

SIMON FRASER UNIVERSITY

Education 382-3

SPECIAL TOPIC: RESOURCE DEVELOPMENT TO FACILITATE INTEGRATION

Summer Session, 1991
(August 6-14)
Monday-Saturday, 8:30 a.m.-12:20 p.m.
Location: Jericho Hill School, Vancouver

Instructors: Dr. William E. Jones
Ms. Elizabeth Jones

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

COURSE DESCRIPTION

The goal of this course is to promote the physical and social inclusion of students with a disability in the regular classroom. The objectives of the course include: (a) increasing teacher knowledge of the importance of full integration, (b) developing practical strategies to support integration at the classroom and school levels, and (c) identifying resources, both people and services, to provide support to the teacher and the students. Although this course will draw from research and theory to support its objectives, the primary focus of the course will be on pragmatic strategies for the regular classroom teacher, regardless of previous experience with students with a disability.

The course will begin with a full discussion of the needs of children and young adults with a mental or physical disability. A brief overview of the history of special education will illustrate the potential obstacles to be confronted by the student, the teacher and the community as a whole.

The major portion of the course time will concentrate on assisting the teacher to: (a) identify potential resources, (b) know what services these potential resources can provide, and (c) become skilled in managing and utilizing these opportunities. Particular attention will be given to the potential role of the non-disabled child in these efforts as well as his/her need for support and guidance.

Finally, the teacher will be assisted in developing a model for decision-making so that classroom limitations can be addressed in a realistic manner.

COURSE OBJECTIVES

At the completion of this course, the teacher will be able to:

- a) understand major value systems and principles underlying the education of children with a mental or physical disability;
- b) demonstrate knowledge of best practices for educating children with a disability;
- c) describe obstacles to inclusion of children with a disability in the regular classroom, school and community as a whole;

- d) determine practical ways in which teachers can promote and sustain the meaningful integration of a child with a disability; and
- e) identify potential resources and services for the support of the teacher and students.

COURSE REQUIREMENTS

Prior to the commencement of the course, each teacher will be required to submit a brief summary of his/her classroom experience with children or youths with a disability and a description of potential barriers or obstacles to inclusion (3-5 pages total), Weight – 5%.

Classroom participation is essential to the success of this course for both the instructors and the participants! 50% of the course grade will be based on the teacher's familiarity with the reading assignments and contributions to the classroom discussion.

A classroom presentation will be expected of each participant. The presentation will focus on strategies and issues relevant to the integration of children with a disability. Weight – 20%.

A final take-home exam will be held. Students will be asked to select and answer 2 essay questions related to the course content. The final exam is weighted 15%.

READING ASSIGNMENTS

Reading assignments will be distributed on the first day of class.