Course materials will be posted on D2L each week. Students are responsible for checking D2L before class each week and bringing with them any materials that are needed for the class. Please use my Lakehead e-mail above to contact me (not my D2L e-mail) if you have any questions or concerns. I will be checking my Lakehead e-mail on a regular basis.

COURSE DESCRIPTION
This course provides an introduction to the topic of exceptionalities and its impact upon the learning process and the work of the classroom teacher. Characteristics and special needs of exceptional students are discussed as well as relevant legislation and regulations regarding service delivery in Ontario. The course also surveys basic strategies for successful inclusion of exceptional students in the regular classroom.

FOUNDATIONS OF PROFESSIONAL PRACTICE
A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The principles of the Ontario College of Teachers’ (OCT) Professional Standards have been embedded in the learning expectations for this course. Visit http://www.oct.ca/public/professional-standards

COURSE OBJECTIVES
The expectations are that students will:
- Become familiar with relevant Ontario policy and legislation in the area of special needs legislation.
- Gain an understanding of the five general groupings of exceptionalities outlined by the Ontario Ministry of Education.
- Become familiar with appropriate educational interventions, which are consistent with the child’s best interests and the right to an inclusive education experience.
- Become aware of assistive/adaptive technology to meet the needs of students.
- Become more comfortable and confident working with students with exceptionalities.

REQUIRED TEXTBOOK

REQUIRED DOCUMENTS


ASSIGNMENTS
All assignments are due in class. For each day (including weekends) that your assignment is late 10% will be deducted from your assignment. Extensions will only be considered provided that the student contacts me prior to the assignment date. Students wishing to be considered for an extension must come prepared with valid reasons and/or valid documentation.
ASSIGNMENTS AND EVALUATION

More detailed information about each assignment will be provided during the class period.

1. Reflection of a Simulation Activity 10%
   This assignment will be completed individually. You will be teaching students with a variety of exceptionalities. Your students do not have the luxury of choosing to “to turn on and off” their exceptionality. Through a simulation activity, you will gain insight into what it is like to have an exceptionality. You will write a two page reflection about how the experience affected you and how it will impact your teaching.

2. Two Multiple Choice Quizzes 15+15 = 30%
   Quizzes will be based on the Ministry documents used in class, assigned textbook chapters, and in class discussions. Each quiz will consist of multiple choice, true/false and short answer questions.

3. Create an IEP 30%
   Instructions will be reviewed in detail in class.
   You will be provided with a case study of a student with an exceptionality. In pairs and using the Ontario Ministry’s IEP template, you will create an IEP based on the information provided in the case study.

   To obtain a level 4/5 (80-100%)
   The IEP is completed with no more than four minor errors.

   To obtain a level 3 (70-79%)
   The IEP is completed with one major error and/or parts (e.g., learning expectations, teaching strategies, assessment methods) are copied directly from Ministry documents pertaining to IEPs and/or sample IEPs.

   To obtain a level 2 (60-69%)
   The IEP is completed with two major errors and/or parts (e.g., learning expectations, teaching strategies, assessment methods) are copied directly from Ministry documents pertaining to IEPs and/or sample IEPs.

   To obtain a level 1 (50-59%)
   The IEP is completed with three major errors and several minor errors.

   To obtain a level 0 (below 50%)
   The IEP is incomplete and unsatisfactory.

4. Choice of Assignment: Choose only one of the following assignments to complete 30%

   A. Theory into Practice Assignment
   This is an individual assignment. You will be assigned a student with an exceptionality. You will discuss the general challenges this student will face in your classroom. You will choose a learning activity for the class using the appropriate curriculum document. You will make adaptations to the learning activity to meet the needs of the student with an exceptionality and include how you will assess and evaluate what learning has taken place.

   OR

   B. Exceptionality Storybook
   This is an individual assignment. You will create a children’s storybook with pictures/illustrations included about an exceptionality. The purpose of the story is to educate children about the exceptionality. This could be from the perspective of helping a child who has the exceptionality to understand their exceptionality better or to help a group of children understand one of their classmate’s exceptionality. You will include with your storybook a brief overview of the exceptionality including a definition, characteristics and areas of need. You will also include three discussion questions for children after reading the story, and one class activity.

   OR

   C. Technology Assignment
   This may be an individual or a small group assignment. Research the principles of UDL and differentiation strategies. Apply these to one learning technology from a suggested list. Prepare a 5-10 minute
presentation to be shared in class. Your presentation should include a practical, applied example (linked to outcomes from the Ontario Curriculum) of how this technology will inspire and engage students in learning in a purposeful way.

**To obtain a level 4/5 (80 – 100%)**
The completed assignment is outstanding and goes well beyond expectations.
All parts of the assignment are fully developed and well organized. All aspects are extensively detailed and explained using clear language.
You demonstrate an exceptional understanding of how to adapt a learning activity to meet the needs of a student with an exceptionality.
Or
You create an exceptional story, with effective illustrations which is engaging, highly informative and fully addresses the main characteristics of the exceptionality in terms children could understand.
You demonstrate an excellent understanding of the exceptionality and the audience for which the story was intended. Your work is excellent to outstanding and goes beyond expectations. You demonstrate excellent written language skills.

**To obtain a level 3 (70 – 79%)**
The completed assignment is good or very good and of high standard.
Most parts of the assignment are fully developed and well organized. A few aspects need to be more developed.
You demonstrate a good or very good understanding of how to adapt a learning activity to meet the needs of a student with an exceptionality.
Or
You create a very good story, with effective illustrations, which is engaging and informative and addresses the main characteristics of the exceptionality in terms children could understand. You demonstrate a comprehensive understanding of the exceptionality. You demonstrate good written language skills.

**To obtain a level 2 (60 - 69%)**
The assignment is mainly complete and is satisfactory.
Some parts are fully developed but many parts need to be more detailed.
You demonstrate a satisfactory understanding of how to adapt a learning activity to meet the needs of a student with an exceptionality.
Or
You create a satisfactory story, with some effective illustrations, which demonstrates a satisfactory understanding of the exceptionality, but lacks detail and may contain some minor inaccuracies.
You demonstrate satisfactory written language skills.

**To obtain a level 1 (50 – 59%)**
The assignment is only marginally satisfactory.
Parts are incomplete and others lack thoroughness.
You demonstrate a limited understanding of how to adapt a learning activity to meet the needs of a student with an exceptionality.
Or
Your story is incomplete and only marginally satisfactory, and demonstrates a very limited understanding of the exceptionality.
You demonstrate marginal written language skills.

**To obtain a level 0 (below 50%)**
The assignment is unsatisfactory.
Parts were incomplete and many parts lack thoroughness.
You demonstrate an insufficient understanding of how to adapt learning activities for a student with an exceptionality.
Or
Your story demonstrates an unsatisfactory understanding of the exceptionality. Your story is weak and ineffective with major components missing. Your story does not meet the basic requirements.
## COURSE CONTENT/TOPICS

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<td>Introduction to Course</td>
<td>Introductory Activity</td>
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<td>September 15 Week 2</td>
<td>Special Education in Ontario Legislation IPRC</td>
<td>What is the IPRC? What does the IPRC do? Who is Involved? IEP Assignment explained</td>
<td>Section D of Ministry Document “Special Education A Guide for Educators” will be provided Read Chapters 1,2 and 6</td>
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<td>September 22 Week 3</td>
<td><strong>Reflection Assignment Due</strong> IEP’s Psycho-educational Assessments</td>
<td>What are IEP’s? How are they developed?</td>
<td>Bring to class Ministry Document The Individual Education Plan (2004): A Resource Guide Read Chapter 4</td>
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<td>IEP Continued</td>
<td><strong>Final Assignment explained</strong></td>
<td>Bring to class The Individual Education Plan(2004) : A Resource Guide Read Chapters 5,7</td>
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<td>October 6 Week 5</td>
<td><strong>IEP Assignment Due First MC Quiz</strong></td>
<td>High Incident Disabilities Gifted</td>
<td>Bring to class The Individual Education Plan(2004) : A Resource Guide Read Chapter 10</td>
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<td>Intellectual Disabilities <strong>Final Assignments Due Technology Assignment Theory into Practice or Exceptionality Storybook</strong></td>
<td><strong>Final MC Quiz</strong></td>
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**RECOMMENDED JOURNALS:**

- British Journal of Special Education
- Canadian Journal of Behavioural Sciences
- Communication Disorders Quarterly
- Exceptional Children
- International Education Journal
- International Journal of Special Education
- Journal of Developmental Processes
- Journal of Emotional and Behavioral Disorders
- Journal of Special Education
- Journal of Special Education Technology
- Teaching Exceptional Children
- Young Exceptional Children

- British Journal of Sociology
- Child Development
- Education and Training in Developmental Disabilities
- Focus on Autism and Other Developmental Disabilities
- International Journal of Disability Development and Education
- Journal for the Education of the Gifted
- Journal of Early Intervention
- Journal of International Special Needs Education
- Journal of Special Education Leadership
- Teacher Education and Special Education
- Teachers College Record
RECOMMENDED WEBSITES:

Ministry of Education / Special Education
http://www.edu.gov.on.ca/eng/general/elemsec/speced.html

Learning Disabilities Association of Canada
http://www.ldac-toac.ca/

Learning Disabilities Association of Ontario
http://www.ldao.on.ca/

Encyclopedia of Psychology
http://www.psychology.org/

Learning Disabilities Online
http://www.ldonline.org/

Council for Exceptional Children
http://www.cec.sped.org/

Children and Adults with Attention-Deficit / Hyperactivity Disorder
http://www.chadd.org/

Snow (Special Needs Opportunity Window)
http://www.snow.utoronto.ca/

Behavior Disorders/Emotional Disturbance: Resources
http://www.busboy.sped.ukans.edu/~music/resources/bd/bd.shtml

Canadian Mental Health Association
http://www.cmha.ca

Centre for Addiction and Mental Health
http://www.camh.net/

Council for Children with Behavioral Disorders
http://www.ccbd.net/

Interdisciplinary Council on Developmental and Learning Disorders
http://www.icdl.com

The Miller Method
http://www.millermethod.org
INCOMPLETE STANDING (University Regulation, V Standing)

TIMELY FEEDBACK (University Regulation XII)

Academic Misconduct (University Regulation, IX Academic Misconduct)

THE FACULTY OF EDUCATION ASSESSMENT RUBRIC

Expectations
The ability to learn, understand, and retain knowledge has been demonstrated through the undergraduate degree required for entry into the Professional Year. The focus of the Professional Year is on building understanding of the issues and complexities of the teaching and learning process, and on gaining the skills necessary for becoming a successful teacher. To that end:

1. Attendance is an expectation. Courses are based on reflection, discussion, and interaction, much of which takes place in class. Courses may have a set limit on the number of sessions that can be missed for ANY reason. These permissible absences should be saved for emergencies. Students who do not attend regularly will be removed from the program.

2. Requirements on the course outline will be used for assessment. The course outline and assessment rubric make expectations and deadlines explicit. Late assignments are accepted only under rare, documentable circumstances. Students cannot redo assignments, rewrite exams, or make additional submissions to boost a mark once a summative assessment has taken place.

3. Assessment is a reflection of academic rigour. Only in instances where there is unusual disparity among marks or abnormal inconsistency in outcomes will an instructor re-examine a final assessment.

EDUCATION ACADEMIC REGULATIONS