

## WTCS Repository

10-809-138 Exceptional Person

# Course Outcome Summary

### Course Information

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|  | 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 |

Target Population

This course is required for those students in the Educational Interpreting Program and Human Services Program and Human Service Certificate but is open to any students. It is recommended for students pursuing the Psychology Certificate and for those in the healthcare professions.

Pre/Corequisites

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| 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

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| 1 | Compare the historical perspective of special needs with the realities and challenges of today. |
|  | Assessment Strategies |
|  | through class discussion  through quiz questions |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you discriminate between exceptionality, handicap, and disability  you summarize how and why the concept of mental retardation has changed over the years  you describe the impact of de-institutionalization  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 |
|  | through class discussion  through quiz questions |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you explain the major provisions of Individuals with Disabilities Education Act (IDEA) and other recent laws pertaining to special education  you assess how schools have changed because of legislation |
| 3 | Evaluate the arguments used for and against the movement towards inclusion. |
|  | Assessment Strategies |
|  | through quiz questions  through class discussion  through video case study analysis |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you explain the rationale behind inclusion  you discuss inclusion in terms of the least restrictive environment  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 |
|  | through class discussion  through group projects  through assignments  through community observation report |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you evaluate the factors involved in the inclusion debate  you analyze the appropriateness of legal mandates  you conclude how she/he would personally approach exceptional education  you debate the philosophical argument about whether gifted children need special education |
| 5 | Summarize the basic causes of each of the exceptions. |
|  | Assessment Strategies |
|  | through class discussion  through quiz questions  through interacting with community speakers |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you summarize several causes of mental retardation  you outline why the causes of severe disabilities are increasing and the implications of that increase  you explain how the cultural-familial type of cognitive disability evolves  you analyze the causes of epilepsy  you identify possible contributing factors to behavioral/emotional disorders  you recognize causes of various physical and medical disabilities  you outline possible causes of learning disabilities  you analyze myths and misconceptions about sexual abuse  you describe the major causes of visual problems  you describe major causes of hearing loss |
| 6 | Summarize the characteristics of each of the exceptions. |
|  | Assessment Strategies |
|  | through class discussion  through quiz questions  through a community observation report  through classroom simulations  through discussion with community speakers |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you contrast characteristics associated with four levels of severity in cognitive disabilities  you summarize how adaptive behavior is measured  you summarize the factors of adjustment of a person with a physical disability  you outline the characteristics of cerebral palsy  you describe the characteristics of epilepsy  you discuss the characteristics of individuals with learning disabilities  you outline the difficulty in defining a learning disability  you describe the diagnosis of ADHD  you identify criteria for assessing emotional disabilities  you summarize the classification of various behavioral conditions  you differentiate between externalized and internalized types of disordered behaviors  you discuss the behavioral characteristics of an individual with autism  you outline the types of visual impairments  you recognize the complex needs of a person with multiple disabilities  you contrast congenital and adventitious blindness  you contrast mild, moderate, profound, and severe hearing loss |
| 7 | Explain the educational implications involved in each of the exceptions. |
|  | Assessment Strategies |
|  | through class discussion  through quiz questions  through simulation exercises  through a community observation report |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you discuss the impact of normalization  you summarize task analysis  you outline the principles of behavior modification  you describe the advantages of direct daily measurement  you compare acceleration and enrichment  you explain the educational implications of the daily management for a person with cerebral palsy  you discuss the identification criteria for learning disabilities  you summarize the current approaches in teaching a person with a learning disability  you contrast the resource room concept from the self-contained classroom  you explain the relationship between behavior problems and academic performance  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 |
|  | through class discussion through quiz questions  through simulation on visual impairments  through class demonstrations  through reflection assignments relating to community speakers |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you outline the techniques for daily management of a person with cerebral palsy  you demonstrate the procedures for monitoring an epileptic seizure  you describe special modifications for persons with physical impairments  you summarize the techniques of behavior modification  you outline teaching techniques for individuals with behavior disorders  you demonstrate techniques used in orientation and mobility for people with visual impairments  you demonstrate correct sighted-guide techniques  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 |
|  | through class discussion  through quiz questions |
|  | Criteria |
|  | Your performance will be successful when: |
|  | 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 |
|  | through class discussion  through quiz questions |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you discuss preventive strategies for cognitive disabilities  you discuss influences on the stages of healthy emotional growth |
| 11 | Predict the future challenges in the field of exceptional education. |
|  | Assessment Strategies |
|  | through class discussion  through quiz questions  through observation report |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you assess the strides that have been made in the field of exceptional education  you construct a list of future needs in this area  you appraises what barriers might be faced in meeting these needs |
| 12 | Assess the importance of attitude in dealing with exceptionalities. |
|  | Assessment Strategies |
|  | through class discussion  through quiz questions  through observation report  through interaction with community speakers |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you evaluate the impact of societal attitudes on the life of a person with special needs  you analyze instructional attitudes shown in exceptional classrooms |