

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INTRODUCTION TO EXCEPTIONAL CHILDREN
Code No.: MRC 101-4
Program: MENTAL RETARDAION COUNSELLOR
Semester: ONE
Date: SEPTEMBER 1983
Author: K. CAMERON

New: Revision

APPROVED: /
Chafperson

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MENTAL RETARDATION COUNSELLOR

INTRODUCTION TO EXCEPTIONAL CHILDREN

MRC 101-4

PART I

COURSE DESCRIPTION

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 handicaps

PART II

COURSE GOALS

This course will present an overview of all areas of exceptional individuals; i.e., 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/BEHAVIOR OBJECTIVES

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

PART IV

Syllabus

Weeks 1, 2, & 3

UNIT I: OVERVIEW

Readings: Kirk, Chapter 1, pp. 3-16, 29, 30, 35-65.

A. Rationale of the relationship of this course to the M.R.C. field.

B. Who is the Exceptional Person?

Labelling: What is Mental Retardation: (Review Pros and Cons of Labelling, p. 39).

C. What does equal opportunity mean?

D. Specific categories of exceptionalities.

E. Profiles of the major deviations, (pp. 47-54),

F. Community agencies: A.D.M.R.S.; S.S.M. Association for the Mentally Retarded

STUDY GUIDE QUESTIONS:

1. What are the alternate learning environments or special learning environments for exceptional children?

2. Review the information processing model. Can you discuss its application to the developmentally handicapped? Diagram: p. 440

3. Discuss the philosophy of the least restrictive environment.

Week 4 and 5

Unit II: Physical Handicaps

Readings: Chapter 10, pp. 447-457

1. Neurological, Orthopedic and Other Health Impainments

A, Discussion: Neurological and Orthopedic handicaps.

8. Types of problems experienced.

C. Three neurological disorders.

0. Classification of cerebral palsy, (p. 301)

E. Causes of C.P.

F- Definition of Orthopedically Handicapped.

G. Film: "A Day in the Life of Bonnie Consolo".

EXAM 1

STUDENT'S EVALUATION

Weeks 6 and 7

2. Auditory Handicaps

Readings: Chapter 6, pp. 231-275

Assignment: "What is Kirk's definition of hearing impairments?" (p.232)

A. Classification - the ear and functions.

B. Case illustrations - 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 (p.233).

2. How does the ear work?

Weeks 8 and 9

3, Visually Impaired

Readings: Chap, 7, p. 237

- A. Definitions and classifications.
- B. The eye and its functional parts.
- C. Principles for working with people who are blind.
- D. Braille.
- E. Videotape: "Visually Impaired".

STUDY GUIDE QUESTIONS

- 1. How does Barraga differentiate three (3) types of visually impaired children?

- 2. According to Lowenfield, does blindness affect the person's cognitive development?

EXAM II

Weeks 10 and 11

4. Speech Handicapped

Readings: Chap. 7,
pp. 217-319

- 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)

Speech Handicapped...continued

STUDY GUIDE QUESTIONS

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

Weeks 12 through 14

UNIT III: (MAJOR) INTELLECTUAL DEVIATIONS

1. Specific Learning Disabilities Reading: Chap. 9, pp. 365-411
 - A. Symptoms of the L.D. Syndrome.
 - B. Videotape: "Learning Disabled".

Weeks 15 and 16

EXAM III

Student's Evaluation

Course Evaluation

PART V

METHODOLOGY

Text: Samuel A, Kirk, James J. Gallager: Educating Exceptional Children, 4th edition.

LECTURE METHOD

Learning will be facilitated by lectures and audiovisual 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.

Additional readings and/or student viewings of audio-visual materials may be assigned during the course at the discretion of the instructor.

PART IV

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.

ASSIGNMENT

To 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 December 1, 1983. No late assignments will be accepted.

Total: 5 points

EVALUATION

EXAM I	30 points
EXAM II	30 points
EXAM III	25 points
PARTICIPATION	10 points
<u>REPORT</u>	5 <u>points</u>
ASSIGNMENT	100 points - TOTAL

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.

A	-	85% - 100%
S	*	75% - 34%
C	-	50% - 74%

