

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Special Education Issues
CODE NO.: CCW 100-3
PROGRAM: Child and Youth Worker
-SEMESTER: I
AUTHOR: Laurie Barbeau
DATE: August 1989
PREVIOUS
OUTLINE DATED: August 1988

APPROVED:

N/low
CHAIRPERSON

August 29 / 89
DATE

Special Education Issues
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Total Credit Hours 45

Prerequisite(s) None

I. PHILOSOPHY/GOALS

This course is designed to provide the student with opportunities to explore and learn about the many exceptionalities that may be displayed by children, adolescents and adults. Issues of identification, assessment, educational strategies, social integration and family impact will assist the student in the understanding of his/her role as a Child and Youth Worker with special populations. Research materials, strategies and simulation exercises will promote a practical, human perspective to individuals with special needs.

II. STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of this course, the student will be able to:

1. Describe the types, causes, characteristics and assessment of various exceptionalities.
2. Discuss the rights of individuals and the implications of legislation in the educational system today. (The Education Amendment Act; The Canadian Charter of Rights and Freedoms; and; The Ontario Human Rights Code.)
3. Incorporate learning strategies and accommodations for individuals with special needs.
4. Discuss parental involvement, educational approaches, community services and treatments available to children, adolescents and adults.

III. TOPICS TO BE COVERED

1. Legislation affecting individuals with special needs.
2. Working with families.
3. Interventions.
4. Hearing Impairments.
5. Visual Impairments.

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6. Developmental Handicaps.
7. Physical Disabilities.
8. Communication Disorders.
9. Learning Disabilities.
10. Behaviour Disorders.
11. Cultural Differences.

IV. METHODOLOGY

1. Lectures: through which the instructor will discuss pertinent information related to special populations. (identification, assessment, research, legislation and techniques)
2. Assignments: where students will explore environments in the community that service exceptional people and present their reactions and learned techniques.
3. Guest speakers: including parents, professionals, volunteers and students with special needs.
4. Case studies, videotapes, films and articles relevant to Special Education.

V. REQUIRED STUDENT RESOURCES

Winzer, Rogow, David, Exceptional Children in Canada. Prentice-Hall

VI. METHODS OF EVALUATION

Mid term and final grades will be derived from the results of tests, assignments, attendance and participation as follows:

Attendance and participation	10%
Assignment #1	20%
Assignment #2	10%
Test - Chapters 1 through 6	30%
Test - Chapters 7 through 13	30%

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VII. SPECIAL NOTES

Accommodations will be arranged for students in need by discussion with the instructor.

Laurie Barbeau
Room E134
759-6717
8:30 - 4:30 pm

SPECIAL EDUCATION ISSUES

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ASSIGNMENT #1

A visit to an educational, therapeutic, vocational, recreational or other program that services exceptional children and/or adults is required for this assignment. Spend at least two hours observing the program and submit a report summarizing your observations. The summary should include the following:

1. Name of service/setting.
2. Who is served (type of exceptionality, age range, etc.)
3. What types of individualized and group programs are available.
4. How the progress of each person is measured and evaluated.
5. How the physical environment is altered to accommodate handicapping conditions.
6. Indicate your personal reaction.

Submission date: October 4, 1989

SPECIAL EDUCATION ISSUES

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ASSIGNMENT #2

A presentation in class is required for this assignment. Spend 3 - 5 minutes presenting a learning device or technique that could be utilized in any chosen setting. The student will demonstrate the device or method with explanation that addresses:

1. Where this could be used.
2. Why this would be used.
3. Who would use it and how.
4. What potential adaptations could be considered. (for types of exceptionalities)

Presentation date: December 6, 1989