Course Outline:
EDUC 4203 – Ed. Psychology/Special Ed. (Junior / Intermediate)

GENERAL OVERVIEW:
In this course, candidates are introduced to the fields of Educational Psychology and Special Education. Topics will be selected from guidance and counselling, human development, theories of learning, cognition in children and adolescents, motivation, and psychological and educational assessment in school settings. An overview of special education services in Canada will be provided, with a focus on Ontario. Candidates will receive an overview of the types of exceptionalities that students may present. An introduction will be provided to the processes used to identify students with exceptionalities and to plan individual programs. The range of special education services typically available in school systems will be discussed.

EDUCATIONAL PSYCHOLOGY:
This portion of the course will provide a general overview of the major theorists/theories that impact on teaching and learning, as well as examine specific issues, (thematically), which have considerable influence in the shaping of the late elementary, middle, junior, and/or high school student (the adolescent).

SPECIAL EDUCATION:
This portion of the course will examine issues germane to the successful education of special needs students. This includes students who have been identified as having above average intelligence, those who have been identified as learning in irregular, unexpected, unpredictable, or non-traditional ways, those who have been identified as having behavioural aberrations, those who have been formally identified as being restricted in their physical, cognitive or social development, as well as those who are not formally identified, yet grossly underachieving within the confines of the ‘normal’ schooling or ‘regular’ classroom experience - commonly referred to as at-risk or marginalized children/youth. In this respect, we will closely examine the specific characteristics and particular needs of this collective group of learners, exploring the full spectrum of educational strategies and adaptations (including modifications, accommodations, and differentiations) all of which have been specifically designed and implemented to ensure that all students, irrespective of area of exceptionality, are given every opportunity to reach their full potential within the confines of the fully integrated classroom. We will also take an in-depth look at “alternative” and/or schools, programs, and students who receive their funding through the
“Facilities Amount Section” of the general Special Education Grant provisions, keeping in mind that until recently these were the fastest growing sectors within the Ministry of Education’s overall budget and that, in many instances, teachers new to the profession are often the ones being considered for these very challenging and very complex postings (in hospitals, detention-centres, mental health facilities, treatment facilities, group homes, etc.).

As will be measured by in class presentations, individual assignments, assigned readings, and a culminating final quiz, upon successful completion of this course, pre-service teachers of students with special needs or exceptionalities should be able to demonstrate an understanding of:

- the immense benefits of early identification and aggressive strategic intervention.
- the general legal rights and responsibilities of boards, schools, teachers, parents and students with respect to special educational needs.
- the IPRC and IEP processes, especially with respect to the role played by the “regular” classroom teacher.
- the eclectic nature of exceptionalities as dealt with in the Education Act and other Provincial and / or Federal legislation / regulations (high incidence and low incidence exceptionalities).
- the basic skills required in the adaptation, accommodation, modification, and differentiation of curriculum, pedagogy and overall expectations in order to effectively meet the needs of the exceptional learner within the confines of the regular classroom.
- the relationship of other factors, besides those that are educational in orientation, which have an impact on the identification, classification, and programming of / for the exceptional student.
- some current and effective models of practice/service delivery within the Province.
- adaptive technology and its use in the classroom; particularly as it pertains to the exceptional learner.
- the general developmental stages of preadolescents and adolescents, particularly with reference to language, physical, social, emotional and cognitive considerations.
- the central tenets of theories directly linked to learning, motivation, and management.
- the myriad “hands on” instructional techniques, methods and resources which can be effectively utilized to greatly enhance the educational experiences of those with exceptionalities.
- the most frequently used tests (assessments) utilized in diagnosing and programming for learning and behavioural exceptionalities.
- the need to teach beyond the “basics”, by incorporating, on occasion, social and vocational/career skills into the overall educational experience.
- what it takes to become a culturally proficient/sensitive “special educator”.

• current issues and future trends within the profession, particularly related to “special educational” matters.
• a working knowledge of all areas of identified exceptionality, in both the “high incident” and “low incident: domains”.

ASSIGNMENTS

There are six evaluation components in this course.

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<tr>
<th>ASSIGNMENT</th>
<th>GRADE</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>#1 Group Presentation</td>
<td>15%</td>
<td>Designated Dates</td>
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<tr>
<td>Theorist /Issue(s)</td>
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<td>Electronic Brochure/Summary</td>
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<tr>
<td>#2 Individual Education Plan</td>
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<tr>
<td>Critique &amp; Summary (Eric)</td>
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<tr>
<td>#3 Readings / Questions</td>
<td>10%</td>
<td>(a) February 7th</td>
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<td>(a) IEP Protocol &amp; (b) Management</td>
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<td>(b) March 5\textsuperscript{th}</td>
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<td>#4 Exceptionality Profile</td>
<td>15%</td>
<td>March 26th</td>
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<tr>
<td>#5 Assigned Text Book Chapter</td>
<td>25%</td>
<td>March 31st</td>
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<tr>
<td>Readings</td>
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<tr>
<td>#6 Final Quiz</td>
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NOTE ON ASSIGNMENTS:

All assignments have identified due dates. Extensions beyond the identified due dates are not granted except in truly exceptional circumstances. Assignments submitted after their due dates will lose 5% per day unless the Professor has granted written permission to hand in a late assignment.
SUBMITTING ASSIGNMENTS:

It is mandatory that all assignments identify the assignment topic/title, course name and number, due date, Professor’s name, student’s name and student number. It is also highly recommended that all assignments be submitted directly to the Professor - with the student retaining a copy. Completion of all formal assignments, regular attendance, preparation and constructive participation in classroom activities are all seen as integral components in the growth and development of becoming a professional teacher and will be judged accordingly. Of particular note, activities such as talking out of turn, completing work for other courses, listening to iPods, checking cell phone messages, web-surfing, and using computer applications such as email and Facebook are inappropriate in-class activities.

REQUIRED TEXT:


SOME RECOMMENDED TEXTS / READINGS:


SOME RECOMMENDED JOURNALS:

- Behavioural Disorders
- B.C. Journal of Special Education
- British Journal of Special Education
- British Journal of Sociology
- Canadian Journal of Behavioural Sciences
- Child Development
- Communication Disorders Quarterly
- Exceptional Children
- International Education Journal
- International Journal of Learning
- International Journal of Disability Development and Education
- International Journal of Special Education
- Journal for the Education of the Gifted
- Journal of Early Intervention
- Journal of Emotional and Behavioral Disorders
- Journal of International Special Needs Education
- Journal of Special Education
- Journal of Special Education Leadership
- Journal of Special Education Technology
- Teacher Education and Special Education
- Teaching Exceptional Children
- Teachers College Record

**SOME RECOMMENDED WEBSITES:**

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

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

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

Encyclopaedia 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://snow.idrc.ocad.ca/

Special Education Support Services  
http://www.sess.ie/

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/
**SOME RECOMMENDED ARTICLES / RESEARCH:**


* Although the specific Ministry of Education “special educational” website will be generally referred to throughout the course, these specific documents will be accessed and examined on a regular basis.

Documents:

The Education Act: On Special Education

Highlights of Regulation 181/98


Special Education: A Guide for Educators

Special Education: General Funding Guidelines

The Assessment Companion

Ontario Autism Handbook: Effective Educational Practices

Also, the OSSTF/FEESO publication, entitled, School Law: A Reference Guide for Ontario, specifically Chapter 6 (pages 89-102) Special Education will be utilized.

Some Designated Theories / Theorists to be Generally Profiled / Explored In This Course:

1. Operant Conditioning.................................B.F. Skinner
2. Genetic Epistemology.................................Jean Piaget
3. Psychosocial Development.........................Erik Erikson
4. Social Learning Theory............................Albert Bandura
5. Sociocultural Theory...............................Lev Vygotsky
6. Needs Theory........................................Abraham Maslow
7. Moral Development Theory.......................Lawrence Kohlberg
8. Constructivist Theory..............................Jerome Bruner
9. Information Processing Theory..................George A. Miller
10. Experiential Learning..............................John Dewey, David Kolb and Carl Rogers
11. Conditions of Learning .......................................................Robert Gagne
12. Subsumption Theory ...........................................................David Ausubel
13. Situated Learning .............................................................Jean Lave
14. Emotional Intelligence ......................................................Daniel Goleman
15. Multiple Intelligences .......................................................Howard Gardner
16. Resiliency Theory .............................................................Steven Wolin
17. Labelling Theory ...............................................................Frank Tannenbaum
18. Non-Coercive Discipline ...................................................William Glasser
19. Assertive Discipline ..........................................................Lee and Marlene Canter
20. Instructional Management ...................................................Jacob Kounin
21. Democratic Teaching .......................................................Rudolf Dreikurs
22. Character Education ........................................................Thomas Lickona
23. Strain and Control Perspectives .........................................Albert Cohen and Emile Durkheim
24. Conflict and Differential Association Perspectives ..............William Chambliss and Edwin Sutherland
25. Ecological System Theory .................................................Urie Bronfenbrenner

Some Areas of Exceptionality to Be Generally Profiled / Explored In This Course:

1. Learning Disabilities
2. ADD / ADHD: Myths vs. Neurological Facts
3. Behavioural / Emotional Exceptionalities
4. Giftedness: (Gifted, Learning Disabled and Badly Behaved)
5. Developmental Disabilities
6. Fetal Alcohol Spectrum Disorders
7. Speech and Language Exceptionalities
8. Physical and Neurological Exceptionalities
9. Autism Spectrum Disorders
10. Sight and Hearing Exceptionalities
11. The At-Risk, High Risk, Unmotivated, and Misbehaving Student (Self Fulfilling Prophecy)
12. The Resilient Student
13. The Mentally Ill Student
14. The Misdiagnosed or Non-diagnosed Student and Behavioural Aberrations

Some Themes, Issues and Mechanisms to Be Generally Profiled / Explored In This Course:

1. Inclusion / Integration
2. The IPRC and the IEP
3. Assessment (Strengths, Weaknesses and Needs
4. Poverty, Adolescent Development and Special Education
5. Culture / Race, Adolescent Development and Special Education
6. Gender, Adolescent Development and Special Education
7. Peer Influence, Adolescent Development and Special Education
8. Parenting, Adolescent Development and Special Education
9. Abuse, Adolescent Development and Special Education
10. Gestational Influence, Adolescent Development and Special Education
11. Media Influence, Adolescent Development and Special Education
12. Aboriginal Communities / Students and Special Education
13. The New Morbidity: Research and Classroom Considerations
14. Underachievement, Motivation and Special Education
15. School Failure, Behavioural Concerns, Special Education and Juvenile Delinquency
16. The Etiology of Maladaptive Behaviours and Mental Health Concerns
17. The Changing (Plastic) Brain
18. Conductive Education: A Place and a Time
19. Drug Therapies: (Yes/No/Why?)
20. Special Education: A Shavian Perspective.

Assignment #1:
Presentation/Discussion

On the designated dates, you and your group will be required to prepare an electronic presentation and facilitate a general discussion with the rest of your classmates (with direct reference to a pre-assigned theory/theorist or theme). With respect to this, the professor will provide a sample of a previously prepared (exemplary) presentation at the very beginning of the course, thereby ensuring that everyone understands completely the overall expectation(s) of the assignment. The presentation will last no longer than 20 minutes (including discussion) with each group providing the professor and fellow classmates with an electronic version of their presentation, in a two-page summary (brochure format). This brochure will then serve a class note for the presentation in its entirety.

Assignment #2:
Individual Education Plan (The Case of Eric: A Critique)

In this assignment, on the designated date, you will be given a fully developed/written IEP and asked to critically examine (deconstruct) it within the parameters established by the Ministry of Education (A Ministerial Resource Guide, 2004) addressing 15 specific criteria.

Assignment #3:
Reading Modules and Questions: General IEP Protocol and Management Issues

In these assignments you will be required to complete two Modules (readings and questions) related to overall Ministerial expectations within the broad “special educational” domain.
 Assignment #4:

Exceptionality Profile Research Assignment

In this assignment, students will each be assigned a very specific area of exceptionality, which they must research, profile and, ultimately, share with their classmates. All profiles will strictly adhere to specific guidelines established by the professor (attached).

 Assignment #5:

In this assignment you will be required to submit completed question/answer summaries for all sixteen Chapters of the assigned textbook: Special Education in Ontario Schools (7th Edition). Although these summaries can be handed in at any time throughout the winter semester (in paper copy), they will not be handed back until after the official due date.

 Assignment #6:

Final Quiz: In Class

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“If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn’t want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher’s job.”

Donald D. Quinn

“Few tragedies can be more extensive than the stunting of life, few injustices deeper than the denial of an opportunity to strive or even to hope, by a limit imposed from without, but falsely identified as lying within.”

Stephen Jay Gould

“Every child needs at least one adult who is irrationally crazy about him or her”.

Urie Bronfenbrenner
“The world breaks everyone and afterward some are strong at the broken places.”
   Ernest Hemingway

"Disability is a matter of perception. If you can do just one thing well, you're needed by someone."
   Martina Navratilova

“I ask you right here please to agree with me that a scar is never ugly. That is what the scar makers want us to think. But you and I, we must make an agreement to defy them. We must see all scars as beauty. Okay? This will be our secret. Because take it from me, a scar does not form on the dying. A scar means, I survived.”
   Chris Cleave
EXCEPTIONALITY PROFILE ASSIGNMENT: (15 Marks)

On the designated date, you will be required to research and submit a profile of a designated exceptionality covering the specific criteria noted directly below. This will be an electronic submission, with the professor providing the entire class (at the end of the course), with a completed Exceptionality Profile Electronic Handbook.

GENERAL PARAMETERS FOR EXCEPTIONALITY PROFILE:

1. Title/Name of Exceptionality
2. General Description / Indicators of Exceptionality
3. Potential School / Classroom Response to Exceptionality (A minimum of five adaptations)
4. At Least Two Web-Sites Related to Area of Exceptionality (With a very brief review of each)
5. Two Related Journal Articles with Abstract / Summary for Each Article
6. Compiled and Submitted By (Your Name)

Evaluation Scheme for Exceptionality Profile:

Mark allocation:
General quality of the paper 12 marks
Mechanics 3 marks

Total: 15 marks

Factors considered under “general quality of the paper”:
1. Meeting all assigned criteria / categories 3 marks
2. Evaluation of / Synthesis of ideas 3 marks
3. Organization of ideas 3 marks
4. Expression of ideas 3 marks

12 marks

Factors considered under “mechanics”:
1. Grammar, spelling & punctuation 3 marks

15 marks

All profiles will be compiled using the same format: To be specifically described by the professor in class.
SAMPLE OF AN EXCEPTIONALITY PROFILE

The Resilient and / or At Risk Student

GENERAL DESCRIPTION:
In looking at the most current Canadian research in education, the at-risk learner is clearly identified as being an individual who
is most likely to fail and dropout of school before their eighteenth birthday, irrespective of their sometimes latent or raw
academic potential. Resiliency, on the other hand, describes the qualities in a child/adolescent who, regardless of exposure to
significant risk factors, maintains well-being and lives a healthy, productive lifestyle, (including a healthy, stable educational
life). Restated, they do not succumb to their sometimes-horrific childhoods, and, in many instances, are not defeated by the
circumstances of their birth, childhood, and/or early adolescence. Much of the current research on “resiliency” and “at riskness”
consistently highlights the role played by one caring individual, who, at some point in these children’s lives, is not only genuinely
concerned for their overall physical and spiritual well beings, but actually gives some meaning to their very troubled existences.
Further, the research states that, in many circumstances, it has been a teacher who has made the difference and enabled them to
overcome tremendous odds by helping to break the cycles of poverty, abuse, psychological and emotional deterioration, and anti-
social, and, sometimes, very criminal behaviour.

SOME INDICATORS:
General: Family and Community Related:
- Economic and social deprivation, low neighbourhood attachment and
  community disorganization, neglect and/or abuse, lack of prenatal care,
  family history of substance abuse,
  favourable attitudes within the family and larger community toward tobacco, alcohol and other drug use,
  problematic or inconsistent family management patterns, unclear expectations with respect to overall deportment,
  lack of monitoring of children, lack of bonding or caring within the general family unit, and very low expectations
  for children’s ultimate success.

General: Child or Student Related:
- Early antisocial behaviour, feelings of alienation and rebelliousness,
  favourable attitudes toward drug use and early first use, greater influence by and reliance on negative peers, being
  enrolled in the lowest academic streams, lack of attachment to extracurricular or leisure time activities, truancy,
  appearing to be promiscuous in all matters having to do with sex, early school failure, early dalliances with social
  services and/or the juvenile justice system, and being labeled within the school as being ‘high risk’ or a “behavioural
  problem”.

CLASSROOM RESPONSE / POTENTIAL ADAPTATIONS:
- Set clear rules and establish inclusive guidelines concerning appropriate conduct and scholastic performance.
- Be an effective role model. “Walk the walk, not just talk the talk.”
- Identify your students “islands of competence” (the areas they are individually interested in) and make them
  work for you irrespective of the discipline that you are assigned to teach.
- Keep expectations high, but realistic. Establish benchmarks, then move methodically forward.
- Consciously design activities where everyone is given a legitimate chance to succeed, and consciously reward
  that success when it is achieved.
- Emphasize, work on, and reward the social and behavioural competencies, just as you would the academic ones.
- Do not be afraid to establish a relationship with your students, which values and shows an interest in their lives
  outside of the classroom.
- Treat all students with respect, compassion, and general understanding, yet, consistently enforce all classroom
  rules, regulations and guidelines when called on to do so. (Perhaps with an explanation in a private, “teachable
  moment”).
- Be prepared to liaise and work with families and outside agencies in the best interests of your students.

PERTINENT WEB-SITES:
   Supports a range of research and development ideas / activities designed to improve the education of at-risk
   students. It deals with such topics as English proficiencies, geographic location, race, and, of course, economic
disadvantage.

2. Ontario Association for Students At Risk: http://www.oasar.org
Dedicated to the parents, youth workers, teachers, and administrators of Ontario, providing them with a wealth of information in being better able to meet the specific needs of students identified as being profoundly at risk.

RELATED JOURNAL ARTICLES:


**Summary:**
In this article, the authors review the latest “risk/resiliency” literature/research and offer concrete advice to teachers with respect to the pivotal part they play in getting at the latent potential of some of their most vulnerable/challenging students. In fact, the article argues, that if a person is to become their hope and/or dream, thereby transcending some profound detriments/deficits of sometimes the earliest of childhoods, “it is only through the schooling experience that this very positive process can be truly facilitated”.


**Summary:**
In this article, the author, writing for the Literacy Secretariat of Ontario, looks at conceptions of risk and resilience, and offers tips, (based on the latest research), on how schools and teachers have an “indispensable role to play in generating an environment where every student who enters a classroom can develop the ability to triumph over challenge”, thereby becoming everything they are capable of becoming: the hope and the dream.

REFERENCES: