

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

AUTHOR: T. HANLON

DATE: SEPTEMBER 1991

PREVIOUS OUTLINE DATED: SEPTEMBER 1989

APPROVED:

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

DATE:

June 21/91

Physical Exceptionalities (ED 256)

Total Hours: 48

Total credits: 3

Prerequisite: ED 117 - Intro. 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

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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

IV. EVALUATION METHODS

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

COLLEGE GRADING POLICY

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

V. REQUIRED STUDENT RESOURCES

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

Recommended: Dictionary and Thesaurus

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VI. 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.

PHYSICAL EXCEPTIONALITIES (ED 256)
Course Syllabus

September 6	Overview and Course Outline
September 9	Routine and Emergency Medical Procedures - Class Notes
September 13	Wheelchairs and Review of Lifting Techniques
September 16	Review of Physical Disabilities, Normal Ch.1, 2 Motor Development and Deviations from the Norm, Interventions
September 23 September 27	Assessment Ch.7 and class notes
September 30 October 4	Psychosocial Aspects of Physical Disabilities <u>Test</u> - Ch.1,2,7 and class notes
October 7 October 11	Task Analysis - Ch.6 Review Test Results Assign project - Due November 15
October 14 October 18	Thanksgiving Task Analysis
October 21 October 25	Curriculum Development Ch.8 and class notes Severe Communication Problems - Ch.4
October 28 November 1	Severe Communication Problems Instructional Adaptations - Ch.9
November 4 November 8	Instructional Adaptations <u>Test</u> Ch.4,5,8
November 11 November 15	Reflexes, Handling Techniques - Class notes Proper position, Simulation
November 18	Relationship between Pre-Speech and Feeding Ch.10 and class notes
November 22	Facilitation of Language and Speech
November 25	Simulation of Oral Sensitization Techniques - In-class Assignment
November 29	
December 2	Self-care, Feeding and Toileting - Ch.11 and class notes
December 6	Bladder and Bowel Management
December 9	Bladder and Bowel Management - Ch.11 and class notes
December 13	Review
December 16 December 20	<u>Test</u> 9,10,11 and class notes Review Test results

The instructor reserves the right to change topics or their sequence.