SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE TITLE: STUDENT EXCEPTIONALITIES I - DEVELOPMENTAL

CODE NO.: ED 268 055

PROGRAM: TEACHER AIDE

SEMESTER: WINTER - 4

DATE: JANUARY, 1990

AUTHOR: JUDITH MORRIS

New: X Revised: ___

Approved: [Signature] Chairperson  Date
DESCRIPTION

The focus of this course will be on children, adolescents and adults with learning problems. The students will examine four potential problem areas: reading, writing, spelling and mathematics. As well, the students will learn ways to assess problems in these four areas and identify strategies and remedial techniques to be used in assisting the disparate needs of non-achieving pupils.

STUDENT PERFORMANCE OBJECTIVES

1. Identify the characteristics of students with learning problems.
2. Explain how modality preferences and learning styles affect learning.
3. Demonstrate an understanding of the nature of reading, writing, spelling and mathematics.
4. Describe some of the methods used for assessing problems in reading, writing, spelling and mathematics.
5. Demonstrate an awareness of a variety of the strategies and remedial techniques used to assist students with learning problems.
6. Design a learning program for pupils with learning exceptionalities.
7. Demonstrate an awareness of the current resources for pupils with learning problems.

TOPICS TO BE COVERED

1. Characteristics of Learning Disabled Students
2. Modality Preferences and Learning Styles
3. Reading: The Nature of Reading, Assessing Reading Problems, Teaching the Student Who Has a Reading Problem
Student Exceptionalities I Developmental  ED 255
COURSE NAME CODE NO.

4. Writing: The Major Elements in Written Composition, Assessing Difficulties in Written Composition, Specific Remedial Activities in Writing

5. Spelling: Assessing Spelling Skills, Teaching Students to Spell


7. Designing a Learning Program Plan

EVALUATION METHODS

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Mid Term Test</td>
<td>25%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>25%</td>
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<tr>
<td>Individual Educational Plan</td>
<td>25%</td>
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<tr>
<td>Participation/Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>5%</td>
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</tbody>
</table>

100%

A+ = 90 - 100%
A = 80 - 89%
B = 70 - 79%
C = 60 - 69%
R = Repeat i.e. < 60%

REQUIRED STUDENT RESOURCES


ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY

Instructor
Parents
Exceptional Children
Education Ontario
Psychology Today
Exceptional Parent
Canadian Journal for Exceptional Children