



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – FALL 2020.

HS 2100 A2 Individuals with Exceptionalities – 3(5.5-0-0) 45 Hours

INSTRUCTOR: Theresa Suderman. **PHONE:** 780 539-2787.
OFFICE: H204. **E-MAIL:** tsuderman@gprc.ab.ca.

OFFICE HOURS: By appointment via email.

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: No textbook required. Readings will be provided during class.

DELIVERY MODE(S): Remote Delivery. This course is delivered remotely. There are no face-to-face or onsite requirements. Students must have a computer with a webcam and reliable internet connection. Technological support is available through helpdesk@gprc.ab.ca.

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 young children with exceptionalities in an early childhood setting.
- 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 children with exceptionalities and their families.
- Compare and contrast the uses and abuses of labeling children with exceptionalities.
- Describe the roles of professionals supporting children with exceptionalities.
- Identify resources and program options for children who require additional supports.
- Identify the unique qualities, needs and concerns of families of young children with exceptional needs and abilities.
- Describe the major categories of exceptionalities of children.

"Flight: Alberta's Early Learning and Care Framework", is a leading curriculum for the early learning and child care profession. Each course in GPRC's Early Learning and Child Care program will encompass at least one of the areas from the framework such as: the vision, values, purpose and guiding principles of the framework, the curriculum core concepts from the framework: (The Image of the Child: A Mighty Learner and Citizen, A Practice of Relationships: Your Role as an Early Learning and Child Care Educator which includes curriculum meaning making as co-learners, co-researchers and co-imaginer of possibilities, Mighty Learners: Nurturing Children's Dispositions to Learn, Co-inquiry, Responsive Environments: Time, Space, Materials and Participation, Transitions and Continuities: Supporting Children and Families through Change), discussion of Holistic Play-Based Goals for Children's Responsive Care, Play, Learning and Development and Children's Dispositions to Learn, Reflection and Planning Guides as well as Curriculum Learning Stories.

The concepts will be covered in a variety of different ways depending on the course and may include discussion, readings, and assignments.

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:

| | |
|------------------|-----|
| Assignment | 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.
2018 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 |
|-------------|-------------------------------|--|
| Sept 10 | Introduction | Chapter 1: INTRODUCTION TO CHILDREN WHO ARE EXCEPTIONAL |
| Sept. 12 | People First Language | |
| Sept. 14 | Inclusion | Chapter 2: ISSUES AND TRENDS IN CANADIAN SPECIAL EDUCATION |
| Sept. 17 | Sterilization of Leilani Muir | |
| Sept. 19 | Risk Factors | Chapter 3: Risk Factors and Children at |

| | | Risk |
|----------------|--|--|
| Sept. 21 | Risk Factors | |
| Sept. 24 | Family / Mild Communication Disorders | Chapter 4: CHILDREN WITH SPEECH AND LANGUAGE DIFFERENCES |
| Sept. 26 | Learning Disabilities | Chapter 5: CHILDREN WITH LEARNING DISABILITIES |
| Sept. 28 | Intellectual Disabilities | Chapter 6: CHILDREN WITH INTELLECTUAL DISABILITIES |
| Oct. 1 | Behavior | Chapter 7: CHILDREN WITH BEHAVIOURAL DISORDERS |
| Oct 3 | ADHD | Chapter 8: CHILDREN WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) |
| Oct 5 | Gifted | Chapter 9: CHILDREN WHO ARE GIFTED, TALENTED, AND CREATIVE |
| Oct 10 | Quiz | |
| Oct. 12 | Children with Sensory Impairments: Hearing | Chapter 10: CHILDREN WITH HEARING IMPAIRMENTS |
| Oct. 15 | Children with Sensory Impairments: Visual | Chapter 11: CHILDREN WITH VISUAL IMPAIRMENTS |
| Oct. 17 | Children who have Special Health Care Needs | Chapter 12: CHILDREN WHO HAVE SPECIAL HEALTH CARE NEEDS |
| Oct. 19 | Presentations | Presentations due |
| Oct. 22 | Pervasive Developmental Disorders | Chapter 14: CHILDREN WITH PERVASIVE DEVELOPMENTAL DISORDERS |
| Oct. 24 | Children with Severe and Multiple Disabilities | Chapter 15: CHILDREN WITH SEVERE AND MULTIPLE DISABILITIES |
| Oct. 26 | Presentations / Quiz | |



**DEPARTMENT OF HUMAN SERVICES
EARLY LEARNING & CHILD CARE PROGRAM / EDUCATIONAL ASSISTANT PROGRAM
RESEARCH PROJECT – HS 2100 / Partner Work
INDIVIDUALS WITH EXCEPTIONALITIES.
FALL 2018**

Research Project

Due: Oct. 12th, 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