

## EDUCATION 375-3

### SPECIAL TOPICS: THE EDUCATION OF STUDENTS WITH PHYSICAL HANDICAPS

Summer Session  
August 8-12, 1988  
Monday-Friday, 9:00-4:00  
Location: UBC

Instructor: Christopher J. Jenkins

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**PREREQUISITE:** Available to Certified Teachers Only.

#### **COURSE OBJECTIVES:**

1. To introduce students to the basic terminology and physiology underlying the more common physically handicapping conditions
2. To describe commonly utilized team approaches to service delivery
3. To familiarize students with adaptive equipment used to enhance motor function
4. To introduce methods of assessing and instructing students with physical disabilities
5. To demonstrate hardware and software used in alternative and augmentative communication programming
6. To discuss issues surrounding vocational training, transition, and adult living

#### **COURSE FORMAT**

The course will include lecture, demonstration, and practical experience. It is expected that all class members participate in discussions. Readings in the required text should be completed prior to the beginning of the course. Additional readings will be distributed in class. Regular attendance is essential.

#### **TEXT:**

Orelove, F.P. & Sobsey, R.J. (1987). Educating children with multiple disabilities: A transdisciplinary approach. Baltimore: Paul H. Brookes.

## COURSE OUTLINE

August 8 a.m. Course overview, introductions. Introduction to physically handicapping conditions

### Required reading

Inge, K.J. (1987). Normal motor development. In F.P. Orelove and R.J. Sobsey, Educating children with multiple disabilities: A transdisciplinary approach (pp. 25-41). Baltimore: Paul H. Brookes.

Inge, K.J. (1987). Atypical motor development and cerebral palsy. In F.P. Orelove and R.J. Sobsey, Educating children with multiple disabilities: A transdisciplinary approach (pp. pp. 43-65). Baltimore: Paul H. Brookes.

Additional readings to be distributed in class.

p.m. Team approaches to service delivery

### Required reading

Orelove, F.P. & Sobsey, R.J. (1987). Designing transdisciplinary services. In F.P. Orelove and R.J. Sobsey, Educating children with multiple disabilities: A transdisciplinary approach (pp. 1-24). Baltimore: Paul H. Brookes.

August 9 a.m. Techniques to maximize motor performance

### Required reading

Rainforth, B. & York, J. (1987). Handling and positioning. In F.P. Orelove and R.J. Sobsey, Educating children with multiple disabilities: A transdisciplinary approach (pp. 67-103). Baltimore: Paul H. Brookes.

Additional readings to be distributed in class.

QUIZ # 1

p.m. Orthotics, prosthetics and adaptations

### Required reading

York, J. & Rainforth, B. (1987). Developing instructional adaptations. In F.P. Orelove and R.J. Sobsey, Educating children with multiple disabilities: A transdisciplinary approach (pp. 183-217). Baltimore: Paul H. Brookes.

Additional readings to be distributed in class.

August 10 a.m. Instructional strategies (overview)

### Required reading

Orelove, F.P. & Sobsey, R.J. (1987). Curriculum and instructional programming. In F.P. Orelove and R.J. Sobsey, Educating children with multiple disabilities: A transdisciplinary approach (pp. 157-182). Baltimore: Paul H. Brookes.

Additional readings to be distributed in class.

p.m. Teaching activities of daily living

Required reading

Orelove, F.P. & Sobsey, R.J. Mealtime skills. n F.P. Orelove and R.J. Sobsey, Educating children with multiple disabilities: A transdisciplinary approach (pp. 219-252). Baltimore: Paul H. Brookes.

Orelove, F.P. & Sobsey, R.J. Toileting and dressing skills. n F.P. Orelove and R.J. Sobsey, Educating children with multiple disabilities: A transdisciplinary approach (pp. 253-283). Baltimore: Paul H. Brookes.

QUIZ #2

August 11 a.m. Teaching communication skills

Required readings

Orelove, F.P. & Sobsey, R.J. Communication skills. n F.P. Orelove and R.J. Sobsey, Educating children with multiple disabilities: A transdisciplinary approach (pp. 285-314). Baltimore: Paul H. Brookes.

Additional readings to be distributed in class

p.m. Teaching communication skills (continued)

Readings to be distributed in class

August 12 a.m. Vocational preparation and transition

Readings to be distributed in class

QUIZ #3

p.m. Issues  
Course wrap-up

Required readings

Orelove, F.P. & Sobsey, R.J. Trends and issues. n F.P. Orelove and R.J. Sobsey, Educating children with multiple disabilities: A transdisciplinary approach (pp. 339-357). Baltimore: Paul H. Brookes.

Additional readings to be distributed in class

Reaction paper due (written in class)

## GRADES

Grades will be based on the following required activities:

Class participation	15%
3 Quizzes @ 20% each	60%
Reaction paper	<u>25%</u>

100%