
## 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 discussionthrough quiz questions |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you discriminate between exceptionality, handicap, and disabilityyou summarize how and why the concept of mental retardation has changed over the yearsyou describe the impact of de-institutionalizationyou 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 discussionthrough 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 educationyou assess how schools have changed because of legislation |
| 3 | Evaluate the arguments used for and against the movement towards inclusion. |
|  | Assessment Strategies |
|  | through quiz questionsthrough class discussionthrough video case study analysis |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you explain the rationale behind inclusionyou discuss inclusion in terms of the least restrictive environmentyou 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 discussionthrough group projectsthrough assignmentsthrough community observation report |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you evaluate the factors involved in the inclusion debateyou analyze the appropriateness of legal mandatesyou conclude how she/he would personally approach exceptional educationyou 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 discussionthrough quiz questionsthrough interacting with community speakers |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you summarize several causes of mental retardationyou outline why the causes of severe disabilities are increasing and the implications of that increaseyou explain how the cultural-familial type of cognitive disability evolvesyou analyze the causes of epilepsyyou identify possible contributing factors to behavioral/emotional disordersyou recognize causes of various physical and medical disabilitiesyou outline possible causes of learning disabilitiesyou analyze myths and misconceptions about sexual abuseyou describe the major causes of visual problemsyou describe major causes of hearing loss |
| 6 | Summarize the characteristics of each of the exceptions. |
|  | Assessment Strategies |
|  | through class discussionthrough quiz questionsthrough a community observation reportthrough classroom simulationsthrough discussion with community speakers |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you contrast characteristics associated with four levels of severity in cognitive disabilitiesyou summarize how adaptive behavior is measuredyou summarize the factors of adjustment of a person with a physical disabilityyou outline the characteristics of cerebral palsyyou describe the characteristics of epilepsyyou discuss the characteristics of individuals with learning disabilitiesyou outline the difficulty in defining a learning disability you describe the diagnosis of ADHDyou identify criteria for assessing emotional disabilitiesyou summarize the classification of various behavioral conditionsyou differentiate between externalized and internalized types of disordered behaviorsyou discuss the behavioral characteristics of an individual with autismyou outline the types of visual impairmentsyou recognize the complex needs of a person with multiple disabilitiesyou contrast congenital and adventitious blindnessyou contrast mild, moderate, profound, and severe hearing loss |
| 7 | Explain the educational implications involved in each of the exceptions. |
|  | Assessment Strategies |
|  | through class discussionthrough quiz questionsthrough simulation exercisesthrough a community observation report |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you discuss the impact of normalizationyou summarize task analysisyou outline the principles of behavior modificationyou describe the advantages of direct daily measurementyou compare acceleration and enrichmentyou explain the educational implications of the daily management for a person with cerebral palsyyou discuss the identification criteria for learning disabilitiesyou summarize the current approaches in teaching a person with a learning disabilityyou contrast the resource room concept from the self-contained classroomyou explain the relationship between behavior problems and academic performanceyou 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 questionsthrough simulation on visual impairmentsthrough class demonstrationsthrough 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 palsyyou demonstrate the procedures for monitoring an epileptic seizureyou describe special modifications for persons with physical impairmentsyou summarize the techniques of behavior modificationyou outline teaching techniques for individuals with behavior disordersyou demonstrate techniques used in orientation and mobility for people with visual impairmentsyou demonstrate correct sighted-guide techniquesyou 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 discussionthrough 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 discussionthrough quiz questions |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you discuss preventive strategies for cognitive disabilitiesyou discuss influences on the stages of healthy emotional growth |
| 11 | Predict the future challenges in the field of exceptional education. |
|  | Assessment Strategies |
|  | through class discussionthrough quiz questionsthrough observation report |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you assess the strides that have been made in the field of exceptional educationyou construct a list of future needs in this areayou appraises what barriers might be faced in meeting these needs |
| 12 | Assess the importance of attitude in dealing with exceptionalities. |
|  | Assessment Strategies |
|  | through class discussionthrough quiz questionsthrough observation reportthrough 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 needsyou analyze instructional attitudes shown in exceptional classrooms |