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**Educational & Counselling Psychology & Special Education**

***EPSE 271*** Teaching Adolescents with Special Needs

3 credits

Instructor: Dr. Elizabeth Jordan

Office Hours: I am available to you everyday. before and after class, as well as during lunch. When I am not in Dadaab you may contact me using the following email address.

e-mail: Elizabeth.Jordan@ubc.ca

***Rationale***:

This is an introductory course to the field of students with exceptionalities. The purpose is to help secondary teachers become cognizant of the teacher's role in dealing with major developmental and special educational issues and problems they will encounter within the regular classroom program. This includes working with available supportive services, parents, and the community. The course takes into consideration the uniqueness of the environment the teachers will be working in and the limited availability of resources. Topics have been selected specifically for the teacher’s current environment.

***Specific Course Objectives****:*

Students will be able to:

* Discuss current issues relevant to Special Needs Education in Kenya and the Daadab UNHRC
* Describe the impact recent changes have for regular classroom teachers.
* Identify and describe key elements of available information regarding the categorization of students with special needs and issues related to the labelling process and treatment.
* Develop strategies for assessment and program planning for students with special needs in regular educational settings.
* Develop differentiating evaluation and planning strategies
* Develop accommodations, adaptations and modification strategies for curriculum to suit differences among students.
* Design tasks and activities that invite multi-level participation based on Universal Design for Learning and Differentiated Learning

***Professional Resources:***

All resources can be accessed through the course blog:

https://blogs.ubc.ca/dadaab

A variety of resources are available online. We will use these during the course for readings and classroom activities. Other resources will be given within specific topic areas to provide additional resources for teachers.

Website for B.C. Ministry documents and booklets in Special Education

<http://www.bced.gov.bc.ca/specialed/sped_res_docs.htm>

***Evaluation and Assignments:***

In-Class Assignments:

* ~~Designing a lesson plan to accommodate specific students with a disability in a regular classroom: Preparation of a lesson including goals, objectives, body of lesson including strategies, appropriate assessment. Emphasis is given to Universal Design and Differentiation of lessons. (15%)~~
* ~~Participation: Being an active member of the class is required. The in-class activities of case studies and discussion are based upon the basis of sharing ideas, making connections to new knowledge and reflection on teaching skills. Specific daily in-class activities will be required. (5 days x 3 points each = 15%)~~

***Assignments changed to:***

1. Each day you will be introduced to a number of different ideas and concepts. Working in a group of 4 people:

1. *Write one excellent Exam Question for today’s topics.*

An excellent exam question can be recall {ex. Name the 5 levels of…}, comparison {ex. compare the two types of …}, analysis {Explain why the results of … were different from…}, thought {ex. discuss the merits of …} or problem solving {ex. given the difficulty of …, how can this be resolved}. The topic you select and the type of question is up to your group. It should be very clearly worded so there is no confusion about what the question is asking.

1. *Write the complete answer to the question.*

Your answer must be in enough detail that it can be used to grade the question.

(This is a group assignment. 5 days x 3 points each = 15 points)

2. At the end of each class you will be given time to write out, in point form in your notebooks, the main ideas and concepts of the class. You can select the items within the class that you thought were the most important or thought might need to be remembered for later use or you feel were the most useful for your class and school.

On the final day of class you will be given an *artificial scenario* in which you must design a 1 hour presentation to be given to your colleagues at your school. The notes you have made throughout the course will help you write this presentation. Therefore it is important to make sure you cover each of the day’s topics so you will have a large amount of material to work with. (This is an individual assignment. 15 points)

**Remember: put complete names and student numbers on each submission**.

Final Exam to be given at a later date will consist of short answer and essay questions. (70%)

***COURSE OUTLINE***

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| Class 1 | |
| Topic | Introduction and Overview of the Course |
| Key Notions | Inclusive education  Philosophy of Inclusion  Inclusive education environment (IEPs, Assessment,etc.)  Brief general history of special education  World-wide shift in philosophy  Kenya Ministry of Education *Special Needs Education Policy* |
| Readings | Republic of Kenya Ministry of Education, (July 2009). *The national special needs education policy framework: Final draft*. Nairobi, Kenya: Author. Pages 13-15 and 16-27.  <http://www.education.go.ke/Documents.aspx?docID=527>  British Columbia Ministry of Education. (2009). *Individual education planning for students with special needs: A resource guide for teachers*. Retrieved from [www.bced.gov.bc.ca/specialed/docs/iepssn.pdf](http://www.bced.gov.bc.ca/specialed/docs/iepssn.pdf). |
| Class 2 | |
| Topic | Assessment of Adolescents with Special Needs |
| Key Notions | Types of assessment  Teacher’s use of the Normal Curve  Diagnostic and Statistical Manual of Mental Disorders – IV (DSM-IV)  Assessment  Bias in assessment  Role of the teacher in assessing a student |
| Readings | Individual Education Planning for Students with Special Needs. BC Ministry<http://www.bced.gov.bc.ca/specialed/iepssn.htm> |

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| Class 3 | |
| Topic | Universal Design for Learning & Differentiated Instruction |
| Key Notions | Classroom organization  Proactive planning  Class Discussion |
| Readings | British Columbia Ministry of Education (n.d*.). Awareness of students with diverse learning needs: What the teacher needs to know, Volume 1*. Retrieved September 2011 from <http://www.bced.gov.bc.ca/specialed/awareness/> Acrey, C., Johnstone, C. & Milligan, C. (2005). Using universal design to unlock the potential for academic achievement of at-risk learners. *Teaching Exceptional Children,* *38*(2), 22-31.  http://r.search.yahoo.com/\_ylt=A86.J3T1EelUVH0A.iYnnIlQ;\_ylu=X3oDMTEzY3Nia2wzBHNlYwNzcgRwb3MDMQRjb2xvA2dxMQR2dGlkA1lIUzAwMl8x/RV=2/RE=1424589430/RO=10/RU=http%3a%2f%2fcraigcunningham.com%2fnlu%2ftie536fall09%2fUsing%2520UDL%2520to%2520unlock%2520potential.pdf/RK=0/RS=rbeUMpww5ai92uND7cKbRS6DV1U- |

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| Classes 4 & 5 | |
| Topic | Teaching Adolescents with  **Learning Disabilities** |
| Key Notions | Information Processing theory  Aetiology and Characteristics of specific learning disabilities  Assessment  Development of teaching strategies/methods  Video: *How Difficult can this be?* Class discussion. |
| References | British Columbia Ministry of Education (n.d*.). Teaching students with learning and behavioural differences: A resource guide for teachers*. Retrieved September 2011 from <http://www.bced.gov.bc.ca/specialed/landbdif/toc.htm> |

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| Class 6 | |
| Topic | Teaching Adolescents with **ADHD** or **High Functioning Autism** |
| Key Notions | Teaching Adolescents withAttention Deficit/Hyperactivity Disorder  Aetiology and characteristics  Assessment  Development of teaching strategies/methods  Adaptations and accommodations  Generic information and use of the techniques based on ABA  Teaching Adolescents with Autism  Aetiology and characteristics  High functioning autism and Asperger Syndrome  Assessment  Development of teaching strategies/methods  Adaptations and accommodations |
| References | Autism Society of America. (n.d.) *Defining autism*. Retrieved from autism society of America website: [www.autism-society.org](http://www.autism-society.org)  British Columbia Ministry of Education (n.d*.). Teaching students with attention-deficit/hyperactivity disorder: A resource guide for teachers*. Retrieved September 2011 from<http://www.bced.gov.bc.ca/specialed/adhd/>  British Columbia Ministry of Education (n.d*.). Teaching students with learning and behavioural differences: A resource guide for teachers*. Retrieved September 2011 from <http://www.bced.gov.bc.ca/specialed/landbdif/toc.htm> British Columbia Ministry of Education (n.d*.). Awareness of students with diverse learning needs: What the teacher needs to know, Volume 1*. Retrieved September 2011 from <http://www.bced.gov.bc.ca/specialed/awareness/> |

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| Class 7 | |
| Topic | Teaching Adolescents who are **Gifted and/or Talented** |
| Key Notions | Teaching Adolescents who are Gifted and/or Talented  Aetiology andCharacteristics  Assessment  Classroom adaptations and accommodations  Students who are Gifted with additional special needs |
| References | British Columbia Ministry of Education (n.d*.).* Gifted Education - A Resource Guide for Teachers. Retrieved September 2011 <http://www.bced.gov.bc.ca/specialed/gifted/> Sternberg, R.J. (2007). Who are the bright children? The cultural context of being and acting intelligent. *Educational Researcher, 36*(3), 148-155. |

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| Class 8 | |
| Topic | Teaching Adolescents with **Hearing Impairments** |
| Key Notions | Teaching Adolescents with Hearing Impairments  Introduction and/or Review of Ear structure  Characteristics and Types of hearing loss  Aetiology, including *otitis media*  Environmental and classroom elements influencing hearing difficulties  Adaptations and Accommodations |
| References | Bradley, J. (February 2005). Does the classroom assist or impede the learning process? *Canadian Teacher Magazine,* 32-34. or at: <http://www.canadianteachermagazine.com/ctm_current_research/winter05_classroom_acoustics.shtml)> British Columbia Ministry of Education (n.d*.). Hard of Hearing and Deaf Students A Resource Guide to Support Classroom Teachers* Retrieved September 2011 from <http://www.bced.gov.bc.ca/specialed/hearimpair/toc.htm> |

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| Class 9 | |
| Topic | Teaching Adolescents with **Intellectual Challenges**  or **Communication Problems or Disorders** or who have **Vision Impairments** |
| Key Notions | Teaching Adolescents with **Intellectual Challenges**  Aetiology andCharacteristics  Assessment  Classroom adaptations and accommodations  Classroom management strategies  Teaching Adolescents with **Communication Problems/Disorders**  Aetiology andCharacteristics  Assessment  Classroom adaptations and accommodations  Teaching Adolescents with **Vision Impairments**  Introduction and/or Review of structure of the eye  Basic concepts related to Vision problems  Adaptations and accommodations |
| References | British Columbia Ministry of Education (n.d.). Students with Visual Impairments. Retrieved September 2011 <http://www.bced.gov.bc.ca/specialed/visimpair/>British Columbia Ministry of Education (n.d.). Students with Intellectual Disabilities: A Resource Guide for Teachers. Retrieved January 2015http://www.bced.gov.bc.ca/specialed/sid/ |

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| Class 10 | |
| Topic | Teaching Adolescents who are **At-Risk** |
| Key Notions | Teaching Adolescents At-Risk  Aetiology andCharacteristics  Assessment  Classroom adaptations and accommodations  Characteristics of effective programs |
| References | UNICEF Document (n.d.). *The impact of armed conflict on children*. Report by Graca Machel. Retrieved September 2011. <http://www.un.org/rights/introduc.htm#contents> |

**Faculty of Education Policies and Guidelines (an adaptation):**

*At UBC we follow UBC practices for course design and implementation where gender sensitivity is embraced holistically in my courses and teaching. We are committed to creating a respectful learning climate free from harassment and discrimination, and encourage collegiality, support and respect. We provide a learning environment that is dedicated to excellence, equity and mutual respect through both content of the course and modeling in practice. Course content will reflect the equity among all individuals.*

**To that end, all students should also adhere to the following guidelines:**

* ***Gender Inclusive Language***

Please incorporate and gender inclusive language in your oral and written language. This language positions women and men equally, it does not exclude one gender or the other, nor does it demean the status of one gender or another. It does not stereotype genders [assuming all childcare workers are female and all police officers are male], nor does it use false generics [using mankind instead of human kind, or using man-made instead of hand crafted]. In addition, this language requires gender balance in personal pronouns, for example, use "he and she" rather than "he" or balance gendered examples in a paper, referring to both male and female examples.

* ***Person First Language***

Please incorporate and use person first language in your oral and written language. Disabilities and differences are not persons and they do not define persons, so do not replace person-nouns with disability-nouns. Avoid using: the aphasic, the schizophrenic, the hearing impaired. Also avoid using: the hearing impaired client, the dyslexic lawyer, the developmentally disabled adult. Instead, emphasize the person, not the disability, by putting the person-noun first: the lawyer with dyslexia, the child with hearing impairment, the teacher with a physical impairment.

# “Welcome to Holland”

I am often asked to describe the experience of raising a child with a disability-to try to help people who have not shared that unique experience to understand it, to imagine how it would feel.

It’s like this…

When you ’re going to have a baby, it’s like planning a fabulous vacation trip –to Italy. You buy a bunch of guide books and make your wonderful plans. The Coliseum. The Michelangelo David. The gondolas in Venice. You may learn some handy phrases in Italian. It’s all very exciting.

After months of eager anticipation, the day finally arrives. You pack your bags and off you go. Several hours later, the plane lands.

The stewardess comes in and says, “Welcome to Holland.”

“Holland ? ! ?” you say. “What do you mean Holland ? ? I signed up for Italy! I’m supposed to be in Italy. All my life I’ve dreamed of going to Italy.”

But there’s been a change in the flight plan. They’ve landed in Holland and there you must stay.

The important thing is that they haven’t taken you to a horrible place - It’s just a different place.

So you must go out and buy new guide books. And you must learn a whole new language. And you will meet a whole new group of people you would never have met. It’s just a different place. It’s slower paced than Italy, less flashy than Italy. But after you’ve been there for a while and you catch your breath, you look around and you begin to notice that

*Holland has windmills…and Holland has tulips. Holland even has Rembrandts.*

But everyone you know is busy coming and going from Italy…and they’re all bragging about what a wonderful time they had there. And for the rest of your life, you will say,

“Yes, that’s where I was supposed to go. That’s what I had planned.”

And the pain of that will never ever, ever, ever go away…because the loss of that dream is a very, very significant loss.

But…if you spend your life mourning the fact that you didn’t get to Italy, you may never be free to enjoy the very special, the very lovely things…about Holland.

Emily Perl Kingsley

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