

HS 115
Exploring Exceptionalities I

3 Credits

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Created: 07/05/2004

Revised: 05/07/2021

Approval: 28/07/2021

Alternate Delivery: Yes

The Implementation Date for this Outline is 01/09/2021

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HS 115 Version: 16



Exploring Exceptionalities I

Calendar Description

This course provides an introduction to children and youth with exceptionalities by examining the categories and characteristics of diversity. Issues pertinent to children with exceptionalities and their families are explored.

Rationale

This is a required course for Early Learning and Child Care Certificate, Child and Youth Care Diploma, and Educational Assistant Certificate students. A basic foundation in awareness and understanding of the individual with exceptionalities and his/her family are necessary for all who work with children. Children and youth with exceptionalities receive services in a variety of settings.

Prerequisites

None

Co-Requisites

None

Course Learning Outcomes

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

1. define terms related to exceptionalities/special needs/diverse abilities.
2. describe major areas of exceptionality.
3. discuss own values and beliefs regarding diverse abilities/exceptionality.
4. summarize the impact of the exceptionality on families.
5. describe the role of the care provider in supporting children and youth.
6. investigate and research current adaptations and strategies for supporting children and youth.
7. identify and select resources for program planning for individuals with diverse abilities/exceptionalities.

Resource Materials

Students are required to access online resources and information. There is not a required textbook which must be purchased.

Reference Textbook(s):

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

Hutchinson, N. L. (2017). *Inclusion of exceptional learners in Canadian schools*. (5th ed.). Pearson Canada, Inc.

<http://ezproxy.avc.talonline.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cacat00496a&AN=neos.7646128&site=eds-live>

Smith, T. E., Polloway, E. A., Patton, J. R., Dowdy, C. A., & McIntyre, L. J. (2015).

Teaching students with special needs in inclusive settings (5th Canadian ed.). Pearson Canada, Inc.

<http://ezproxy.avc.talonline.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cacat00496a&AN=neos.7646128&site=eds-live>

Conduct of Course

Lectures, videos, class discussions, simulation labs, and guest speakers are used to deliver the course content. Participation is necessary.

Evaluation Procedures

Students are required to complete all assignments and the exam.

Program Planning Assignment#1	25%
Program Planning Assignment#2	25%
Test #1	25%
Test #2	<u>25%</u>
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	4.0

Students must maintain a cumulative average 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. Individuals with Diverse Abilities/Exceptionalities

- a) terminology and definitions
- b) individual development using SPLICE framework
- c) historical aspects and current issues

2. Children with Diverse Abilities/Exceptionalities

- a) intellectual/cognitive differences and disorders
- b) learning disabilities
- c) fetal alcohol spectrum disorder

- d) behavior disorders
- e) communication and language differences and disorders

Note: For each category, the following will be explored:

- definitions and traits
- developmental consequences
- aspects of support and assistive technology

3. Families and Advocacy

- a) unique stressors specific to having a child with exceptionalities as a family member
- b) advocacy as a parent vs advocacy as an employee



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