

PiX;lr?AH: Mental Retardation Cc^msellor

eXBSS TITLE: Introd-uction to Exceptional Children CTURSE NO: MRC 101-4

UNJSTFEUCTOR: Karen Cameron

DATE: 1982

PART I

Course Philosophy

in the field of Mental Retardation Counsellor, it is important to understand not only Mental Retardation, but also additicg^l exceptionalities. A child or an adult may possess accoipanying 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 carefiilly e^lored. 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 individ-ual.
- B. To study and compare aspects of *namml* grcvrth and developrent to that of the exceptional individual.
- C. To analyze tenrdnology 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 *ax^* the methods and techniques involved in ineeting then.
- E. To survey the resources available in the immediate community to meet the needs of the exceptioial individual.

PART IV

Syllabus

Weeks 1, 2, & 3

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 Person?
Labelling: What is Mental Retardation?
- C* What does equal opportunity mean?
- D, Specific categories of exceptionalities
- E, Profiles of the major deviations
- F. Community agencies: A.D.M-R.S.
S»S^ . Association for the Mentally Retarded
- G. Handout: Residential Services for the Mentally Retarded in Sault Ste. Marie

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? Diagram: page 440

Week 4 and 5

Unit II: Physical Deviations Readings: Chapter 12

1, Neurological, Orthopedic, and Other Health Impairments

- A, Discussion: neurological and orthopedic handicaps
- B, Types of physical experiences
- C, Three neurological disorders
- D, Classification of cerebral palsy
- E, Causes of C.P.
- F, Definition of Orthopedically Handicapped
- G, Film: "A Day in the Life of Bonnie Consolo"
- H, Handout: Programs and Services Operated by Ontario Ministries and Boards to Assist Disabled Citizens

Weeks 6 and 7

- 2. Auditory Impaired Headings; Chapter 6, page 181

- A. Classification - the ear and functions
- B. Case illustrations - causes
- C. Methods of measuring hearing loss
- D. Types of hearing defects. Manual Alphabet p. 207
- 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 special educational procedures facilitate learning for the hearing impaired?

***MID-TERM

*EXM****

Weeks 8 and 9

- 3. Visually impaired Readings Chapter 1, page 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?

Week 10 and 11

- 4. Speech Handicapped Readings; Chapter 10, page 349

- A. Definition of Defective Speech, p a ^ 351
- 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

GRUDY GDIDE QC3ESTICWS

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

Weeks 12 thru. 14

Unit III: (MAJOR) Intellectual Deviations

1, Specific Learning Disabilities Reading: Chapter 2

A, *Symptoms* of the L.D. Syndrome

B. Videotape: "Learning Disabled"

Weeks 15 and 16

FINAL EXAM

Student's Evaluation

Course Evaluation

PART V

Methodology

Text: Samuel A. Kirk/ James J. Gallager: Educating Exceptional Children
3rd edition, 1979

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 audiovisual materials may be assigned during the course at the discretion of the instructor.

PART VI

Evaluation % - ^

EXAM I	MID-TERM	30 points
EXAM II		40 points
EXAM III		<u>30 points</u>
	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.

85 - 100	A
75 - 84	B
60 - 74	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.

- Attendance is a class requirement. For more than three (3) unexcused absences, the grade will be decreased accordingly. Late assignments will not be accepted.

NOTE: Course evaluation system and content can be modified at the discretion of the instructor.