

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.)

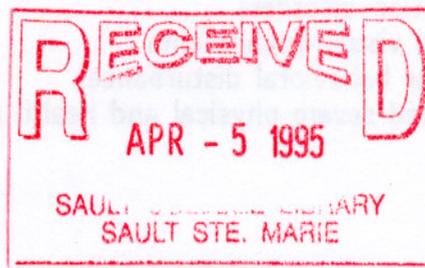
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DATE: JANUARY 1995 PREVIOUS OUTLINE: JANUARY 1994

NEW: _____ REVISED: X

APPROVED: K. DeRosario Jan 6/95
Kitty DeRosario, Dean Date
Human Sciences & Teacher ED

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.



Introduction to Exceptional Children (DSW 100)

Instructor: Karen Deluco

COURSE DESCRIPTION:

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

This course is designed as an introduction to characteristics of children identified as exceptional and to Special Education in Ontario. Definition and classification; prevalence and etiology; identification; developmental consequences; and appropriate interventions for the various categories of exceptionality will be explored.

COURSE PHILOSOPHY:

"The person first, the handicap second." Foremost is conveyed the idea that each child is seen as unique and must be assisted to attain their full potential.

COURSE GOALS:

This course is designed to help students develop an understanding of the abilities, disabilities, and handicaps of the groups of children who are commonly classified as exceptional. The content encompasses many areas of exceptionality: physical, social, emotional, and intellectual deviations.

PERFORMANCE OBJECTIVES:

The student will demonstrate:

1. An understanding of the scope and history of the education of exceptional children, including the meaning of Special Education.
2. A facility in expressing the appropriate terminology pertinent to the field of special education.
3. An understanding of the role and reactions of family (parents and siblings) and professionals to the exceptional child.
4. An understanding of the causes and consequences associated with children with:
 - a) intellectual differences
 - b) communication disorders
 - c) hearing and visual impairments
 - d) emotional or behavioral disturbances
 - e) moderate and severe physical and health problems

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	<u>TOPICS</u>	<u>CHAPTER</u>	<u>SCHEDULE (TENTATIVE)</u>
1.	Special Education Current Trends and Issues	1-3	
2.	Children with Mental Handicaps	4	Weeks 4-6
3.	Children with Learning Disabilities	5	Weeks 4-6
4.	Children with Behavioral or Emotional Disorders	6	Weeks 7-8
5.	Children with Communication Disorders	7	
6.	Children with Hearing Impairments	8	Weeks 9-11
7.	Children with Visual Impairments	9	Weeks 9-11
8.	Gifted Children	11	
9.	Children with Neurological, Physical, and Health Problems	10	Weeks 12-13
10.	Family Reaction to Exceptionality	12	Weeks 14-15

Test 1: Chapters 1-3

Test 2: Chapters 4-5

Test 3: Chapters 6-7

Test 4: Chapters 8-9, and 11

Test 5: Chapters 10 and 12

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EVALUATION:

1. **Assignment 1: Group Presentation on an Exceptional Chapter/Lesson**

This class presentation will include definition, cause, description, and interventions for this exceptionality. A type-written report is to be handed in to the instructor. (worth 15%)

2. **Assignment 2: Exceptionality Resource/Agency**

Choose a topic from the areas of exceptionalities (additional resources must be approved by the instructor). On the due date, be prepared to:

- a) discuss the title, address, telephone number, personal contact, mandate of the resource, population to utilize their service.
- b) distribute or display pamphlets or literature available through this agency.
- c) submit a type-written report of this information including pamphlets. (worth 10%)

3. **Assignment 3: Tests**

Five tests (worth 75%)

Total 100%

RESOURCES:

Required Text: Exceptional Children, 6th edition, Hallahan and Kaufman.

Recommended Text: Dictionary and Thesaurus

INSTRUCTIONAL TECHNIQUES:

A variety of methods will be employed including lectures, large and small group discussions, group presentations, guest speakers, and audio/visual presentations.

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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.

Buddy System – please establish liaison with a DSW100 student and their contact number to correspond and communicate course material, notes, handouts, test dates, course changes, assignments, etc. This is **your** responsibility.

Calendar – Mark in important dates, exams, assignments. Dates are tentative. Please keep in touch with any changes.

Tutoring – is available from the **Learning Assistance Centre**. Please contact staff in this area if you need the assistance of a peer tutor.

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

TESTING POLICY:

All tests must be written at the assigned time. If you are unable to attend due to illness or an emergency, the instructor must be notified prior to test time. A message can be left on voice mail if the instructor is unavailable. The instructor may allow the student to write the test before the next scheduled class. Please make arrangements for a suitable time. Failure to follow these steps will result in a grade of 0 (zero) for the test.

