

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

COURSE OUTLINE

Course Title: INTRODUCTION TO EXCEPTIONAL STUDENTS

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Code No.: ED 117

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Program: TEACHER ASSISTANT

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Semester: TWO

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Date: JANUARY 1991 Previous Date: JANUARY 1989

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Author: TONY HANLON

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New: \_\_\_\_\_ Revision:  X

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

Date: Jan. 3/91

Introduction to Exceptional Students (ED 117)  
Instructor: T. Hanlon

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.

OBJECTIVES

To enable the student to demonstrate a basic understanding of:

1. the meaning of Special Education in the Province of Ontario
2. the major categories and prevalence of exceptionalities
3. the major causes of exceptionality
4. the role and reactions of family (parents and siblings) and professionals (doctors, teachers, other health and education professionals) to the exceptional child
5. the types, the causes of, and the interventions required for children with intellectual differences
6. the types, the causes of, and the interventions required for children with communication disorders
7. the types, the causes of, and the interventions required for children with sensory deficits
8. the types, the causes of, and the interventions required for children with emotional disturbances
9. children with moderate and severe physical and health problems such as spinal bifida, multiple sclerosis and asthma
10. children with multiple handicaps
11. causes and the prevention of Child Abuse

TOPICS

1. Special Education Legislation and Policy in Ontario
2. Categories, Prevalence, and Causes of Exceptionality
3. Family Reaction to Exceptionality
4. Children with Mental Handicaps
5. Gifted Children
6. Children with Speech & Language Disorders
7. Children with Learning Disabilities
8. Children with Behaviour Disorders
9. Children with Hearing Impairments
10. Children with Visual Impairments
11. Children with Physical Disabilities
12. Children with Special Health Problems
13. Child Abuse
14. Children with Neurological Disorders
15. Children with Pervasive Developmental Disorders
16. Children with Multiple Handicaps

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**EVALUATION**

Tests (4)	70%
Group Presentation	15%
Term Paper	15%

**TENTATIVE EVALUATION DATES**

Test 1	February 6
2	February 27
3	April 3
4	April 24

Term Paper	March 6 - Groups 3, 4, 5, 6
	March 20- Groups 1 & 2

Group Presentation Various Dates February, March & April

**RESOURCES**

**Required Text:** Children with Exceptionalities, A Canadian Perspective;  
Winger, M. 1990. Prentice Hall

**Recommended Text:** Dictionary & Thesaurus

**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

**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.