



COURSE OUTLINE

EA 100

PROGRAM IMPLEMENTATION STRATEGIES

45 HOURS
3 CREDIT COURSE

PREPARED BY: Ann Gedrose **DATE:** May 9, 2016

APPROVED BY: Andrew Richardson **DATE:**

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWD BY ACADMEIC COUNCIL: (date)

YUKON COLLEGE

Copyright October, 2011



EA 100 Program Implementation Strategies outline by Lori Eastmure, Margot Neely, and Donna Jones is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

Yukon College
P.O. Box 2799
Whitehorse, YT
Y1A 5K4

PROGRAM IMPLEMENTATION STRATEGIES

INSTRUCTOR: Christine Klaassen St.Pierre	OFFICE HOURS:	TBA
OFFICE LOCATION: TBA	CLASSROOM:	TBA
E-MAIL cklaassen-stpierre@yukoncollege.yk.ca	TIME:	6:30 - 9:30PM
TELEPHONE: (867) 668-8845	DATES:	Sept 12 - Dec 30, 2016

COURSE DESCRIPTION

This course will explore the elements and process of effective instructional strategies that may be used when working with individuals with exceptionalities and the role of the educational assistant within this process. Topics to be covered will include the development of individual/educational program plans, response to intervention, roles of school-based teams and functional life skills curricula. The majority of the course will cover effective learning principles and their application when working with individuals with special needs. Appropriate instructional approaches such as task analysis, modelling, shaping, prompting, scaffolding and environmental and material manipulation will be explored. Observation and record keeping techniques will be covered. Professional portfolios will be completed and presented during this course.

PREREQUISITES

Admission to the Education Assistants Certificate program

TRANSFER CREDIT

To be determined

LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

- Increase knowledge of the Yukon Education Act and how it applies to individuals with exceptionalities.
- Describe the process and goals in the development of the Individual Education Plan (IEP), including the roles of the teacher, educational assistants, consultants, administration, family and student in its implementation.
- Understand the process of using the principles of Response to Intervention (RTI).
- Demonstrate an understanding of transition issues in the development and implementation of IEPs.
- Demonstrate an understanding of different types of learning styles.
- Demonstrate an understanding of the learning environment as it relates to educational learning activities and support.
- Demonstrate an understanding of, and apply a variety of teaching processes, learning processes and educational support strategies and skills, to selected situations.

- Apply knowledge and skills in utilizing multi-media tools and on-line resources in the learning environment.
- Describe the importance of keeping accurate, relevant, on-going data on the activities and progress of a student, and the educational assistant's role in observing and recording this information.

COURSE FORMAT

This course will be delivered in the classroom setting by the instructor and via web conference. The presentation of information will be primarily delivered by the instructor, and occasionally by guest speakers.

To find information on Equipment/Software Requirements for Yukon College Systems please see the following link https://www.yukoncollege.yk.ca/information-technology/pages/about_it/it_for_students

LESSON FORMAT

Each three-hour lesson will include a variety of teaching/learning strategies. These strategies may include: lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers and student individual assignments.

At the beginning of each class students will be given an overview of the class, and the session will end with a summary and review of assignments, readings, etc. for the next class.

It is the intention of this course that students acquire an understanding of the theoretical basis of inclusivity in several ways: through readings, discussions and written reflections, and through active participation and practical approaches.

ATTENDANCE

Students are expected to attend all classes, arrive on time, and participate in class discussions and activities.

It is the responsibility of the student to notify the instructor in advance of any absences. Students are also responsible for all content and assignments for any missed classes. Arrangements for obtaining missed course content should be made in advance with another student.

LATE ASSIGNMENTS

The instructor must be contacted in advance for permission to submit an assignment after the due date.

EVALUATION

Attendance and Participation	10%
Plan for a Sub Assignment	25%
Reflections on a Day Spent in Another School	25%
On-line Resources Assignment	15%
Disability Presentation	15%
Portfolio: Final Product	10%
Total	100%

REQUIRED TEXTBOOKS AND MATERIALS

Hierck, T.; Coleman, C.; Weber, C. (2011). Pyramid of Behaviour Interventions Seven Keys to a Positive Learning Environment. Bloomington, Indiana; Solution Tree Press

Required Readings

- Special Education Services
A Manual of Policies, Procedures and Guidelines
http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf
- A Guide to Adaptations and Modifications
http://www.bced.gov.bc.ca/specialed/docs/adaptations_and_modifications_guide.pdf
- Teaching Students With Attention Deficit Disorder
<http://www.bced.gov.bc.ca/specialed/adhd/>
- Awareness of Conditions Affecting Learning
What the Teacher Needs to Know, Vol. 1
<http://www.bced.gov.bc.ca/specialed/awareness/>
- Making a Difference, Teaching Students who have Fetal Alcohol Disorders
<http://www.fasalaska.com/EvensenFASDmanual.pdf>
- Pyramid Response to Intervention
RTI, Professional Learning Communities, and How to respond when Kids Don't Learn
Austin Buffum, Mike Mattos, Chris Weber (available: on reserve Yukon College at schools and on-line) <http://hed.nelson.com>
- Behaviour Intervention/Mental Illness
Instructional Support Planning Process
http://www.bced.gov.bc.ca/specialed/docs/behaviour_intervention.pdf
- Awareness of Conditions Affecting Learning
What the Teacher Needs to Know, Vol. 2
http://www.bced.gov.bc.ca/specialed/awareness/awareness_v2.pdf
- Teaching Students with FASD
<http://www.bced.gov.bc.ca/specialed/fas/>

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when student present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously receiving credit is also considered plagiarism, Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: www.yukoncollege.yk.ca/student_info/pages/writing_centre.

SYLLABUS

Date	Topic	Reading	Assignment	Activity
	Introduction, Review Course Expectations, Assignments, introduce Pyramid of Intervention & Response to Intervention	Reading #1: IEP Planning	Be Present	Decision Making,, Personal Space Portfolios, http://www.rti4success.org/webinars/video/927
	IEP Process BCESIS, Yukon Education Act	Reading #2: Curriculum Adaptations	Sub Plan Portfolios Simulation	Simulation Exercises, Sub Plans
	Learning Styles, Learning Environments	Reading #3 IEP Planning Appendix 3	Conference Debrief Presentations	http://www.edutopia.org/multiple-inteligences-immersion-enota-video
	Record Keeping, Observing	Reading #4	Share what is working for you. Practicum Goals.	BOSS, Observation, In-class Observation
	Communication	Reading #5		Sign Language Activity, Communication with Teacher, Parents
	Assessment	Reading #6		DIBELS: https://dibels.uoregon.edu/ AIMSEB: http://www.aimsweb.com
	Behaviour	Reading #7 Positive Reinforcement, Token Economy, Self-Regulation		Functional Behaviour Assessment
	Social Emotional Learning, Mental Health Issues	Reading #8 http://www.edutopia.org/social-emotional-learning-overview video	Hand in: Summary of Trading Places Assignment	CASEL: http://casel.org/
	Academic Support Strategies	Reading #9 Executive Functions	Post: 5 Favourite Resources to the Class Discussion Site	Share Favourite Resources
	Sensory Issues	Reading #10 Sensory Dysfunction	Guest: Pauline Craig	http://www.123opticalillusions.com/pages/albert-einstein-marilyn-monroe.php

Practicum Week 1				
	Motivation	Reading #11	Hand in: IEP Interview Assignment	Discuss Trading Places Assignment, How to Motivate Students http://www.virtualsalt.com/motivate.htm
Practicum Week 2				
	Transitions	Reading #12, Transition Strategies, Visual Schedules	Hand in: Record Keeping Samples	Community Agencies & Resources
Practicum Week 3				
	Interviews, Portfolios	Reading #13	Hand in: Reflections	

ASSIGNMENTS

1. Complete a Portfolio and present twice during the fall term. Ensure resume is current with a covering letter.
2. Post five on-line resources with brief descriptions to our class website.
3. Plan a full-day for a sub in your current placement.
4. Attend a visitation at a different school from where you work. Write a reflection.
5. Prepare a disability simulation exercise for the whole class.
6. Research Project: details will be given in the first class.