

SIMON FRASER UNIVERSITY

**EDUCATION 375-3
Special Topic:
Multiple Handicaps
(1.00)**

SUMMER SESSION, 1992

(July 23 - August 1)

Monday - Saturday, 8:30 a.m. - 12:20 p.m.

INSTRUCTOR: Joyce Olson & Jane Sikorski

LOCATION: Jericho Hill School
4125 West 8th Avenue
Vancouver, B.C.

PREREQUISITE:

EDUC 401/402 and certified practicing teacher.

COURSE DESCRIPTION:

This course will explore a variety of practical approaches for assessment, program planning, curriculum development, and instructional delivery for students who are multiply handicapped or dual sensory impaired.

COURSE REQUIREMENTS:

1. Based on a case study, the students will be required to design a teaching unit and make meaningful adaptation for inclusion in the regular classroom. Assignment to be done using a collaborative teamwork approach.
2. Complete required reading assignments.
3. Active participation in class discussions.

TEXTBOOKS:

Pre-reading assignment will be mailed prior to course.

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TRI-UNIVERSITY SPECIAL EDUCATION
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COURSE OUTLINE

Title of Course: Special Education of Multi-handicapped and
Dual Sensory Impaired Learners

Instructor: Kathleen McGunn-Kim, M.Ed.

1. Description of Course:

The course will address theoretical and applied educational practices relating to the inclusion of learners with multi-handicaps and dual sensory impairments in the regular school setting. Current research approaches and direct service solutions will be explored to delineate "best practice" educational strategies for implementation in full-inclusion learning environments. The impact on educators at the professional training and preparation level will be considered as participants explore their individual philosophical approaches in creating learning experiences relevant to the needs of all students. A range of current regular education initiatives combined with special education strategies will provide the basis for developing an encompassing educational model.

2. Prerequisites (or special instructions):

Introduction to Special Education beneficial but not required.

3. Objectives:

Course Participants will:

a. Relate current educational research in special education to the needs of learners who are multi-handicapped or who have dual sensory impairments.

b. Explore current regular education initiatives and practices to determine approaches which allow for inclusion of all learners in the educational program.

c. Determine a range of support systems and services (including other learners) available in the school and community environment.

d. Identify relevant programming options which will enhance inclusion and meet the real-life needs of learners who are multi-handicapped or who have dual sensory impairments.

e. Examine the roles of professional educators, administrators, para-professionals, support staff, and parents

in the context of a collaborative team approach to design and implementation of educational programs.

4. Rationale for Course Offering:

The course will enhance the educational approaches of classroom-based professionals providing services to learners with a variety of challenging needs. Theoretical understanding of best-practices; discussion and group interaction; as well as exploration of applied learning strategies will encourage all participants to expand their current skills.

5. Additional Resources:

*Overhead projector; pens; blank and prepared overhead transparencies; screen

*black-board and chalk

*flip-chart stand, paper and coloured marking pens

*T.V. monitor and V.C.R.

*access to photocopier

*classroom with desks and tables that can be arranged in small groups

6. Bibliography:

Sternberg, L. Educating Students with Severe or Profound Handicaps. Aspen Publication, Rockville, Maryland, 1988.

Neel, R.S. and Billingsley, F.F. IMPACT: A Functional Curriculum Handbook for Students with Moderate to Severe Disabilities. Paul H. Brookes, 1989.

7. Pre-Institute Reading List:

Attached list (to follow).

8. Student Assignments:

a. Participation in class activities, lectures, and group discussion (10%).

b. Completion of institute assigned readings and written critical reviews (25%).

c. Written analysis of theoretical concepts/practices presented in lectures or assigned in course readings (25%).

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d. Completion of individual project consisting of development of an individual education plan for a specific learner who is multi-handicapped or dual sensory impaired; and a classroom lesson plan which includes learning opportunities for the special learner in the regular classroom (25%).

e. Presentation in small group format of collaborative team approach to educational decision-making for learners who have multiple handicaps (15%).

9. Description of Student Assessment and Grading Procedure:

Grading according to University grading scale on above assignments as weighted.

A= Superior to Excellent

B= Good to Very Good

C= Acceptable to Satisfactory

D= Deviation from Acceptable Standards of Academic Performance

F= Failure to Complete Course