

PROGRAM: Mental Retardation Counsellor
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COURSE TITLE: Introduction to Exceptional Children

COURSE NUMBER: MRC 101

INSTRUCTOR: Karen Cameron

PART I

Course Philosophy

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 multiple 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/Behavioural Objectives

- A. To survey the historical background of special education and habilitation of the exceptional individual.
- B. 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 the resources available in the immediate community to meet the needs of the exceptional individual.

PART IV

Syllabus

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Unit I: Overview Readings: Kirk Chapter I

- A) Rationale of the relationship of this course to the M.R.C. field
- B) Who is the Exceptional Child?
- C) History and philosophy of the education of Exceptional Children
- D) What does equal opportunity mean?
- E) Specific categories of exceptionalities
- F) Profiles of the major deviations
- G) References

Week 3 & 4

Unit II; Physical Deviations Readings: Chapter 12

L Neurological, Orthopedic, and Other Health Impairments

- A) Definition of neurological and orthopedic deviations
- B) Types of problems experienced
- C) Three neurological disorders
- D) Classification of cerebral palsy
- E) Causes of C.P.
- F) Definition of Orthopedically Handicapped
- G) BUss Symbolics (Workshop)

Films: (1) "A Day in the Life of Bonnie Console"
(2) "I'm Not What You See"

Week 5 & 6

2, Auditory Impaired Readings: Chapter 8 & 9

- A) Classification - the ear and functions
- sy Case illustrations
- C) Methods of measuring hearing loss
- D) Types of hearing defects
- E) References: Videotape: "Hearing Impaired"
 Film: "All My Buttons"
 "Can You Hear Me?"

* MIDTEFM EXAM

Week 7 S 8

3. Visually Impaired Readings: Chapter 10 and 11
- 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"
Film: "A Matter of Inconvenience"

Week 9 & 10

4. Speech Handicapped Readings: Chapter 3
- A) Definition of Defective Speech
 - B) Identification of speech problems
 - C) Relation of speech defects to other disabilities
 - D) Development of speech and language
 - E) Articulation Disorders
 - F) Vocal Disorders
 - 6) References

Week 11 & 12

Unit III: (MAJOR) Intellectual Deviations

- 1* Specific Learning Disabilities Reading: Chapter 2
- A) Approaches to the concept of Learning Disabilities
 - B) , Symptoms of the L. D, Syndrome
 - C) ' References and Prevocational Area
 - D) Videotape: LEARNING DISABLED

Week 13 5 14

2. Gifted Readings: Chapter 4

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- A) Who are the Gifted? Terman's studies
 - B) Historical and present educational procedures

Week 15

FINAL EXAM

Student's Evaluation

Course Evaluation

Assignment: Term Paper - Due November 8, 1979

In a typewritten paper of not less than five pages, double-spaced, complete the following assignment. Choose an area of exceptionality from the list discussed in class or one that has been approved by your instructor. Research the specific area using at least three valid sources of information either current books, research material or interview/s with experts dealing with this area. The **term paper is due on or prior to November 8, 1979.**

PART V

Methodology

Text: Samuel A. Kirk: Educating Exceptional Children - 2nd edition, 1972

Lecture Method: An overhead transparency will outline each area's content. Learning will be facilitated by lectures and audio-visual presentations for each of the units. Hand-outs 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.

PART VI

Evaluation

EXAM I	MIDTERM	25 points
EXAM 11		30 points
EXAM III		25 points
TERM PAPER		20 points
^ ' Total:		100 points

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.

80 - 100	A
70 - 79	B
60 - 69	C

The "I" grade is intended for students who, in the opinion of the instructor, **can** benefit from the "make-up" period of instruction.

The "R" grade is given to any student who, in the opinion of the instructor, **cannot** benefit from the "make-up" period of instruction-

GUIDE FOR STUDENT WRITING ASSIGNMENTS

Essay Format:

To ensure a uniform standard of grading in courses taught by the Language and Communications (L. & C) Department, students are required to use the basic format described below for all essay-type assignments in all L. & C, courses.

Essays accepted for grading must be completed in the following way:

- Unfolded pages should be held in place by a staple
- The essay should state the following information on the right hand corner of the cover page:
 - **Student's Name**
 - **Course**
 - **Date**
 - Instructor's Name
 - Title of Essay
- White 8 1/2 X 11 unlined paper is required for all essays.*
 - Note: THE PAPER MUST BE TYPED. Marks will be deducted for either handwritten essays or tardiness.
- 7 Pages, except for page one, must be numbered at the top side or bottom, as required by the instructor,
- Illustrations, tables or figures necessary to the text are to be included in the body of the essay and keyed to the text: e.g., "The chart on page 16 illustrates this process."
- Any related but non-essential information may be placed in an appendix at the end of the essay,
- If quotations are taken directly from a book, footnotes must be included in the following form:
 - ^Author's name, Complete Title of Book, (normal order, underlined)
(Place of publication and date), Page number (in parenthesis).

For example:

- ^ **Northrop Frye, Anatomy of Criticism: Four Essays, (Princeton: University Press, 1957) (p.62).**