

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

COURSE OUTLINE

Course Title: INTRODUCTION TO EXCEPTIONAL CHILDREN  
Code No.: DSW <sup>100</sup> 101-4  
Program: DEVELOPMENTAL SERVICES WORKER (D.S.W.)  
Semester: FIRST  
Date: September, 1988  
Author: Karen Cameron-DeLuco

New: \_\_\_\_\_ Revision: X

APPROVED: \_\_\_\_\_

Chairperson

M. KOCH

Date

Aug 6/88

**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 behavioural characteristics will be carefully explored.

**TERMINAL/BEHAVIOUR 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 behaviour 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 1: OVERVIEW**

- a) Discussion focusing on DSW 101 and the D.S.W. 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. 47-52)
- 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)

**Readings:**

Kirk, Chapter 1, pp. 3-16, 29, 30, 36-65.

**EXAM #1 AND STUDENT'S PROGRESS MEETINGS**

DATE: \_\_\_\_\_

**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.
- b) Case illustrations - causes.
- c) Methods of measuring hearing loss.
- d) Types of hearing loss. Manual alphabet, p. 225.
- 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?

**Readings:**

Chapter 6, pp. 231-275.

**EXAM #2**

**DATE:** \_\_\_\_\_

**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.

**Readings:**

Chapter 5, p. 181.

**UNIT IV: COMMUNICATION DISORDERS (SPEECH AND LANGUAGE)**

- 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).

**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**

**UNIT V: LEARNING DISABILITIES**

Student Evaluation

Course Evaluation

**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.

**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 \_\_\_\_\_, 1988. Five marks will be deducted for a late assignment.

**TOTAL: 10 points**

**EVALUATION:**

Exam #1	
Exam #2	
Exam #3	
Attendance & Participation	15 points
Report Assignment	10 points

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%