

LEAD CITY UNIVERSITY IBADAN

FACULTY OF ARTS & EDUCATION

DEPARTMENT OF ARTS & SOCIAL SCIENCES EDUCATION

2ND SEMESTER 2018/2019 ACADEMIC SESSION



COURSE DETAILS

Course Code:	GCE 213
Course Title:	Guidance & Counselling Special Needs
No. of Units:	2 Units
Status:	Compulsory

LECTURER(S) DETAILS

Name:	Dr Olabisi, T.P. KILLIAN
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Area of Specialization:	Educational/ Developmental Counselling Psychology

COURSE DESCRIPTION

The course is designed to prepare undergraduate counsellors with needed information on specialized counselling approach for managing individuals with special needs. It introduces basic concepts in special education with the view that undergraduates would understand types of special needs such as visual and hearing impairment, learning impairment, mental retardation, giftedness, sensory and motor disorders, and speech disorders, the needs of the handicapped and gifted children and the place of guidance and counseling in fostering stability and enhance development with principles, skills and techniques necessary for dealing with individual and learner challenges at school and in different places. It aims at empowering the trainee to carry out counselling and guidance at special and regular schools and other rehabs with the application of varied categories of intervention as each challenge deserves.

COURSE OBJECTIVES

The course is planned to achieve the following objectives:

- ❖ To train undergraduate counsellors with needed information on specialized counselling approach for managing individuals with special needs
- ❖ To aid undergraduate counsellors in training acquire knowledge of how to assess children and adolescents with exceptionalities.
- ❖ To provide learners with skills and methods of counseling individuals with special needs.

ASSESSMENT

For a student to qualify to sit for the final examination in this course, he /she is expected to have: minimum attendance of 75% at lectures.

- ✓ Class Attendance =10marks
- ✓ Term Paper /Assignments : Individualized/Group=20marks
- ✓ Test(s) =10marks
- ✓ Examination = 60 marks



LECTURE PLAN

WEEKS	TOPICS	ACTIVITIES
1	Meaning of Disability, Impairment, Handicap and Exceptionality Introduction to Areas of Special Reasons for Guidance and Counselling for Individual or Group of Special Persons.	
2	Classification of Impairment, Disabilities and Handicap <i>effectiveness of mainstream and full inclusion</i>	<i>Group Presentation I</i> <i>Individual Assignment I</i>
3 & 4	Etiology of Disabilities :Antepartum, Perinatal and Postpartum Risk Factors Highlight the needs of special children	<i>Group Discussion I</i> <i>Individual Assignment II</i>
5 & 6	Common Disabilities in Children and Adolescents II Assessment of needs and intervention plans	<i>Group Presentation</i> <i>Individual Assignment II</i>
7&8	Counselling Interventions and Approaches for managing Physical disabilities in Children and Adolescents <i>Strategies for Parents in Handling impaired Social Function -Ability</i>	<i>Group Discussion II / Individual Assignment III</i>
9&10	Counselling Interventions and Approaches for managing Intellectual disabilities in Children and Adolescents Group Presentation III/ Individual Assignment IV: Handling impaired Intelligence: Dyslexia; Evaluation Test Aphasia	<i>Dyscalculia; Dysgraphia ;</i>
11&12	Counselling Gifted and Talented children Children	<i>Group Discussion III Strategies for Motivation in Exceptional</i> <i>Individual Assignment V</i>
13	Examination	

READING LIST

- Nayak, A.K. (2007). Guidance and Counselling, APH Publishing Corporation 4435-3617, Ansan rd. Danya Ganji; New Delhi-11002
(see: Lead City University, Faculty Of Arts & Education Library Resource & MAIN LIB.)
I. Counselling for the Physically Disabled. Pgs.183-204
II. Counselling for the Emotionally Handicapped. Pgs.205-216
III. Counselling for the Physically Disabled. Pgs.183-204
- Edo-Olotu, B. (2006). Guidance & Counselling Issues. *For Secondary Schools. An Introduction to Counselling in Secondary Schools. Published and Printed in Nigeria by Daily Graphics, Nig. Ltd, Ibadan. Pgs 35-37*
- American School Counsellor Association, A.S.C.A. (2016) The School Counsellor and Students with Disabilities (Adopted 1999; Revised 2004, 2010 2013, 2016) *Internet Library Resources Retrieved Jan. 14 2019 www.schoolcounselor.org. Consult other Related Internet Resources.*



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TUTORIAL QUESTIONS

Course Title: Guidance & Counselling for special needs Course Code: GCE 2132 units compulsory

Instruction: Attempt All Tutorial Questions at Your Study Time

1. Distinguish the following: (a) i. Disability ii. Impairment iii. Handicap iv. Exceptionality.
(b) Explain the meaning of Special Needs Counselling
2. a. Glory is a mainstreamed JSS 2 student with learning disability, what steps can her
i. Parents ii. School and **iii. School counsellor** take to ensure she develops to the best of her
ability academically and socially?
3. a.) List and discuss six (6) common Antepartum, Perinatal and Postpartum Risk causal Factors for
the development of human disability
4. Famous people like Albert Einstein had learning disability. In a way, learning disability affects
one socially. a) Discuss the counselling techniques for helping the following categories:
i. An in- troubled child with dyslexia. ii. An adolescent distressed with dyscalculia.
5. Describe briefly why Special Needs Counselling is needed in Nigeria
b. List five (5) categories of children with intellectual impairment.
6. **Thomas Alva Edison the famous US inventor of phonograph and incandescent electric
light and the microphone and the kinetoscope 1847-1931 had problems with learning at the
mainstreamed school. His mother homeschooled him...**
a.) From your findings in (GCE 213) course, discuss the significance of Special needs counselling for
parents of children with disability.
b. itemize five (5) strategies for parents in handling impaired social function – ability in adolescents.
7. a.) Discuss the importance of Special Needs Education and Counselling in the training of
counselling psychologist.
8. Elucidate on counselling interventions and approaches for managing physical disabilities in
Children and Adolescents
9. List and explain strategies to be engaged in helping students with:
a. Dysgraphia
b. Aphasia
10. Identify the characteristics of gifted and talented children.
a. Discuss counselling strategies for motivation in exceptional children.
11. Suggest an appropriate psychotherapy to be adopted in helping gifted and talented children back
up your proposal with a theory.
12. a. Identify the categories of students with special needs in the secondary school.
b. Highlight the possible causes of physical and health impairment and discuss general counseling
approaches for inclusive management.

Lecturer: Dr Killian Olabisi T.P.



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MARKING GUIDE

Course Title: Theories of Counselling Course Code: GCE 211 2Units Compulsory

1. Distinguish the following: (a) i. Disability ii. Impairment iii. Handicap iv. Exceptionality. 3 points
x3+1= (10 marks) **b) Explain the meaning of Special Needs Counselling (5 marks)**
Total 15 marks
2. Glory is a mainstreamed J.S.S 2 student with learning disability, what steps can her
i) Parents ii. School and iii. School counsellor take to ensure that she develops to the best of her
ability academically and socially? **3 points x 5 = Total 15 marks.**
3. List and discuss three (3) common risk factors responsible for the development of human
disability in **a. Antepartum b. Perinatal and c. Postpartum 3 points x 5 = Total 15 marks**
4. Famous people like Albert Einstein had learning disability. In a way, learning disability affects one
socially. Discuss the counselling techniques for helping the following categories:
a. An in- troubled child with dyslexia. b. An adolescent distressed with dyscalculia. Remember to
justify your answers with appropriate description of dyslexia, and dyscalculia. 7.5 points x 2 = Total
15 marks
5. Describe briefly why Special Needs Counselling is needed in Nigeria 10 marks
b. List five (5) categories of children with intellectual impairment. 5 marks Total 15 marks.
6. **Thomas Alva Edison the famous US inventor of phonograph and incandescent electric
light and the microphone and the kinoscope 1847-1931 had problems with learning at the
mainstreamed school. His mother homeschooled him...**
**a.) From your findings in (GCE 213) course, discuss the significance of Special needs counselling for
parents of children with disability. 10 marks**
**b. itemize five (5) strategies for parents in handling impaired social function – ability in adolescents.
10 marks. Total 15 marks.**
7. Discuss the importance of Special Needs Education and Counselling in the training of counselling
psychologist. **Total 15 marks.**
8. Elucidate on counselling interventions and approaches for managing physical disabilities in
Children and Adolescents **Total 15 marks.**
9. List and explain strategies to be engaged in helping students with:
a. Dysgraphia
b. Aphasia 7.5 points x 2 = 15 marks
10. Identify five (5) characteristics of gifted and talented children. 5 points x 2 = 10 marks
a. Discuss counselling strategies for motivation in exceptional children. 5 marks Total 15 marks.
11. Suggest an appropriate psychotherapy to be adopted in helping gifted and talented children back
up your proposal with a theory. **Total 15 marks.**
- 12 a. Identify the categories of students with special needs in the secondary school. 5 points x 1
**b. Highlight the possible causes of physical and health impairment and discuss general counseling
approaches for inclusive management. 5 points x 2 = 10 marks Total 15 marks.**

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