

WTCS Repository

10-809-138 Exceptional Person

Course Outcome Summary

Course Information

Description This course is designed to provide an introduction to exceptional persons. Topics studied include cognitive disability, giftedness, learning disabilities, emotional disorders, visual impairments, hearing impairments and various physical disabilities. Learning activities focus on educational, legal, and personal life issues.

Total Credits 3.00

Pre/Corequisites

Prerequisite Each Wisconsin Technical College determines the General Education course prerequisites used by their academic institution. If prerequisites for a course are determined to be appropriate, the final Course Outcome Summary must identify the prerequisites approved for use by the individual Technical College.

Course Competencies

1. Compare the historical perspective of special needs with the realities and challenges of today.

Assessment Strategies

- 1.1. through class discussion
- 1.2. through quiz questions

Criteria

Your performance will be successful when:

- 1.1. you discriminate between exceptionality, handicap, and disability
- 1.2. you summarize how and why the concept of mental retardation has changed over the years
- 1.3. you describe the impact of de-institutionalization
- 1.4. you compare the institutionalization of exceptional individuals in the past with prevailing practices

2. Investigate the provisions of legislation concerning the educational rights of exceptional individuals.

Assessment Strategies

- 2.1. through class discussion
- 2.2. through quiz questions

Criteria

Your performance will be successful when:

- 2.1. you explain the major provisions of Individuals with Disabilities Education Act (IDEA) and other recent laws pertaining to special education
- 2.2. you assess how schools have changed because of legislation

3. Evaluate the arguments used for and against the movement towards inclusion.

Assessment Strategies

- 3.1. through quiz questions
- 3.2. through class discussion
- 3.3. through video case study analysis

Criteria

Your performance will be successful when:

- 3.1. you explain the rationale behind inclusion
- 3.2. you discuss inclusion in terms of the least restrictive environment
- 3.3. you describe how inclusion is viewed differently by parents, taxpayers, administrators, and others

4. Establish a personal philosophy of education for exceptional individuals.

Assessment Strategies

- 4.1. through class discussion
- 4.2. through group projects
- 4.3. through assignments
- 4.4. through community observation report

Criteria

Your performance will be successful when:

- 4.1. you evaluate the factors involved in the inclusion debate
- 4.2. you analyze the appropriateness of legal mandates
- 4.3. you conclude how she/he would personally approach exceptional education
- 4.4. you debate the philosophical argument about whether gifted children need special education

5. Summarize the basic causes of each of the exceptions.

Assessment Strategies

- 5.1. through class discussion
- 5.2. through quiz questions
- 5.3. through interacting with community speakers

Criteria

Your performance will be successful when:

- 5.1. you summarize several causes of mental retardation
- 5.2. you outline why the causes of severe disabilities are increasing and the implications of that increase
- 5.3. you explain how the cultural-familial type of cognitive disability evolves
- 5.4. you analyze the causes of epilepsy
- 5.5. you identify possible contributing factors to behavioral/emotional disorders
- 5.6. you recognize causes of various physical and medical disabilities
- 5.7. you outline possible causes of learning disabilities
- 5.8. you analyze myths and misconceptions about sexual abuse
- 5.9. you describe the major causes of visual problems
- 5.10. you describe major causes of hearing loss

6. Summarize the characteristics of each of the exceptions.

Assessment Strategies

- 6.1. through class discussion
- 6.2. through quiz questions
- 6.3. through a community observation report
- 6.4. through classroom simulations
- 6.5. through discussion with community speakers

Criteria

Your performance will be successful when:

- 6.1. you contrast characteristics associated with four levels of severity in cognitive disabilities
- 6.2. you summarize how adaptive behavior is measured

- 6.3. you summarize the factors of adjustment of a person with a physical disability
- 6.4. you outline the characteristics of cerebral palsy
- 6.5. you describe the characteristics of epilepsy
- 6.6. you discuss the characteristics of individuals with learning disabilities
- 6.7. you outline the difficulty in defining a learning disability
- 6.8. you describe the diagnosis of ADHD
- 6.9. you identify criteria for assessing emotional disabilities
- 6.10. you summarize the classification of various behavioral conditions
- 6.11. you differentiate between externalized and internalized types of disordered behaviors
- 6.12. you discuss the behavioral characteristics of an individual with autism
- 6.13. you outline the types of visual impairments
- 6.14. you recognize the complex needs of a person with multiple disabilities
- 6.15. you contrast congenital and adventitious blindness
- 6.16. you contrast mild, moderate, profound, and severe hearing loss

7. Explain the educational implications involved in each of the exceptions.

Assessment Strategies

- 7.1. through class discussion
- 7.2. through quiz questions
- 7.3. through simulation exercises
- 7.4. through a community observation report

Criteria

Your performance will be successful when:

- 7.1. you discuss the impact of normalization
- 7.2. you summarize task analysis
- 7.3. you outline the principles of behavior modification
- 7.4. you describe the advantages of direct daily measurement
- 7.5. you compare acceleration and enrichment
- 7.6. you explain the educational implications of the daily management for a person with cerebral palsy
- 7.7. you discuss the identification criteria for learning disabilities
- 7.8. you summarize the current approaches in teaching a person with a learning disability
- 7.9. you contrast the resource room concept from the self-contained classroom
- 7.10. you explain the relationship between behavior problems and academic performance
- 7.11. you outline the major issues and concerns affecting educational services for culturally diverse students with disabilities

8. Demonstrate practical skills for working effectively with exceptional individuals.

Assessment Strategies

- 8.1. through class discussion through quiz questions
- 8.2. through simulation on visual impairments
- 8.3. through class demonstrations
- 8.4. through reflection assignments relating to community speakers

Criteria

Your performance will be successful when:

- 8.1. you outline the techniques for daily management of a person with cerebral palsy
- 8.2. you demonstrate the procedures for monitoring an epileptic seizure
- 8.3. you describe special modifications for persons with physical impairments
- 8.4. you summarize the techniques of behavior modification
- 8.5. you outline teaching techniques for individuals with behavior disorders
- 8.6. you demonstrate techniques used in orientation and mobility for people with visual impairments
- 8.7. you demonstrate correct sighted-guide techniques
- 8.8. you describe issues related to Deaf culture, ASL, and myths about hearing loss

9. Assess the impact of a person with disability on the family at each life stage.

Assessment Strategies

- 9.1. through class discussion
- 9.2. through quiz questions

Criteria

Your performance will be successful when:

- 9.1. you describe the impact of a person with a disability on parents and family

10. Recommend efforts that could be made toward the prevention of disabilities

Assessment Strategies

- 10.1. through class discussion
- 10.2. through quiz questions

Criteria

Your performance will be successful when:

- 10.1. you discuss preventive strategies for cognitive disabilities
- 10.2. you discuss influences on the stages of healthy emotional growth

11. Predict the future challenges in the field of exceptional education.

Assessment Strategies

- 11.1. through class discussion
- 11.2. through quiz questions
- 11.3. through observation report

Criteria

Your performance will be successful when:

- 11.1. you assess the strides that have been made in the field of exceptional education
- 11.2. you construct a list of future needs in this area
- 11.3. you appraises what barriers might be faced in meeting these needs

12. Assess the importance of attitude in dealing with exceptionalities.

Assessment Strategies

- 12.1. through class discussion
- 12.2. through quiz questions
- 12.3. through observation report
- 12.4. through interaction with community speakers

Criteria

Your performance will be successful when:

- 12.1. you evaluate the impact of societal attitudes on the life of a person with special needs
- 12.2. you analyze instructional attitudes shown in exceptional classrooms