PED 1120-An Introduction to the Education of the Exceptional Child.

This course is a brief study of the individual differences in normal developmental patterns; an overview of exceptionalities and their implications for the family, community agencies and society; general characteristics of exceptional children with communication, intellectual, behavioural, physical and multiple learning disorders; general introduction to special education literature; general introduction to special education in Ontario.

Course Objectives

It is hoped that:

1. Students will develop an understanding and appreciation of the exceptional learner.

2. Students will become familiarized with the terminology, etiology, etc., in special education.

3. Students will become aware of the current research in the field of special education.

4. Students will acquire skills and knowledge which could be translated and applied to their teaching.

PED 1121- Introduction to the Education of Exceptional Students
This course is designed to acquaint the student with a variety of issues in Special Education. The student will be introduced to the IPRC process, the roles of professionals and community resources, instructional approaches, program models, assessment and testing, and current issues in Special Education.

**COURSE OBJECTIVES**

It is hoped that:

1. The student will become familiar with current issues in Special Education.

2. The student will become familiar with the IPRC process and the role of the teacher and other professionals.

3. The student will become familiar with program models, instructional approaches and materials.

**COURSE OUTLINE**

**Tuesday, September 24, 2002 - 6:00- 8:00** (Faith, Tracy)
* Student Information  
* Course Outline  
* Course Evaluation  
* Bibliography  
* Introductions  
* Historical Perspective- Special Education in Ontario  
* Definitions  
* Legal Implications

**Thursday, September 26, 2002 - 6:00- 8:00** (Tracy)
* Inclusive Schools  
* Philosophy  
* Spectrum of Services

**Tuesday, October 1, 2002 - 6:00- 8:00** (Faith)
* Learning Disabilities  
  -Definitions, Classification, Labelling  
  -Educational Implications  
* Exceptional Children and their Families

**Thursday, October 3, 2002 - 6:00- 8:00** (Tracy)
* FAT City Video- LD Awareness

**Tuesday, October 8, 2002 - 6:00- 8:00 (Faith)**
* Communication Exceptionalities- Speech and Language
  -Definition, Language Hierarchy
  -Speech Disorders and Language Disorders
  -Educational Implications

**Thursday, October 10, 2002 - 6:00- 8:00 (Tracy)**
* Keys to Inclusion - Handbook
* Intervention Model
* IPRC Process
* Collaboration
* Video- Teachers Helping Teachers

**Tuesday, October 15, 2002 - 6:00- 8:00 (Faith)**
* Communication Exceptionalities - Hearing Impairments
  -Definition, Identification, Prevalence
  -Educational Implications

**Thursday, October 17, 2002 - 6:00- 8:00 (Tracy)**
* Learning Styles and Teaching Styles
* Differentiation Matrix/ Teaching Strategies

**Tuesday, October 22, 2002 - 6:00- 8:00 (Faith)**
* Assessment
* Standardised Testing
* Assessment and Diagnosis including Authentic Assessment

**Thursday, October 24, 2002 - 6:00- 8:00 (Tracy)**
* Using the Matrix
* IEP
TAKE HOME EXAM- date due Thursday, November 14, 2002

**Tuesday, October 29, 2002 - 6:00- 8:00 (Faith)**
* Self Concept

**Thursday, October 31, 2002 - 6:00- 8:00 (Tracy)**
* Developmental Disabilities
  -Definition, Identification
  -Contributing Factors
  -Educational Implications
* Physical Exceptionalities
  -Visual Impairment
  -Physical Impairment
  -Educational Implications
**Tuesday, November 5, 2002 - 6:00- 8:00** (Faith)
* Intellectual Exceptionality - Gifted
  - Definition, Characteristics
  - Educational Implications

**Thursday, November 7, 2002 - 6:00- 8:00** (Tracy)
* Group Presentation Preparation

**Tuesday, November 12, 2002 - 6:00- 8:00** (Faith)
* Behaviour Exceptionality
  - Definition, Identification, Prevalence
  - Contributing Factors
  - Psychological and Behavioural Characteristics
  - Assessing and Managing Problem Behaviours

**Thursday, November 14, 2002 - 6:00- 8:00** (Tracy)
* Social Skills
* Behaviour Management
  - Classroom Plans
  - Contracts
TAKE HOME TEST FOR PED 1120 & 1121 DUE

**Tuesday, November 19, 2002 - 6:00- 8:00** (Faith)
TEST

**Thursday, November 21, 2002 - 6:00- 8:00** (Tracy)
* Cooperative Learning
* Disability Awareness
* MAP, PATH
* Friendship Circles
* Community resources

**Tuesday, November 26, 2002 - 6:00- 8:00** (Faith)
* Families and Schools in Partnership
* Confidentiality

**Thursday, November 28, 2002 - 6:00- 8:00** (Tracy)
* Teaching and Learning Strategies
* Communication Strategies

**Tuesday, December 3, 2002 - 6:00 - 8:00** (Faith, Tracy)
PRESENTATIONS

**Thursday, December 5, 2002 - 6:00- 8:00** (Faith, Tracy)
PRESENTATIONS
Tuesday, December 10, 2002 - 6:00- 8:00 (Faith)
* Case Studies

Thursday, December 12, 2002 - 6:00- 8:00 (Tracy)
* Strategies for Students with Autism
* Collaborating with Educational Support Staff

Tuesday, December 17, 2002 - 6:00- 8:00 (Faith, Tracy)
PORTFOLIO DUE
*Evaluation

Thursday, December 19, 2002 - 6:00- 8:00 (Tracy, Faith)
*Future of Special Education

RESOURCES


Course Web-site http://crowet.tripod.ca/edweb Password:

www.edu.gov.on.ca- Ministry of Education Web site- policy and regulations for special education

IEP, Choices into Action & Code of Conduct documents- Ontario Ministry of Education- available on website or from Access Ontario (Courthouse on Elgin Street)

ADDITIONAL RESOURCES


TEACHING AND LEARNING STRATEGIES

Course materials will be presented using a variety of strategies:
- small group activities
- lecture
Assignments for PED 1120 and 1121 reflect the need for collaboration with regards to exceptional learners and the development of attitudes, content, skills and personal and professional growth.

a) **Test** - 25 % - date: Tuesday, November 19, 2002. The take home portion due Thursday, November 14, 2002.
The test will be short answer/ objective type questions with a choice of one take home essay question. The test will be based on class lectures and assigned readings.

b) **Portfolio** - 25 % - date: Tuesday, December 17, 2002
This assignment is designed to enhance your personal and professional growth. This is a collection of articles, suggested resource materials, bibliographies, newspaper or magazine articles, pamphlets regarding exceptionalities and inclusive educational practices. Your portfolio should be specific to your needs and knowledge, relevant to your present responsibilities or future career goals, and reflect current educational practices in Ontario. A rationale should accompany this assignment indicating a thematic direction, An index or organisational guide should also accompany your portfolio. Creativity and practicality should be considered. Students should prepare a two minute presentation highlighting an article or resource that you found of interest or valuable.

c) **Group Presentation** - 50% - due date: December 3 & 5, 2002
In groups of 5 or 6, using a workshop format demonstrate the applicability and usefulness of the information presented about exceptionalities in your professional lives. The presentation should include elements of theory, practicality, application and evaluation. Using the accompanying contract, develop a plan in consultation with the course facilitator. Contracts should be submitted on Thursday, October 31, 2002. Possible suggestions could include: plan of action for an individual student or a group
of students; presentation of an innovative practice for exceptional students; unit of
study or adapting a prepared unit; a specific teaching or learning strategy; a prepared
curriculum resource; programme considerations for a specific subject.
Students will be expected to prepare a 25 minute oral presentation. A handout should
be included.
Rubric for Oral Presentation of Group Presentation
* clarity of presentation 25%
* content of presentation 25%
* personal/professional relevance of presentation 25%
* creativity and interest of presentation 25%
Date: ______________________

1) a) Proposed topic for presentation:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

b) Description of assignment:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Reminder: Please prepare a handout for each of your fellow classmates.

PED 1120, 1121
Student Information

Name: ________________________________
Phone: (W)____________________(H) ____________________

Present Position: ________________________________

Teaching Experience: ________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
As we are all professionals and are balancing a variety of different roles, there may be a need to miss class. The University of Ottawa’s policy is that students are to miss no more than 9 instructional hours. If you must miss class due to a previous commitment, we would appreciate knowing beforehand. If you miss 3 classes or more, you will be expected to complete an extra assignment from the list below. Due date for assignment will be December 19, 2002.

1) Attend a meeting or visit the resource center of one of the various associations for disabilities and prepare a written report.

2) Visit a community resource centre such as the Learning Disabilities Association library, and prepare a written report.
3) Report on an inservice session you have attended and prepare a written report on the value of the workshop in dealing with exceptional students.

4) Prepare a written book review about a book you have read that is related to exceptional students.

5) Prepare a case study of a particular student, please identify student strengths, areas of concern, needs and interventions.

6) A short research paper on a particular disability or medical condition. Please include characteristics, treatment, and educational implications.

7) A project of your choice with approval from course facilitators.