

**HS225**  
**Exploring Exceptionalities II**

**3 Credits**

Instructor: Joanne McDonald; Karen Wiltse

Phone:

Original Developer: Joanne McDonald

Current Developer: Karen Wiltse

Reviewer: Joanne McDonald

Created: 10//05/2004

Revised: 02/12/2020

Approval: 04/12/2020

The Implementation Date for this Outline is 04/01/2021

Copyright©LAKELAND COLLEGE. Email: [admissions@lakelandcollege.ca](mailto:admissions@lakelandcollege.ca)  
2602 - 59 Avenue, Lloydminster, Alberta, Canada T9V 3N7. Ph: 780 871 5700  
5707 College Drive, Vermilion, Alberta, Canada T9X 1K5. Ph: 780 853 8400  
Toll-free in Canada: 1 800 661 6490



## HS225 Version: 13



# Exploring Exceptionalities II

## Calendar Description

This course explores strategies to enable individuals with exceptionalities to succeed in inclusive and other settings. Students examine exceptionalities as well as assessment, planning, and resources for individuals with exceptionalities.

## Rationale

This is a required course for Early Learning and Child Care diploma, Child and Youth Care, and Educational Assistant. Changes in educational philosophy and societal attitudes now encourage the inclusion of children and adults with exceptionalities in many settings. Students acquire the ability to plan for the individualized needs of children, youth and adults in a variety of settings.

## Prerequisites

HS115

## Co-Requisites

None

## Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. describe areas of exceptionality that may impact individuals and families.
2. examine the importance of observation and positive communication within the professional planning teams.
3. discuss principles of program planning for children, youth and adults with exceptionalities.
4. practise identifying strengths and areas of need essential to program planning.
5. define "advocacy" and the role of the caregiver as advocate.

## Resource Materials

Students are required to read articles available online and to watch/listen visual and audio resources.

### **Reference Materials:**

Hardman, M. L., Drew, C. J., & Egan, M. W. (2017). *Human Exceptionality: School, community, and family* (12th ed.). Nelson.

Winzer, M. (2008). *Children with exceptionalities in Canadian classrooms* (8th ed.). Toronto, ON: Prentice Hall.

Website for the Eighth Edition of *Children with Exceptionalities in Canadian Classrooms* by Margret Winzer. (n.d.). Retrieved from [http://wps.pearsoned.ca/ca\\_ph\\_winzer\\_children\\_8/](http://wps.pearsoned.ca/ca_ph_winzer_children_8/)

## Conduct of Course

This course uses lecture, readings, videotapes/DVD, guest speakers and access to the Internet to deliver the course content. The assignment and quizzes enable students to utilize resources and apply knowledge gained from a variety of references.

## Evaluation Procedures

Students must complete all assignments.

Research and Planning Assignment	25%
Presentation Assignment	25%
Test #1	25%
Test #2	25%
Total	100%

## Grade Equivalents and Course Pass Requirements

*A minimum grade of D (50%) (1.00) is required to pass this course.*

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.00

**Students must maintain a cumulative grade of C (GPA - Grade Point Average of 2.00) in order to qualify to graduate.**

## Attendance

Regular attendance is essential for success in any course. Absence for any reason does not relieve a student of the responsibility of completing course work and assignments to the satisfaction of the instructor. Frequent absences may result in the student being probation. Further absences may result in suspension from the program.

In cases of repeated absences due to illness, the student may be requested to submit a medical certificate.

*Instructors have the authority to require attendance in classes.*

## Course Units/Topics

### 1. Planning for Individuals with Exceptionalities

- a) Observation and assessment
- b) Recognizing strengths and areas of need
- c) Types of Plans
- d) Goals and Objectives
- e) Reflective Practice

### 2. Supporting Diversity

- a) Terminology related to supporting diversity: accommodations, UDL, Differentiated Instruction, etc.
- b) Assistive technology
- c) Advocacy

### 3. Individuals with Exceptionalities

- a) Emotional/behavioral disorders and mental illness
- b) Attention deficit hyperactivity disorder
- c) Autism spectrum disorders
- d) Other disorders such as epilepsy, Tourette's syndrome



Copyright©LAKELAND COLLEGE.  
2602 - 59 Avenue, Lloydminster, Alberta, Canada T9V 3N7. Ph: 780 871 5700  
5707 College Drive, Vermilion, Alberta, Canada T9X 1K5. Ph: 780 853 8400  
Toll-free in Canada: 1 800 661 6490 E-mail: [admissions@lakelandcollege.ca](mailto:admissions@lakelandcollege.ca)