

EDUCATION 426-4 (D.200)
Teaching Children and Youth with Special Needs

Fall 1996
T.B.A.
Room #18, Harwin Elementary
SFU Site Office, Prince George

Instructor: Colleen Larson
Office: 562-6418

PREREQUISITE: 60 hours of credit.

COURSE OBJECTIVES:

Based upon the belief that the role of the classroom teacher is to create a learning environment where every child's development is fostered in such a way that he or she will be a contributing member of society, the course objectives for Educ. 426-4 are:

1. To increase knowledge of visible and invisible special needs with a focus upon the educational implications for inclusion of children with special needs in classrooms.
2. To increase awareness of teaching strategies for successful educational programs for children with special needs in the classroom, in the school, and in the school community.
3. To increase knowledge of the B.C. School Act, Ministry mandates, and school board policies and procedures with respect to inclusion of children with special needs in classrooms.
4. To examine the possibilities for inclusion when planning an educational program by applying the Principles of Learning to case studies of individual students.
5. To evaluate personal and societal beliefs about inclusion to prepare for professional practice in classrooms.
6. To increase awareness of the partnerships within the school, the school districts, and the community settings.

REQUIRED TEXTBOOK:

Schultz, J.B., Carpenter, C.D., and Turnbull, A.P. (1995), Mainstreaming Exceptional Students. Fourth Edition. Toronto, Allyn and Bacon.

Friend, Marilyn & Cook, Lynne. (1992), Interactions: Collaboration Skills for School Professionals. White Plains, N.Y., Longman.

COURSE REQUIREMENTS: (Additional details at the first class meeting)

1. Active participation in class sessions and reflective responses in a personal response journal. (30%)
2. A research paper on a particular disabling condition or special need including the implications for an appropriate education program. The research papers will be the foundation for group presentations in class and will become a part of a resource package for all students registered in the class. (30%)
3. A case study based upon observations of a child with special needs in an educational setting. (40%)