

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: LORNA CONNOLLY BEATTIE

DATE: SEPTEMBER 1995

NEW: _____ REVISED: X

APPROVED: K. DeRosario Date June 20/95
K. DeRosario, Dean
School of Human Sciences
and Teacher Education

**NOTE: Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

Physical Exceptionalities

ED 256

Total Credits: 3

Prerequisite: ED 117 - Introduction to Exceptional Children

I. PHILOSOPHY/GOALS

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 (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.

III. TOPICS TO BE COVERED

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

III. TOPICS TO BE COVERED (CONTINUED)

- 7. Pre-speech and Feeding
- 8. Communication Intervention Strategies
- 9. Self-Care Instruction

IV. EVALUATION METHODS

- 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.

COLLEGE GRADING POLICY

- 90 - 100% = A+
- 80 - 89% = A
- 70 - 79% = B
- 60 - 69% = C
- BELOW 60% = R

V. REQUIRED STUDENT RESOURCES

Text: Teaching Individuals with Physical and Multiple Disabilities, 3rd edition, by June L. Bigge.

Recommended: Dictionary and Thesaurus

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:

- 1. Abilities - Canadian Journal of the Disabled
- 2. Canadian Journal for Exceptional Children
- 3. Children Today
- 4. Exceptional Children
- 5. Exceptional Parent
- 6. Journal of the Association for Persons with Severe Handicaps

VI. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY (CONTINUED)

7. TASH Newsletter - The Association for Persons with Severe Handicaps
8. Teaching Exceptional Children
9. Rehabilitation Digest

VII. 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.

