

D-2: Educational Change: Meeting the Challenge of Inclusion

Instructor: Dr. Pat Mirenda

Location: Surrey

Date: July 4-13, 1994

Days: Monday-Saturday

Time: 8:30 a.m.-12:30 p.m.

	UVic	*SFU	UBC
Course Number:	ED-D 487	✓ EDUC 373	EPSE 390A
Section Number:	Q60	T2.00	96R
TT or Cat Number:	46222	28524	05745

COURSE DESCRIPTION

This course will address the needs of students with moderate, severe, and multiple handicaps in regular classroom settings. It is designed to provide strategies for planning, implementing, and evaluating longitudinal, functional and chronological age appropriate curricular content for these students. The focus of the course will be on writing IEPs and delivering this curricular content to students in integrated settings with regular education peers. The course content will emphasize strategies for matching individual student needs with the ongoing classroom curriculum. Strategies for designing programs for elementary and secondary-aged students will be addressed. In addition, strategies for social integration and helping students to make friends will be included.

INSTRUCTOR PROFILE

Pat Mirenda, Ph.D. is a communication and behaviour specialist who currently works with CBI Consultants in Vancouver. She received her doctorate in behavioural disabilities from the University of Wisconsin-Madison in 1984. Prior to September, 1992, she was an Associate Professor in the Department of Special Education and Communication Disorders at the University of Nebraska-Lincoln, and Co-Director of the Barkley Augmentative and Alternative Communication Center. She was responsible for the teacher education program in severe disabilities during the eight years she was on the faculty at Nebraska. She taught an off-campus SFU course on inclusion to over 50 teachers and staff in Richmond during the Spring 1994 semester.

She has written numerous research papers and co-authored a 1992 book entitled *Augmentative and Alternative Communication: Management of Severe Communication Disorders in Children and Adults*. She has also presented papers and workshops at many national and international conferences on inclusion and other topics.

COURSE REQUIREMENTS

Students will be expected to attend all classes and to complete assigned readings both before and during the course. In addition, students will be expected to design an inclusion plan for one student of their choice, using both in-class and class reading materials as resources.

READINGS

Giangreco, M., Cloninger, C., & Iverson, V. (1993) *Choosing options and accommodations for children: A guide to planning inclusive education*. Baltimore: Paul H. Brookes

Stainback, S., & Stainback, W. (1992). *Curriculum considerations in inclusive classrooms*. Baltimore: Paul H. Brookes.