

EVENING

EDUCATION 426-4

Teaching Children and Youth with Special Needs

SPRING SEMESTER 1995

P. Kosonen

PREREQUISITE: 60 hours of credit

COURSE OBJECTIVES

1. To increase knowledge of the range of exceptionalities with an emphasis on definitions, characteristics, and educational implications of major categories of special need.
2. To deepen understanding of issues related to teaching students with special needs including current research in instructional psychology; status of special education in British Columbia and Canada; and, comparable philosophies, practices, and policies in other educational jurisdictions.
3. To provide strategies for managing and delivering instruction in classrooms and schools.

COURSE TOPICS AND FORMAT

Text materials, lectures, handouts, audio-visual materials, and other resources will address various categories of special need: communication difficulties, emotional and behaviour disorders, learning disabilities, visual and auditory impairments, physical and mental disabilities, health problems, developmental disorders, and giftedness. Related topics (e.g. mainstreaming, inclusion, non-categorical service delivery models, least restrictive environment) will be examined. In addition, cooperative group learning methods will be employed to further consolidate learning among course participants.

COURSE REQUIREMENTS

1. A resource book.....20%
2. Two position papers (20% each).....40%
3. Two tests based on readings, lectures, and classwork (20% each).....40%

(Additional details will be given at the first class meeting.)

REQUIRED TEXTBOOK

Schulz, J.B., Carpenter, C.D., and Turnbull, A.P. (1991). *Mainstreaming Exceptional Students*. Toronto: Allyn and Bacon.

RECOMMENDED TEXTBOOK

Winzer, M. (1993). *Children with Exceptionalities: A Canadian Perspective*, Prentice-Hall: Scarborough.