

SIMON FRASER UNIVERSITY

*Calendar*  
PAPER S-15

MEMORANDUM

SM 10/7/67

To Senate

From Robert J.C. Harper, Head

Behavioral Science Foundations

Subject

Date 5 July, 1967

The Senate of Simon Fraser University has now approved extension of the Professional Development Program to cover needs of future teachers in the area of special education. (1967/68 calendar, page 140) The Department of Behavioral Science Foundations is now presenting for the approval of Senate, the two attached statements concerning the implementation of a Professional Development Program for teachers in special education. Both statements were approved by the Faculty of Education at a meeting held on Tuesday, July 4, 1967.

Attach. - 2

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PAPER #1

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Behavioral Science Foundations - Special Seminars

The established practice for all students in the Professional Development Program is that they take Education 401-8 - Introduction Period. This period is designed to permit direct observation and experience in a B.C. school under the supervision of an Associate in Education. On their return, these students then take Education 402, the function of which is to help the students consolidate the learning that occurred in Education 401 and to extend their knowledge of the theory of education. With respect to Special Education, this period is organized in three parts.

- a) A general seminar in which students are exposed to knowledge required by all teachers.
- b); The special seminar will deal with the development of themes raised in the general session. In conformity with the established practice, these themes will be developed to meet the particular needs of students in special education. In addition, special attention will be paid to sensory-motor perception and emotional disturbance in childhood. The total time spent in special seminars will be four hours per week.
- c) In addition to the special seminar there will be a workshop of approximately four hours. This workshop will attempt to integrate the seminar discussions and provide opportunities for the further study of particular approaches and analyses given in the lectures, films, audio or video tapes. Specific perceptual training techniques, visits to schools and classes, evaluation and testing procedures, diagnostic procedures will be arranged for the four hour workshop.

For the Fall Semester, the faculty of the Behavioral Science Foundation will co-ordinate the seminars and workshop. (S. Rogow will co-ordinate the seminars and V. Houghton will co-ordinate the workshop).

In addition to the seminars and workshops, a series of panel discussions is being arranged for the students.

1. The total therapeutic milieu in the classroom.
2. The management of behaviour difficulties in the classroom.
3. Approaches to Sensory-Perceptual Disabilities.

Special Education teachers who have successfully completed 402 will enrol in 403 for their four months teaching experience in a special class or school setting.

Education 404 will follow the same procedures as apply to all PDP students, with the exception of a special section of PF 450. In 450

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PAPER #1 (cont.)

these students will have the opportunity to pursue a particular interest in specialized techniques (speech reading, teaching language to the deaf, etc.).

Supportive teacher-student relationships, a library of films, tapes, books, correspondence and contacts with professional field personnel provide the broad structure on which an experimental but "solid" program can be built.

SM 10/9/69

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PAPER #2

It was the intention of the Department of Behavioral Science Foundations to develop the area of special education within the established rubric of the Professional Development Program. The accompanying paper illustrated the articulation of our contribution in Education 401, 402 and 404. This paper is concerned with the feasibility of implementing Education 403. (teaching semester) for future teachers of special education. On the basis of an exhaustive study carried out by Mrs. Rogow and Professor Houghton of existing services in special education in this province, it was concluded that the objectives of the Professional Development Program, with respect to Education 403, could not be made without the establishment, off-campus, of a Centre for Handicapped Children. At a meeting of the Faculty of Education this proposal was unanimously approved and took the form of the following motion:

"that the Faculty of Education endorse the proposal of the Department of Behavioral Science Foundations to establish off-campus a Centre for Handicapped Children. The purposes of this Centre would be three-fold:

1. The training of new teachers within the Professional Development Program.
2. The provision of education for children not normally accommodated by school districts.
3. The retraining of existing teachers."

The basis of support for this Centre is as follows:

Evidence adduced by Mrs. Rogow and Professor Houghton revealed that the provisions for education of handicapped children do not spring from a common philosophy, curriculum or instructional techniques. Furthermore, the professional qualifications of teachers in special education in this, as in other provinces, do not match those held by teachers of so-called normal children.

A brighter note is struck by the following findings.

1. There are a number of extremely competent people scattered through the public school system and medically-oriented rehabilitation centres who have expressed great willingness to contribute to a well-organized program of teacher education that is focussed on practical experience with handicapped children.
2. A number of agencies including the CNIB and the Childrens' Aid Society are prepared to work very closely with the University in the establishment of the proposed Centre. The Department of Education has expressed great concern for the welfare of the handicapped child and would welcome leadership from the university.

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PAPER #2 (cont.)

The proposed centre is not simply a school for handicapped children, nor is it simply a research establishment, nor is it envisaged that it is simply a training establishment. It will be an environment in which an attempt will be made to attack the problems of learning handicaps from an interdisciplinary standpoint with the object of rehabilitating children who are not normally accommodated within existing programs and advancing the professional development of students who wish to specialize in this field of education. Eventually we hope to provide an opportunity for teachers who are presently in the field to upgrade their qualifications. It is taken for granted that these objectives cannot be implemented without ongoing research programs, the fundamental objective of which will be to raise professional competence through knowledge.

The creation of this Centre will be a precedent for Simon Fraser University. U.B.C., however, already has in operation a pre-school program and special class, with children attending on a continuing basis.

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PHASE IV: - Enrichment

It is assumed that the students' prior experience in Education 401, 402 and 403, will provide a "special" emphasis student with a basic understanding and competence to teach elementary school physical education. During Education 404, these students will be required to complete P.D.S. 440 and 441. The latter courses will provide an opportunity to study in greater depth such areas as Human Growth and Development, Concept Development through Physical Activities, Curricula Activities in Physical Education and related aspects of evaluations.

SUMMARY STATEMENT:

At the present time the Centre has no intention of developing a special certificate of achievement for completion of this program. A letter from this department indicating the student's general area of competence will be included in the student's file for use in securing future teaching positions.

GK:p