

## EDUCATION 426-4

## Teaching Children and Youth with Special Needs

(D1.00)

SUMMER SESSION 1995  
Location: Harbour Centre

C. Ainsworth

**PREREQUISITE:** 60 hours of credit and Psyc 351 or 355

**OBJECTIVES:**

This is intended to be a practical course at the end of which students will:

- a) be familiar with the major categories of exceptionality
- b) have a working understanding of foundational concepts in special education
- c) be acquainted with basic principles for meeting the unique needs of exceptional students in a regular classroom setting
- d) have accumulated a useful set of materials to consult regarding individual students/issues/problems of a special education nature which may arise in their classrooms

**COURSE DESCRIPTION:**

The concept of special education has undergone significant changes over the past decade. This course will trace historical developments in the field as a context for understanding contemporary views about special education. Major categories of exceptionality (e.g. intellectual disabilities, learning disabilities, gifted); collaborative consultation; school-based teams; planning/implementing Individual Education Plans (IEP's), and evaluation/reporting procedures are among the topics to be covered. Students will be expected to familiarize themselves with Ministry of Education policies/procedures regarding program development for special needs students.

**FORMAT:**

Lecture, discussion, group activities. Guest lecturers representing specific areas of special education will attend and share their expertise.

**COURSE REQUIREMENTS:**

1. One research paper on a relevant topic of interest.....40%
2. Preparation of a reference/resource manual.....40%
3. A brief in-class presentation.....5%
4. Participation in classroom discussion/activities.....15%

**REQUIRED TEXT:**

Schulz, Jane B., Carpenter, C. Dale. (1995). *Mainstreaming Exceptional Students*. Toronto: Allyn and Bacon.

**REQUIRED READINGS:** To be distributed in class.

**RECOMMENDED TEXT:**

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