



**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

1. Understand the roles of professionals and para-professionals in the delivery of service to special needs students.
2. Demonstrate the effective use of basic skills and instructional strategies relevant to supporting mainstreamed special needs students.
3. Demonstrate a knowledge of the ways curricula can be modified or adapted.
4. Identify the characteristics and program requirements of a variety of special needs students.
5. Identify, use and develop a variety of teaching and recording aides.
6. Comprehend and apply multiple intelligences theory
7. Discuss and demonstrate Positive Behaviour Support Strategies
8. Practice developing augmentative communication devices and learning adaptations
9. Plan, construct and evaluate a task analysis

**METHODS:**

The course will be conducted in a lecture/discussion format supplemented by guest speakers and a/v material.

**PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Credit can be awarded for this course through PLAR (Please check:)  Yes  No

**METHODS OF OBTAINING PLAR:**

Examination and portfolio

**TEXTBOOKS, REFERENCES, MATERIALS:**

[Textbook selection varies by instructor. An example of texts for this course might be:]

Winzer, Margret (2001). Children with exceptionalities in Canadian classrooms. Scarborough:Prentice-Hall

Falvey, Mary A., ed. (1995). Inclusive and Heterogeneous Schooling: Assessment, Curriculum and Instruction. Baltimore: Paul H. Publishing.

Hingsburger, Dave (1998). Do? Be? Do? What to teach and how to teach people with developmental disabilities. Richmond Hill: Diverse Press.

Course pack prepared by instructor

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

[An example of student evaluation for this course might be:]

Credit may be withheld from students who miss more than 2 classes

Assignments 30%

Mid-term 25%

Portfolio 20%

Exam 25%

**COURSE CONTENT:**

[Course content varies by instructor. An example of course content might be:]

1. Introduction and Expectations
2. Historical Perspective of Special Education
3. Children with Speech and Language Differences
4. Role of Speech Pathologist and Teaching Assistant
5. Children with Disabilities

6. Children with Intellectual Disabilities, Social Disabilities, Behavioural Consideration
7. Children with Special Health Care Needs, Children with Severe and Multiple Disabilities
8. Children with Pervasive Developmental Disorders, Autism, Sensory Issues, Learning Expectations
9. Mid-Term Exam
10. Children with Neurological Disabilities, Cerebral Palsy, Spinabifida, Epilepsy
11. Children with Multiple Disabilities, Considerations in Programming
12. Children with Behavioural Disorders, Functions of Behaviour, Record Keeping
13. Children with Sensory Impairments, Social and Emotional Development
14. Review and Discussion