

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

COURSE OUTLINE

Course Title: INTRODUCTION TO EXCEPTIONAL CHILDREN
Code No.: MRC 101-4
Program: DEVELOPMENTAL SERVICES WORKER
Semester:
Date: September, 1985
Author: Karen Cameron-DeLuco

New:

Revision:

APPROVED

J. Koch
Chairperson

aug 'rs
Date

COURSE DESCRIPTION:

In the field of the Developmental Services- Yrker, 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. Prevalence statistics, etiologies and behavioral characteristics will be carefully explored.

TERMINAL/BEHAVIORAL 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;

WEEKS 1-2. 1. The Individual in the Field

- a) Discussion focusing on MRC 101 and the D.S.'H. 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; (pp. 47-54)
- f) The I.P.R.C. Process
- g) Community agencies: A.D.M.R.3.; St. Marie Assn. for the Mentally Retarded; Infant Development

Study Guide Questions:

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

Readings:

Kirk. Chapter 1. pp. 3-16, 29, 50, 36-65

WEEKS 4-5. 1. PHYSICAL HANDICAPS

Neurological, Orthopedic and Other Health impairments

- a) Discussion: Neurological and Orthopedic handicaps,
- fa) Types of problems experienced.
- c) Three neurological disorders.
- d) Classification of cerebral palsy, (p. 501)
- e) Causes of cerebral palsy.
- f) Definition of Orthopedically Handicapped.
- g) Film: "A Day in the Life of Bonnie Conclon",

EXAM I

STUDENT EVALUATION

Readings: Chapter 10. pp. 447-457

WEEKS 7 - HEARING IMPAIRMENTS

- 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".

Guide Questions

1. Identify and list possible signs of hearing loss (p. 233)
2. How does the ear work?

Reading: Chapter 6, pp. 231-275)

WEEKS 8 & 9 - VISUAL

- 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".
- .Reading: Chapter 5, p. 181

WEEKS 10 & 11 - 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)

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.

Reading: Chapter 7, pp. 217-319

WEEKS 12-14 - UNIT III: INTELLECTUAL DEVIATIONS
Specific Learning Disabilities

- a) Symptoms of the L.D. Syndrome
- b) Videotape: "Learning Disabled".

WEEKS 15, ANP 1 &

EXAM III

Student Evaluation

Course Evaluation

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 utilised.

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

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 ASSIGNMENT:

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 _____, 1985. Five marks will be deducted for a late assignment. Total: 10 points.

EVALUATION:

Exam I	25 points-
Exam II	25 points
Exam III	25 points-
Attendance & Participation	15 points
Report Assignment.	<u>10 points</u>
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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%

C = 60% - 74%