

Library

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SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: PHYSICAL EXCEPTIONALITIES

CODE NO: ED 256 SEMESTER: THREE

PROGRAM: TEACHER ASSISTANT

INSTRUCTOR: B. RAWN

DATE: SEPTEMBER 1993

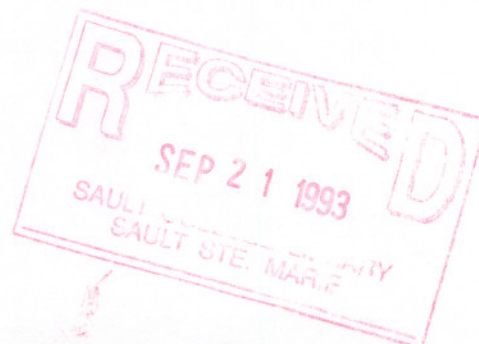
NEW:

REVISED: X

APPROVED:

K. DeRosario
K. DeRosario, Dean
School of Human Sciences
and Teacher Education

Aug 25/93
DATE



Physical Exceptionalities (ED 256)

B. Rawn

Total Hours: 48

Total credits: 3

Prerequisite: ED 117 - Introduction to Exceptional Children

I. DESCRIPTION

The focus of this course is on the disabilities of children with physical handicaps. Students will learn to identify specific physical exceptionalities as well as examine learning interventions designed to address physical exceptionalities.

Topics include: assessment; general intervention principles; emergency and routine medical procedures; positioning, handling and programming for people with movement difficulty; motor skills and self-care programming.

II. STUDENT PERFORMANCE OBJECTIVES

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

1. describe the medical conditions that result in various physical disabilities
2. describe normal motor development, possible motor deviations and appropriate educational interventions
3. list the various approaches to and factors related to assessment of children with physical handicaps
4. describe the five phases of educational intervention for physically disabled children
5. describe educational intervention strategies for physically disabled
6. perform routine and emergency medical procedures which may need to be used in a classroom with physically disabled children
7. perform physical management and handling procedures for physically disabled students
8. describe the methods used for the design and evaluation of programming which addresses academic, recreational, and motor areas of the child's development
9. design a basic self-care instructional plan for a physically disabled child
10. state the importance of being aware of the emotional needs of, as well as the intellectual and physical needs of a physically disabled child
11. demonstrate the appropriate use of the task analysis process in working with the disabled child

III. TOPICS TO BE COVERED

1. Routine and Emergency Medical Procedures
2. Physical Management and Handling Procedures
3. Normal Physical Development, Deviations from the Norm
4. Most Common Physical Disabilities
5. Assessment: Purpose, Approaches, Model, Strategy and Factors
6. Instructional Assessment and Curriculum Development - 5 Phases
7. Task Analysis
8. Emotional Aspects for the Physically Disabled
9. Severe Communication Intervention Strategies
10. Programming for students with dysfunction in Posture and Movement
11. Pre-Speech and Language Programming
12. Self-Care Instruction - Bladder & Bowel Management, Eating Skills, Dressing

Physical Exceptionalities (ED 256)

IV SYLLABUS

Sept 7	1hr.	Overview and Course Outline
Sept 13	2hr.	Review of Physical Disabilities, Motor Development, Deviation from the Norm, Interventions Chapter 1&2
Sept 14	1hr.	Routine and Medical Emergency Procedures Chapter 3
Sept 20	2hr.	Wheelchairs and Lifting Techniques
Sept 21	1hr.	Assessment Chapter 10
Sept 27	2hr.	Assessment, Psycho-social Aspects of Physical Disabilities Chapter 5
Sept 28	1hr.	Test: 1,2,3,5,10 & class notes
Oct 4	2hr.	Review test results , Assign Project Due: Nov 15, Task Analysis Chapter 9
Oct 5	1hr.	Task Analysis
Oct 11	2hr.	Thanksgiving
Oct 12	1hr.	Communication Problems Chapter 8
Oct 18	2hr.	Communication Problems
Oct 19	1hr.	Curriculum Development Chapter 11
Oct 25	2hr.	Instructional Adaptations
Oct 26	1hr.	Test: Chapter 8,9,11 & class notes
Nov 1	2hr.	Review Test, Reflexes, Handling Techniques
Nov 2	1hr.	Proper Positioning, Simulation Chapter 6
Nov 8	2hr.	Relationship between Pre-speech and Feeding Chapter 7
Nov 9	1hr.	Facilitation of Language and Speech Chap. 7
Nov 15	2hr.	Projects
Nov 16	1hr.	Projects
Nov 22	2hr.	Simulation of Oral Sensitization
Nov 23	1hr.	Techniques - In class assignments
Nov 29	2hr.	Self Care, Feeding and Toileting Chapter 12
Nov 30	1hr.	Bladder and Bowel Management
Dec 6	2hr.	Bladder and Bowel Management
Dec 7	1hr.	Building Self Reliance Chapter 13
Dec 13	2hr.	Building Self Reliance Chapter 15
Dec 14	1hr.	Review
Dec 20	2hr.	Test: Chapter 6,7,12,13,15, & class notes
Dec 21	1hr.	Review

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V. EVALUATION METHODS

	Weight	Date
Test 1	20%	October 4, 1991
Test 2	25%	November 8, 1991
Test 3	25%	December 16, 1991
Project	20%	November 25, 1991
In-class Assignments	10%	
	<u>100%</u>	

COLLEGE GRADING POLICY

- A+ = 95-100
- A = 85- 94
- B = 75- 84
- C = 60- 74
- R = Repeat i.e. <60%

VI. REQUIRED STUDENT RESOURCES

Text: Teaching Individuals with Physical and Multiple Disabilities, 2nd ed. by: June L. Bigge
Recommended: Dictionary and Thesaurus

VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY

There are several books in the library on physical handicaps.
Recommended Journals/Magazines include the following:

- i) Abilities - Canadian Journal of the Disabled
- ii) Canadian Journal for Exceptional Children
- iii) Children Today
- iv) Exceptional Children
- v) Exceptional Parent (New)
- vi) Journal of the Association for Persons with Severe Handicaps

SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.