

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ON**

**COURSE OUTLINE**

**COURSE TITLE:        PHYSICAL EXCEPTIONALITIES**

**COURSE CODE:        ED 256                                SEMESTER:        THREE**

**PROGRAM:            TEACHER ASSISTANT**

**PROFESSOR:         ED FINN**

**DATE:                 SEPTEMBER 1997**

**PREVIOUS OUTLINE DATED:    SEPTEMBER 1996**

**APPROVED:**

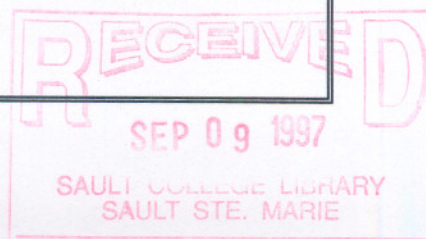
*Rose*  
*for* **D. Tremblay, Dean  
Health and Human Sciences and  
Teacher Education**

*June 23/97*  
**DATE**

**TOTAL CREDITS:        3**

**PREREQUISITES:        ED 117 Intro to Exceptional Students**

**LENGTH OF COURSE:    16 weeks**





**I. COURSE 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. LEARNING OUTCOMES**

*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 disabilities.
4. Describe educational intervention strategies for the physically disabled.
5. Perform routine and emergency medical procedures, and, physical management and handling procedures for students with physical disabilities.
6. Describe the methods used for the design and evaluation of programming which addresses academic, recreational and motor areas of the child's development.
7. Demonstrate the appropriate use of the task analysis process in working with children with disabilities.
8. Outline the process involved in developing self-care instructional plans for children with physical disabilities.
9. Outline the psychosocial needs related to physical disabilities.



**I. TOPICS:**

1. Most Common Physical Disabilities
2. Normal Physical Development and Deviations from the Norm
3. Routine and Emergency Medical Procedures
4. Physical Management and Handling Procedures
5. Psychosocial Aspects of Physical Disability
6. Assessment, Curriculum Development and Task Analysis
7. Pre-Speech and Feeding
8. Communication Intervention Strategies
9. Self-Care Instruction

**II. REQUIRED RESOURCES:**

Text: Teaching Individuals with Physical and Multiple Disabilities, 3<sup>rd</sup> Ed by June L. Bigge

Recommended: Dictionary and Thesaurus

**III. EVALUATION PROCESS/GRADING SYSTEM:**

- |    |                      |     |
|----|----------------------|-----|
| 1. | Test #1              | 15% |
| 2. | Test #2              | 20% |
| 3. | Test #3              | 20% |
| 4. | In-Class Assignments | 10% |
| 5. | Project              | 35% |

Each student will research a specific physical disability and design a case study involving a child with the particular disability. The student will then identify the child's strengths and needs, as well as design some strategies to promote the full inclusion of the child into the school learning environment. Specific criteria will be explained in class.

**METHOD OF ASSESSMENT**

The following letter grades will be assigned in accordance with the College Guidelines:

A+	Consistently Outstanding	90 - 100%
A	Outstanding Achievement	80 - 89%
B	Consistently Above Average Achievement	70 - 79%
C	Satisfactory or Acceptable Achievement	60 - 69%
R	Repeat - Student has not achieved the objectives of the course and the course must be repeated	Less than 60%



## VI. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY

There are several books in the library on physical disabilities.

Recommended Journals/Magazines include the following:

- A. Abilities - Canadian Journal of the Disabled
- B. Canadian Journal for Exceptional Children
- C. Children Today
- D. Exceptional Children
- E. Exceptional Parent
- F. Journal of the Association for Persons with Severe Handicaps
- G. TASH Newsletter - The Association for Persons with Severe Handicaps
- H. Teaching Exceptional Children
- I. Rehabilitation Digest

## VII. SPECIAL NOTES:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 491 so that support services can be arranged for you.

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