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(447)

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: INTRODUCTION TO EXCEPTIONAL CHILDREN

CODE NO.: DSW 100 SEMESTER: SECOND

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

AUTHOR: MS. KAREN DELUCO

DATE: JANUARY 1993 PREVIOUS OUTLINE: JANUARY 1992

NEW: \_\_\_\_\_

REVISED:   X  

APPROVED: Kitty DeRosario  
Kitty DeRosario, Dean  
Human Sciences & Teacher ED

Date Jan 8/93



**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 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

#### IV EVALUATION METHODS

Exam #1	25%
Exam #2	25%
Group Work	25%
Article	10%
Attendance/participation	<u>15%</u>
	100%

#### COLLEGE GRADING POLICY

A+	= 90 - 100%
A	= 80 - 89%
B	= 70 - 79%
C	= 60 - 69%
R	= Repeat ie <60%

#### V REQUIRED STUDENT RESOURCES

**Text:** Educating Exceptional Children, 6th ed. 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

1. I am available for individual discussion and assistance with the course material. Please feel free to contact me to set up at time. Course material is designed to be experiential and may "open personal issues" that cause discomfort for the student. If this is the case, you should see me as soon as possible to discuss ways or means of overcoming the problems created.

**Special Notes cont'd**

2. **Buddy System** – get the name of another student and contact number to correspond to any changes/handouts etc.
3. **Unexpected Events/Sickness** – call me in advance if you are going to be absent from class. A message can be left at **ext. 560** or at the **Human Sciences and Teacher Education Office ext. 533**.

In case of my absence or scheduling a special presentation, I will let you know well in advance, if another class will be cancelled or rescheduled. A notice from the Human Sciences & Teacher Education Office will be posted.

4. **Calendar** – Mark in important dates, exams, assignments. Dates are tentative. Please keep in touch with any changes.
5. **Tutoring** – is available from the **Learning Assistance Centre**. Please contact staff in this area if you need the assistance of a peer tutor.
6. Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.