EDUC 5480
Introduction to teaching students with exceptionalities
ONLINE
Course begins Monday January 9
Course ends Thursday March 9

Instructor:
Dr. Robert Sandieson
Preferred method of communication is email
Email: sandie@uwo.ca

Calendar Copy: Students will critically understand various conceptions of education for students with exceptionalities and apply these to problems of practice. Common exceptionalities will be examined with respect to psychological characteristics, assessment, interventions, and program accommodations and modifications. Models of delivering services and the individual educational plan will be examined. .5 credit

Learning Outcomes:
1) To understand the role and implications of special education and inclusive learning environments;
2) To know the meaning of "exceptionality" as applied to learning;
3) To know and understand the instructional implications and the role of Individual Education Plans.
Course Content:

Week 1
*Monday January 9 - Thursday January 12*

Reading:
Course text Chapter 1: Exceptional students, Universal Design for Learning, and Differentiated Instruction: The Canadian experience.

Forum Post/Assignment Submission:
I was once giving a lecture about disabilities to a large B.Ed. class. Someone from the audience asked the question: “Aren’t these students a burden on society?” How would you respond to such statement if a student in your class said something like this? (the equivalent for younger students of course would be that they would be disparaging in their expression)

This forum post/assignment will not be formally graded, although a mark will be assigned for feedback. It will be an opportunity to become familiar (or re-familiarize) with using the OWL learning system, so when assignment deadlines are being met there will be no confusion about how to enter your work. Should you experience any difficulties contact our OWL support:

The IMPACT Group
Room 1138, Faculty of Education Building at Western
email: edu.tech.support@uwo.ca
phone: (519) 661-2111 x84839

Responses are to be posted in the Forum Week 1 section for class discussion. Comments on other’s posts are encouraged as a learning experience. A longer response is also due in the Assignment Week 1 section for marking (see general notes on Forums and Assignments below). The Forum and Assignment sections in the course website for this week will open on Monday January 9 at 8:00 a.m. and close Thursday January 12 at 4:00 p.m.

Week 2
*Saturday January 14 – Thursday January 19*

Reading:
Course text Chapter 2: Role of the Teacher

Forum post (no Assignment post this week):
The steps that teachers should take if they suspect a student has an exceptionality are clearly defined (see Figure 2.1). It has happened, though, that students with exceptionalities may not be identified until much later than would have been expected. For example, a child with Down Syndrome may not be identified as hearing impaired until Grade 3. An adult with high functioning autism or
someone with a learning disability may not be identified at all throughout their public education career. Explain (or speculate) why lack of identification may occur.

Forum will open Saturday at 8:00 A.M. and close on the week’s Thursday at 4:00 P.M. (16:00)

**Week 3:**  
**Saturday January 21 – Thursday January 26**

**Reading:**
Course text Chapter Z: Learning and Behaviour Exceptionalities

**Forum post and Assignment submission:**

What are the differences in approaching teaching between students who are gifted, have a learning disability, and have an intellectual disability?

Post your response in the Forum for discussion. Submit your work in the Assignment section of the course website.

Forum and Assignment posts will open Saturday at 8:00 A.M. and close on the week’s Thursday at 4:00 P.M. (16:00)

**Week 4:**  
**Saturday January 28 – Thursday February 2**

**Reading:**
Course text Chapter 4: Intellectual Disabilities and Autism

**View Video** on Jason McElwain  
https://www.youtube.com/watch?v=WV1akgyFknk

**View video**  Chasen having a meltdown  
https://www.youtube.com/watch?v=vx2JsG2UcBw

**Forum Post (no Assignment this week):**

What are the advantages and disadvantages to full inclusion of children with severe intellectual disabilities and autism in the regular classroom?

Forum will open Saturday at 8:00 A.M. and close on the week’s Thursday at 4:00 P.M. (16:00)
Class 5:
Saturday February 4 – Thursday February 9

Reading:

Course text Chapter 5: Communication, Physical, and Chronic Health

Forum post and Assignment Submission:

View video: Stella Young video on perspectives on disability (one of my all time favourite Youtube videos) https://www.youtube.com/watch?v=8K9Gg164Bsw&t=18s

How do you think Stella Young’s video could affect people’s perceptions of disability? Justify your response.

Forum and Assignment posts will open Saturday at 8:00 A.M. and close on the week’s Thursday at 4:00 P.M. (16:00)

Class 6:
Saturday February 11 – Thursday February 16

Reading:

Course text Chapter 7: Classroom Climate

Forum Post (no Assignment this week):

What are the key lessons you learned from reading this week’s chapter?

Forum will open Saturday at 8:00 A.M. and close on the week’s Thursday at 4:00 P.M. (16:00)

Class 7:
Saturday February 18 – Thursday February 23

Reading:

Course text Chapter 8: UDL and DI

Forum and Assignment Submission:

What do you see as the advantages and disadvantages of UDL and DI?
Forum and Assignment posts will open Saturday at 8:00 A.M. and close on the week’s Thursday at 4:00 P.M. (16:00)

**Class 8:**  
**Saturday February 25 – Thursday March 2**

**Reading:**  
Course text Chapter 9: Differentiating Assessment and Using Assessment to Differentiate Teaching

**Forum Post (no Assignment this week):**  
“Think about a student who might be in one of your classes who needs adaptions to their report card marks. What are the characteristics of these students that make these changes to report card marks appropriate? Review the relevant section of the chapter.”

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Forum will open Saturday at 8:00 A.M. and close on the week’s Thursday at 4:00 P.M. (16:00)

**Class 9:**  
**Saturday March 4 – Thursday March 9**

**Reading:**  
Course text Chapter 10: Enhancing Social Relations

**Forum Post and Assignment Submission:**  
What do you see as some of the barriers for students with exceptionalities in developing friendships with their same age peers? What suggestions can you make to potentially help them develop friendships?

Forum and Assignment posts will open Saturday at 8:00 A.M. and close on the week’s Thursday at 4:00 P.M. (16:00)

**Course Text:**  

The text is available as softcover or an ebook.
Assignments and Other Course Requirements:

Assignments:

There are four assignments in this course; weeks 3, 5, 7 and 9 (see outline above). They are worth 60% of the course grade (15% each). A marking rubric will be available in the Resources section of the course website. Assignment length is not to exceed one page single spaced, Times New Roman font, 12 point font, 1 inch margins. The Assignment section of the course website will open on the week’s Saturday at 8:00 A.M. and close on the week’s Thursday at 4:00 P.M. (16:00)

Forum Discussions:

There are Forum discussions every week and will marked pass/fail. They are worth 40% of the total course grade (8% each). On the weeks where an assignment is required, the same question for the Forum will be asked, Students are to post a smaller version of their assignment in the Forum (100 word maximum). Forum discussion will open on the week’s Saturday at 8:00 A.M. and close on the week’s Thursday at 4:00 P.M. The purpose of the Forums is to generate discussion so please feel free to join in. Feedback from others in the Forum might be included to better your Assignment.

Note: Difficulties with posting on OWL sometimes happen, so the best strategy is not to leave things until the last minute “just in case”. The OWL support team is available if you have any problems:

The IMPACT Group
Room 1138, Faculty of Education Building at Western
email: edu.tech.support@uwo.ca
phone: (519) 661-2111 x84839
Policy Statements:

Accessibility: The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: [http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf](http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf)

ATTENDANCE: The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty's attendance policy on-line: [http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf](http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf)

EXCUSED ABSENCES: If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

UNEXCUSED ABSENCES: Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

Language Proficiency: In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

Late Penalties: Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 25% per day.

Academic Offences: Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: [http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_ScholasticDiscipline.pdf](http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_ScholasticDiscipline.pdf)

PLEASE READ CAREFULLY

Plagiarism: Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all Forum posts, assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean's Office, and current style manuals. Plagiarism includes copying and pasting material from a website or another student's work. It also includes using other's words and merely changing the word order and/or retaining the sentence structure but replacing a few of the words. Note plagiarism is a serious academic offence which will result in a mark of 0 on any assignment or Forum post, plus referral to the Associate Dean to discuss the offence.

Advice about plagiarism and how to avoid it can also be found here: [http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf](http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf)
Plagiarism-Checking:
a. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com)
b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

SUPPORT SERVICES
A variety of support services are available at Western.
If you need advice or assistance, do not hesitate to get in touch with any of these services.

FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)

WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/services/).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

B.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1166

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1166