

^ROGRARI: Mental Retardation Counsellor

1980

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.
- 0- 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 the resources available in the immediate community to meet the needs of the exceptional individual.

PART IV

Syllabus

Weeks 1 & 2

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

STUDY GUIDE QUESTIONS

- 1) What are the alternate learning environments?
- 2) Review the information processing model. Can you discuss its application to the developmentally handicapped?

Weeks 3 and 4

Unit II: Physical Deviations Readings: Chapter 12

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

Weeks 5 and 6

2. Auditory Impaired Readings: Chapter 8 & 9

- A) Classification - the ear and functions
- B) Case illustrations
- C) Methods of measuring hearing loss
- D) Types of hearing defects
- E) References: Videotape: "Hearing Impaired"

• STUDY GUIDE QUESTIONS

- 1) What is the difference between the deaf and the hard of hearing?
- 2) How does the ear work?
- 3) What is the social and personal adjustment of deaf children?
- 4) What procedures facilitate learning for the hearing impaired?

*MIDTERM EXAM

Weeks 7 and 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: "Meeting the Challenge of Blindness"

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?

Weeks 9 and 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
- G) References

STUDY GUIDE QUESTIONS

- 1) Review the normal development of speech and language.
- 2) Summarize the speech of a person who has cerebral palsy and for who is mentally retarded.

Weeks 11 and 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) Videotape: "Learning Disabled"

Weeks 13 and 14

2. Childhood Disorders

Week 15

FINAL EXAM

Student's Evaluation

Course Evaluation

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 audiovisual 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	30 points
EXAM II		40 points
EXAM III		30 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 "makeup" period of instruction.

GUIDE FOR STUDENT WRITING ASSIGNMENTS

Essay Format:

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

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

- Numbered 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 8¹/₂ 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.

- 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 former

^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. 52).