

# D-6: Educational Change: Meeting the Challenge of Inclusion

**Instructor:** Dr. Barbara Hoskins

**Location:** Victoria

**Date:** August 2–11, 1994

**Days:** Monday–Saturday

**Time:** 8:30 a.m.–12:30 p.m.

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**SFU**

**UBC**

**Course Number:** ED-D 487

EDUC 373

EPSE 390A

**Section Number:** Q50

T6.00

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**TT or Cat Number:** 14461

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## COURSE DESCRIPTION

The specific focus area for this course is inclusion of learners with special needs. The purpose of the course is to offer educators and school administrators the background and skills they need to meet the challenge of inclusion. The course will provide a framework for understanding inclusion in the context of current changes in educational systems in British Columbia and will assist educators in clarifying their roles in inclusive/collaborative schools. Participants will learn how to develop collaborative support systems within their schools and school districts and implement effective classroom strategies for learners with special needs.

This course has a three-day, separate, non-credit component that may be taken as an introduction to inclusion. Participants will have an opportunity to explore theoretical and practical issues related to the development of an inclusive education system. Refer to the 1994 University of Victoria Summer Bulletin for cost and registration details or phone 721-7874.

## INSTRUCTOR PROFILE

Dr. Barbara Hoskins is an educational consultant who has devoted the past several years of her career to being a catalyst in the change process that is happening in education across the U.S. and Canada.

She received her Ph.D. from Northwestern University in Learning Disabilities. She is a Speech-Language Pathologist and worked with students with language, learning, and behaviour disorders in public and private schools, juvenile detention facilities, and psychiatric hospitals. She has been a visiting professor and serves as an editorial consultant for the *CEC Journal of Communication Disorders* and for *Language, Speech and Hearing Services in Schools*. She is also the author of a curriculum program, *Conversations: Language Intervention for Adolescents*.

Dr. Hoskins is currently based in Pasadena, California. She presents over 50 workshops a year and consults with schools, hospitals, businesses, and other organizations as they redesign their services. She has published in the areas of Language and Learning Disabilities, Collaboration, Inclusion, and Organizational Change.

## COURSE REQUIREMENTS

Class participants will keep a journal/learning log. Class participants will be expected to complete all pre-reading and readings assigned for each class and be prepared to discuss these during class sessions. Each person in the class will make a presentation to the class on a selected topic and a brief final presentation. Each participant will hand in a final paper and action plan on the last day of class. The action plan should target goals for the coming year.

## READINGS

Stainbach, S. and Stainbach, W. *Curriculum Considerations in Inclusive Classrooms*. Baltimore: Paul H. Brooks Publishing, Co.

Bicklin, D. *Schooling Without Labels*. Philadelphia: Temple University Press, 1992.

*A Way With Words: Guidelines and Appropriate Terminology for the Portrayal of Persons with Disabilities*. Produced by Status of Disabled Persons Secretariat, Department of the Secretary of Canada. Ottawa, Ontario, 1991.

Bracewell, D. *Learning Together: Stories About Children, Regardless of Ability, Learning Side-by-Side*. Vancouver, B.C.: B.C. Association for Community Living.

Additional current readings.