



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – WINTER, 2018.

HS 2100 A3 Individuals with Exceptionalities – 3(5.5-0-0) 45 Hours

INSTRUCTOR: Theresa Suderman. **PHONE:** 780 539-2787.
OFFICE: H210. **E-MAIL:** tsuderman@gprc.ab.ca.

OFFICE HOURS: By appointment. (You may come by anytime, however if I am busy we will schedule an appointment)

CALENDAR DESCRIPTION: Various types of exceptionality are examined in the course. Resources, assessment procedures and inclusion of individuals with exceptionalities are explored. The roles of families and professionals are examined.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS: Margret Winzer, Children With Exceptionalities in Canadian Classrooms. Toronto: Pearson / Prentice Hall.

DELIVERY MODE(S): Classes will be comprised of lecture, independent and small group tasks and class discussions.

COURSE OBJECTIVES: The course introduces students to:

- the historical background of society's treatment of individuals with exceptionalities.
- the etiology of a variety of exceptionalities and disabling conditions.
- signs and symptoms of various exceptionalities.
- best practices when supporting children with exceptionalities in the classroom.
- familial issues when a child presents with an exceptionality.

LEARNING OUTCOMES: Upon completion of the course learners will be able to:

- Describe the language, physical and attitudinal barriers encountered by individuals with exceptionalities and their families.
- Compare and contrast the uses and abuses of labeling individuals with exceptionalities.
- Describe the roles of professionals supporting individuals with exceptionalities.
- Identify resources and program options for individuals who require additional supports.
- Identify the unique qualities, needs and concerns of families of individuals with exceptional needs and abilities.
- Describe the major categories of exceptionalities of individuals.

TRANSFERABILITY: Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.

GRADING CRITERIA: A minimum grade of C- is required to pass this course.

EVALUATIONS:

In Class Assignments	15%
Participation	10%
Research Project	25%
Quiz 1	25%
Quiz 2	25%

Submit your assignments on time. On time means at the end of class or, at the latest, 4:30 on the due date.

- 1) Any assignment turned in and considered not to be your own work will result in the assignment being graded "0" and no opportunity to make up the assignment or missed points.
- 2) All assignments must be completed in order to pass this course.
- 3) Keep an electronic copy of all assignments.

Grande Prairie Regional College uses the **ALPHA** grading system. This system is described in the table below.

Alpha Grade	4-point Equivalence	Percentage
A+	4.0	90-100
A	4.0	85-89
A-	3.7	80-84
B+	3.3	76-79
B	3.0	73-75
B-	2.7	70-72
C+	2.3	67-69
C	2.0	64-66
C-	1.7	60-63
D+	Fail	
D		
F		

STUDENT RESPONSIBILITIES:

College expects students' conduct to be in accordance with basic rights and responsibilities. Please refer to page GPRC College calendar regarding rights and responsibilities.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.



**DEPARTMENT OF HUMAN SERVICES
EARLY LEARNING & CHILD CARE PROGRAM / EDUCATIONAL ASSISTANT PROGRAM
INDIVIDUALS WITH EXCEPTIONALITIES.
2017 Schedule (subject to change)**

HS 2100

Note: Each lesson has an accompanying chapter in your text that you are responsible for reading and knowing.

Date	Topic	Assignment
Jan 4	Introduction People First Language	Chapter 1: INTRODUCTION TO CHILDREN WHO ARE EXCEPTIONAL
Jan 8	Inclusion Sterilization of Leilani Muir	Chapter 2: ISSUES AND TRENDS IN CANADIAN SPECIAL EDUCATION
Jan 11	Risk Factors Risk Factors	Chapter 3: Risk Factors and Children at Risk
Jan 15	Family / Mild Communication Disorders	Chapter 4: CHILDREN WITH SPEECH AND LANGUAGE DIFFERENCES
Jan 19	Learning Disabilities	Chapter 5: CHILDREN WITH LEARNING DISABILITIES
Jan 22	Intellectual Disabilities	Chapter 6: CHILDREN WITH INTELLECTUAL DISABILITIES
Jan 25	Behavior	Chapter 7: CHILDREN WITH BEHAVIOURAL DISORDERS
Jan 29	ADHD	Chapter 8: CHILDREN WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)
Feb 1	Gifted	Chapter 9: CHILDREN WHO ARE GIFTED, TALENTED, AND CREATIVE
Feb 5	Quiz	
Feb 8	Children with Sensory Impairments: Hearing	Chapter 10: CHILDREN WITH HEARING IMPAIRMENTS

Feb 12	Children with Sensory Impairments: Visual	Chapter 11: CHILDREN WITH VISUAL IMPAIRMENTS
Feb 15	Children who have Special Health Care Needs	Chapter 12: CHILDREN WHO HAVE SPECIAL HEALTH CARE NEEDS
Feb 26	Presentations	Presentations due
Mar 2	Quiz	



**DEPARTMENT OF HUMAN SERVICES
EARLY LEARNING & CHILD CARE PROGRAM / EDUCATIONAL ASSISTANT PROGRAM
RESEARCH PROJECT – HS 2100
INDIVIDUALS WITH EXCEPTIONALITIES.**

Research Project

Due: Feb 26, 2018

This assignment has 2 parts:

Part one: Research / information gathering component

Part two: Presentation / sharing component

Part One: Researching an Exceptionality

The purpose of this assignment is to help you become more knowledgeable about one specific exceptionality and determine what resources are available for people who are impacted by this exceptionality (families, the individual with the exceptionality, teachers/caregivers, etc.).

Part Two: Presentation of Information

Sharing information with others is an important component of working with children, especially those with exceptionalities. This portion of the assignment is to help you present information to others.

You will be assigned a topic. If you are interested in researching a topic not included on the list, you may do so with permission of the instructor.

Start researching your topic. Information and resources may be obtained from service providers, support agencies, medical centers, libraries, clinics, and government departments of health, education and social services. **(Internet sites cannot be your sole source of information).**

Your completed project must include:

In Class Presentation

- A **description** of the exceptionality.
- **Causes** (etiology) of the condition.
- **Characteristics/symptoms/indicators** of the condition.
- **Developmental consequences** of the exceptionality.
- Considerations of the unique needs and concerns of **families** of children with the exceptionality.
- **Tips** for working with a child with the exceptionality (include both school age and preschool age).
- A short in-class PowerPoint presentation based on your research (around 10 slides).
- Be prepared to answer questions from your peers / instructor.

Hand In

- Title page.
- Copy of PowerPoint presentation.
- List of references that you have used ... books, articles, internet sites (follow APA format).
- Information sheet to be copied, hole-punched and handed out to your peers for their information binder including the information presented in your powerpoint (A description of the exceptionality / Causes (etiology) of the condition / Characteristics/symptoms/indicators of the condition / Developmental consequences of the exceptionality / Tips for working with a child with the exceptionality.) **(Not just a copy of your ppt).**

Grading Factors

- Quality of research (up to date, variety, key ideas and information?)
- Academic/professional quality (spelling, grammar, references?)
- PowerPoint (Information inclusive?)

- Quality of presentation (understanding and articulation?)
- Information sheet