

**SIMON FRASER UNIVERSITY**  
**EDUCATION 375-0**  
**(T1.00)**

**NON CREDIT ONLY**

**SPECIAL TOPIC:**  
**INTEGRATING LOW INCIDENCE HANDICAPPED - ELEMENTARY**

Summer Session, 1991  
(July 25 - August 3)

Instructor: Al Etmanski

Monday - Saturday, 8:30 a.m. - 12:20 p.m.  
Location: Clerihue Building, Room D132  
University of Victoria

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**PREREQUISITE:** Educ 401/402, or equivalent and certified practising teacher.

**COURSE DESCRIPTION**

This Institute will explore innovative responses to the challenge of making schools places where all children are welcome. It is an opportunity to reflect on your personal gifts and the strengths of students who are devalued for functional or social reasons. It will develop or clarify strategies at the personal, classroom, school, and community level for creating positive change for students who are powerless, devalued, and marginal.

This course is designed to provide students with an opportunity to:

- 1) gain a vision for inspired and creative education
- 2) explore and appreciate the obvious as well as subtle infringements, abuses, and devaluing which people with disabilities and others encounter and endure
- 3) develop and clarify their critical thinking on these moral and ethical issues
- 4) reflect on how values play a role in shaping and developing a curriculum
- 5) understand and implement networks of support using MAPS — Multi-Action Planning System — and CIRCLE OF FRIENDS
- 6) identify the formal and informal resources which exist in communities and schools which can be used for their mutual advantage
- 7) develop action plans to create educational change in their home community
- 8) clarify their teaching principles and practice.

The course will deal with the following themes in more detail:

- 1) Values and Understanding
- 2) Creating an Inclusive Community in the Classroom
- 3) Building Bridges to Neighbourhoods and Communities
- 4) Staff Development — Creating Magic Moments
- 5) Curriculum Design, Adaptation and Modification
- 6) Leadership — Strategies for Change — Friendly Persuasion

## **COURSE ASSIGNMENTS**

- 1) Record a daily journal of your personal reflections on the day's events which you will share each day with a new partner who will give you a written response.
- 2) Do the readings and participate in small group discussions daily.
- 3) Work in small groups exploring an issue affecting people with disabilities or another group of devalued people. This will entail out of class work in the community. Students will be expected to creatively present in class:
  - a) A brief summary of the issue, barrier, concern
  - b) Formal supports available in the community
  - c) Informal supports available in the community
  - d) Submit a proposed plan of action to stimulate understanding and educational change with colleagues, administrators, Boards, community leaders, people with disabilities and their families.

## **EVALUATION/GRADING**

Participation and attendance are key. Your final mark will be based on a one-page self-evaluation. You grade yourself, either A or B, and the reason you gave yourself the grade. Be as creative as you want (music, poetry, drama, prose).