/GOALS

This course is designed as an introduction to characteristics of children identified as exceptional. The field of Special Education in Ontario is explored. Definition and classification; prevalence and etiology; identification; developmental consequences; and appropriate interventions for the various categories of exceptionality will be studied. This is an overview course as more specific courses dealing with Learning Disabilities, Physical Disabilities and Socio-Emotional Exceptionalities will be delivered in subsequent semesters.

"The person first, the handicap second." Foremost conveyed is the idea, that each child is seen as unique and must be assisted to attain their full potential.

The goals in this course are designed to help students develop an understanding of the abilities, disabilities, and handicaps of the groups of children, adolescents, and adults who are commonly classified as exceptional. The content encompasses many areas of exceptionality: physical, social, emotional, and intellectual deviations.

11. LEARNING OUTCOMES

Upon successful completion of this course, the students will demonstrate the ability to:

1. outline the history and scope of educational services to exceptional students including the meaning of Special Education
2. evaluate the philosophies, practices and policies that determine the care and education of students with special needs
3. describe the causes and consequences associated with students with :
 - a) intellectual differences
 - b) communication disorders
 - c) hearing and visual impairments
 - d) emotional or behavioral disturbances
 - e) moderate and severe physical and health problems
4. accommodate the students through educational and technical interventions

111. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE

1. outline the history and scope of educational services to exceptional students including the meaning of Special Education

Potential Elements of the Performance

- * to review society's attitude toward persons with disabilities
- * to trace how culture, religion, government and economic conditions have developed a historical trend towards the development of educational services
- * to define the term "Exceptional Students"
- * to categorize the major areas of exceptionalities
- * to evaluate the level of services provided to Canadian students

2. evaluate the philosophies, practices, and policies that determine the care and education of students with special needs

Potential Elements of the Performance

- * to correlate the past and present societal attitudes regarding special education and exceptionalities and subsequent educational designs formulated on these issues
- * to review current legislation in Canada and
- * to compare the Canadian and American legislation
- * to identify current trends and movements such as early intervention, technological advances, and assessment practices

3. describe the causes and consequences associated with students with:

- a) intellectual differences
- b) communication disorders
- c) hearing and visual impairments
- d) emotional or behavioral disturbances
- e) moderate and severe physical and health problems

Potential Elements of the Performance

- * to define each category
- * to rank the percentages or prevalence of each category
- * to assess the etiology of each category
- * to suggest possible prevention strategies
- * to discuss intervention and the role of the Teacher Assistant

4. accommodate the students through educational and technical interventions

Potential Elements of the Performance

- * to discuss current educational intervention from regular classrooms to homebound instruction/hospital instruction.

- * to debate mainstreaming, destreaming, inclusion, collaboration, teaming
- * to recognize the community services, parental involvement, and medical supports which all play an important part of the student's success
- * to establish a sense of the importance of education, in the role of a Teacher Assistant while working with Exceptionalities in any setting or situation

1V. EVALUATION

1. Review a movie about an exceptional person. Some suggestions are listed on the following page.

In one or two type-written pages, summarize the movie
 relate what insights you have gained into the particular disability and exceptional people as a whole

Due.....Mon. Jan. 20

We will have a short class discussion before you hand it in.

This is worth 10 marks. The first day that it is late you will lose 5 marks followed by a mark per day.

2. Journal Review: At the end of each chapter in your study guide, there is a topic for a journal review. You are to choose one journal topic of your choice. At the time of the chapter you are to give a short synopsis of the article to the class and then hand in your journal review. Follow APA format as you have learned in English Class.

This is worth 10 marks.

It is due the days when we are studying that chapter.

If it is not prepared for that time, you will be deducted 5 marks. However the journal must be done for if it is not completed, you are not allowed to pass the course.

3. There will be 7 tests. Each test will be worth 20 marks for a total of 140 marks. All tests must be completed in order to pass the course. The order of the tests can be found in the Table of Contents as we will be following that order.

4. A mark of 20 will be given if the student workbook is complete.

A mark of 20 will be given for class participation (attendance) A limit of 3 classes can be missed throughout the term for sickness/emergencies etc. However, after the 3 absents, a mark of 5 will be deducted from this 20 for each day absent.

The total evaluation is out of 200 to be divided by 2 for a grand total out of 100%.

V. REQUIRED STUDENT RESOURCES/TEXTS/MATERIALS

Children with Exceptionalities in Canadian Classrooms by Magret Winzer ,Allyn & Bacon Canada

VI. SPECIAL NOTES

Students with special needs (eg. physical limitations,visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with their instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

All tests must be written at the assigned time. If you are unable to attend due to illness or an emergency, the instructor must be notified prior to test time. A message can be left on voice mail if the instructor is unavailable. The instructor may allow the students to write the test before the next scheduled class. Please make arrangements for a suitable time. Failure to follow these steps will result in a grade of 0 for the test.

Titles of Movies

My Left Foot

Little Man Tate

Rainman

Forrest Gump

