

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

COURSE OUTLINE

Course Title: INTRODUCTION TO EXCEPTIONAL CHILDREN

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Code No.: DSW 100

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Semester: SECOND

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Program: DEVELOPMENTAL SERVICES WORKER (D.S.W)

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Author: MS. KAREN DELULCO

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Date: JANUARY 1992

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Previous Outline Dated: SEPTEMBER 1989

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APPROVED: *K. DeRosario* DATE: *Jan. 31/92*  
Kitty DeRosario, Dean  
Human Sciences & Teacher Education

Introduction to Exceptional Children  
Credit 3 hours

DSW 100

I. DESCRIPTION:

In the field of the Developmental Services Worker, it is important to understand not only the developmentally handicapped but also additional exceptionalities.

The focus of this course is on an introduction to exceptional individuals, including physical, social and intellectual needs. Prevalent statistics, etiologies and behavioural characteristics will be carefully examined.

II STUDENT PERFORMANCE OBJECTIVES:

Upon completion of this course the student will be able to:

1. describe the exceptional person.
2. explain how the families of exceptional children can be helped to deal with stress.
3. enumerate how the types of learning environments being used today for exceptional children.
4. enumerate the factors that contribute to mental retardation.
5. explain the criteria to identify children with learning disabilities.
6. assess the value of computers in the remediation of learning disabilities.
7. outline some of the characteristics of communication disorders.
8. Give reasons for the social and behavioural problems of children who are hearing impaired.
9. identify the key factors in the educational classifications of visual impairment.
10. state the common patterns found among families of children with conduct disorders.
11. describe the unique problems faced by children with handicapping conditions caused by accident and illness. (disease)

III TOPICS TO BE COVERED

1. Overview of the exceptional child
2. Interindividual differences and intraindividual differences
3. Families on their own
4. Children who are developmentally handicapped
5. Developmental Learning Disabilities
6. Classification and characteristics of children with communication disorders
7. Understanding hearing impairments, characteristics and identification
8. Visual interpretation and the human eye
9. Factors related to behaviour problems
10. Physical disabilities and health impairments
11. Learning environments
12. Autism

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**IV EVALUATION METHODS**

Test 1	25%
Test 2	25%
Test 3	25%
In-Class assignments	10%
Attendance & participation	15%
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	100%

**COLLEGE GRADING POLICY**

A+ = 90 - 100%  
A = 80 - 89%  
B = 70 - 79%  
C = 60 - 69%  
R = REPEAT i.e. <60%

**V REQUIRED STUDENT RESOURCES**

**Text:** Educating Exceptional Children, 6th edition by Kirk/Gallagher

**Recommended:** Dictionary and Thesaurus

**VI ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY**

There are several books in the library on exceptionalities.  
Recommended Journals/Magazines include the following:

- i. Abilities - Canadian Journal of the Disabled
- ii Canadian Journal for Exceptional Children
- iii Children Today
- iv Exceptional Children
- v Exceptional Parent
- vi Journal of the Association for Persons with Severe Handicaps

**SPECIAL NOTES**

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.