

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE



Course Title: INTRODUCTION TO EXCEPTIONAL STUDENTS
Code No.: ED 117
Program: TEACHER ASSISTANT
Semester: TWO
Date: JANUARY 1995 Previous Date: JANUARY 1993
Author: DOROTHY O'CONNOR
Instructor:

New: _____ Revision: X

Approved: K. DeRosario
K. DeRosario, Dean
School of Human Sciences and
Teacher Education

Date: Dec. 22/94

****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 Students (ED 117)
Instructor: T.B.A.

COURSE DESCRIPTION

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. This is an overview course as more specific courses dealing with Learning Disabilities, Physical Disabilities, and Socio-Emotional Exceptionalities will be delivered in subsequent semesters.

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
5. an understanding of the causes and prevention of child abuse

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

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EVALUATION

- 1) Review a movie about an exceptional person. Some suggestions are:

My Left Foot
Little Man Tate
Rainman
Forrest Gump

In one to two typewritten pages, summarize the movie and relate what insights you have gained into the particular disability and exceptional people as a whole. (5% Due Jan. 17/95)

- 2) Introduce journal or magazine article to the class. Discuss the article in a brief 2-3 minute presentation. (5% One presentation will be scheduled for the beginning of each class)
- 3) Five tests based on the information presented in class and the textbook. Each test will be worth 15% (Total 75%)
- 4) Presentation on an exceptional child. This 10 minute class presentation will include cause, description, and interventions for the exceptionality. This can be done in groups of 2 or 3.

OR

An individual essay on one type of exceptionality. Cause, description, and intervention must be included in this 8-page paper. A minimum of 5 references are required. (15% Either option will be due in early April)

RESOURCES

Required Text: Exceptional Children, 6th edition, Hallahan and Kautman.
 Children with Special Needs in Preschool Settings

Recommended Text: Medical Dictionary & Thesaurus

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Library: There are several books in the library on exceptionalities.
Recommended journals/magazines include:

1. Abilities - Canadian Journal of the Disabled
2. Canadian Journal for Exceptional Children
3. Children Today
4. Exceptional Children
5. Exceptional Parent
6. Journal of the Association for Persons with Severe Handicaps
7. Canadian Journal of Education
8. Child Abuse and Neglect
9. Child Abuse Review
10. Education Today

INSTRUCTIONAL TECHNIQUES

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

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.

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 students 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 D for the test.