



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD 2110 Children & Youth with Exceptionalities COURSE OUTLINE – FALL 2021

1. CALENDAR DESCRIPTION

This course provides an overview of childhood exceptionalities including intellectual differences, communication disorders, sensory impairments, developmental and behaviour disorders, and health problems with specific attention given to philosophies of inclusion and inclusive practice. Issues faced by the exceptional child as well as the parents and siblings are discussed.

Credit Weight: 0.5 credits

Course Hours: 3-0 (36 lecture; 0 lab/seminar)

Pre-Requisite(s): 4.00 credits - Must be completed prior to taking this course. 1 of FRHD*2260, FRHD*2270, FRHD*2280, PSYC*2450 - Must be taken either prior to or at the same time as this course

Co-Requisites(s): None

Restriction(s): None

2. COURSE DESCRIPTION

This course explores different socio-cultural, medical, and political issues pertaining to disability and mental health, particularly as it relates to the inclusion of students with disabilities in school settings. As such, this class covers various philosophical stances to inclusive practice in schools, medical and diagnostic categorizations of disabilities within the school system, models for approaching disability (i.e. medical, social, cultural), as well as the importance of language in constructing social meanings of disability.

The University of Guelph resides on the treaty lands and territory of the Mississaugas of the Credit. We recognize this gathering place where we work and learn is home to many past, present, and future First Nations, Inuit, and Métis peoples. Our acknowledgement of the land is our declaration of our collective responsibility to this place and its peoples' histories, rights, and presence. Our school supports and adds our collective voice to the "Calls for Action" from the Truth and Reconciliation Committee on Indian Residential School to never forget, to hold governments and colonial forces to account, to seek redress and healing for injustice. – School of English & Theatre Studies, University of Guelph

3. TIMETABLE

Lecture: 10:00-11:20
Location: Zoom
Final Exam: 8:30-10:30, 12/17/2021

4. INSTRUCTIONAL SUPPORT

Course Instructor: Dr. Adam Davies
Email: adam.davies@uoguelph.ca
Telephone: 519-824-4120 ext. 52421
Office: MACS, 326
Office Hours: TBA

Teaching Assistant: Bronte Shay
Email: bshay@uoguelph.ca
Office: TBA
Office Hours: TBA

5. LEARNING RESOURCES

Required Resource(s):

Title: Inclusion of Learners with Exceptionalities in Canadian Schools: A Practical Guide
Author(s): Hutchinson, N.A. & Specht, J.A.
Edition / Year: 6th edition/2020
Publisher: Pearson
ISBN: 9780134772059

Title: Disability Studies: A Students' Guide
Author: Cameron, C.
Edition / Year: 1st edition/2013
Publisher: SAGE
ISBN: 9781446267677

You may purchase the textbook at the [Guelph Campus Co-op Bookstore](#) or the [University of Guelph Bookstore](#).

<https://bookstore.coop/>

<http://www.bookstore.uoguelph.ca/>

All other required readings will be posted in the Ares section of CourseLink or on the assignment outline for the Discussion Posts (for the weekly blog posts).

Course Website

[CourseLink](#) (powered by D2L's Brightspace) is the course website and will act as your classroom. It is recommended that you log in to your course website every day to check for announcements, access course materials, and review the weekly schedule and assignment requirements.

<https://courselink.uoguelph.ca/shared/login/login.html>

Ares

For this course, you will be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621

Email: libres2@uoguelph.ca

Location: McLaughlin Library, First Floor, University of Guelph

<https://v2.lib.uoguelph.ca/find/course-reserves-ares/how-get-course-reserve-material>

Recommended Resource(s):

Please see Ares for course readings and blog posts.

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Identify a wide range of exceptionalities for children and youth with knowledge of how the exceptionality is defined, identified, etiology, short-and-long term developmental outcomes, and impact on the family;
2. Explain the needs of exceptional learners, including social and educational barriers they face in school settings;
3. Explore disability activism and current social and political issues as it relates to disabled people in both a Canadian and international context;
4. Understand different theoretical models for conceptualizing disability, including the medical, social, and cultural models, and the differences between each approach;
5. Demonstrate an awareness of how language and terminology influence the socio-cultural understandings of disability and mental health/illness and how this perpetuates forms of exclusion;
6. Gather an understanding of the difference between the *study of disability* and *critical disability studies*; and
7. Engage in discussions with peers regarding personal experiences/past narratives with disability and how to put theory into practice in professional practice;
8. Grasp how structural ableism in society (and the formal school system) intersects with other forms of oppression, such as heterosexism, racism, and how the exclusion of learners with disabilities is connected to other injustices.

7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1	Introduction to Disability Studies	Thursday September 9 th : <ul style="list-style-type: none"> • Disability Studies (Cameron, 2014) • Normalcy (Cameron, 2014) • Inclusion (Cameron, 2014) • The Social Model of Disability: https://pwd.org.au/resources/disability-info/social-model-of-disability/ • The Medical Model versus the Social Model of Disability: https://canbc.org/blog/medical-model-of-disability-versus-social-model-of-disability/ 	First class – feel free to read these readings either before or after this lecture.

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
2	Re-thinking Disability	<p>Tuesday, September 14th:</p> <ul style="list-style-type: none"> • Introduction + Chapter 1 (Hutchinson & Specht, 2020) • “The Promise of Disability” by Tanya Titchkosky (pp. 15-16): https://www.oise.utoronto.ca/oise/UserFiles/File/ITE_PUB_2011_COMPLETE_LR1.pdf <p>Thursday, September 16th:</p> <ul style="list-style-type: none"> • Titchkosky – Language (Ares) • Identity (Cameron, 2014) • Disabled People’s Movement (Cameron, 2014) • Narrative (Cameron, 2014) 	
3	The Teacher’s Role & Models for Disability	<p>Tuesday, September 21st:</p> <ul style="list-style-type: none"> • Chapter 2: Teachers’ Role (Hutchinson & Specht, 2020) • Access (Cameron, 2014) <p>Thursday, September 23rd:</p> <ul style="list-style-type: none"> • The Medical Model (Cameron, 2014) • The Social Model (Cameron, 2014) • The Personal Tragedy Model (Cameron, 2014) • Medicalization – Keywords for Disability (Ares) 	

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
4	Mental Health/Illness & Mad Studies	<p>Tuesday, September 28th:</p> <ul style="list-style-type: none"> • Chapter 3: Learning and Behavioural Exceptionalities and Mental Health Challenges (Hutchinson & Specht, 2020) <p>Thursday, September 30th:</p> <ul style="list-style-type: none"> • Psychiatrizing Children – LeFrançois (Ares) • Social Service Organizations (Cameron, 2014) 	Encountering Disability – DUE September 30th
5	Autism & Neurodiversity	<p>Tuesday, October 5th:</p> <ul style="list-style-type: none"> • Chapter 4: Autism (Hutchinson & Specht, 2020) <p>Thursday, October 7th:</p> <ul style="list-style-type: none"> • Neurodiversity – Encyclopedia of Human Services and Diversity (Ares) • Autism + Neurodiversity – SAGE Encyclopedia of Children and Childhood Studies (Ares) • Neurodiversity – SAGE Encyclopedia of Trans Studies (Ares) (recommended) 	
6	Physical Exceptionalities, Bodies, and Chronic Illnesses	<p>Thursday, October 14th:</p> <ul style="list-style-type: none"> • Bodies (Cameron, 2014) • Chapter 5: Physical Exceptionalities, Chronic Illnesses (Hutchinson & Specht, 2020) 	<p>No class Tuesday, October 12th – FALL READING WEEK</p> <p>Midterm through CourseLink: October 14-17th</p>

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
7	Eugenics	<p>Tuesday, October 19th:</p> <ul style="list-style-type: none"> ○ Eugenics (Cameron, 2014) ○ Developmental Psychology – SAGE Handbook of Children and Childhood Studies (Ares) ○ “The Sixties Scoop Explained” by Christopher Dart, <i>CBC Docs POV</i>: https://www.cbc.ca/cbcdocspov/features/the-sixties-scoop-explained <p>Thursday, October 21st:</p> <ul style="list-style-type: none"> ○ Eugenics Movement in Canada – Canadian Encyclopedia: https://www.thecanadianencyclopedia.ca/en/article/eugenics 	Thursday, October 21 st : Guest Lecture – Dr. Evadne Kelly, ReVision Centre for Social Justice, University of Guelph

8	Teaching for Diversity & Disability Rights in Ontario	<p>Tuesday, October 26th:</p> <ul style="list-style-type: none"> • Chapter 6: Teaching for Diversity (Hutchinson & Specht, 2020) • When are First Nations children with special needs going to get fair treatment? https://www.oktlaw.com/first-nations-children-special-needs-going-get-fair-treatment/ <p>Thursday, October 28th:</p> <ul style="list-style-type: none"> • Rights & Legislation (Cameron, 2014) • “About Accessibility Laws,” <i>Ontario</i>: https://www.ontario.ca/page/about-accessibility-laws • “What is the AODA?” <i>Greg Thomson</i>, Accessibility for Ontarians with Disabilities Act: https://aoda.ca/what-is-the-aoda/ • “What are the AODA standards?” <i>Greg Thomson</i>, Accessibility for Ontarians with Disabilities Act: https://aoda.ca/what-are-aoda-standards/#:~:text=The%20standards%20of%20the%20AODA,Ontarians%2C%20including%20citizens%20with%20disabilities. • “Disability,” <i>Ontario Human Rights Commission</i>: http://www.ohrc.on.ca/en/code_grounds/disability 	
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Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
		<ul style="list-style-type: none"> Ontario Human Rights Code Brochure, 2016: http://www.ohrc.on.ca/en/disability-and-human-rights-brochure-2016 	
9	Universal Design for Learning, Differentiated Instruction, & Resilience	<p>Tuesday, November 2nd:</p> <ul style="list-style-type: none"> Chapter 8: Using UDL and Differentiated Instruction (Hutchinson & Specht, 2020) <p>Thursday, November 4th:</p> <ul style="list-style-type: none"> Education (School) (Cameron, 2014) Education (Post-compulsory) (Cameron, 2014) Resilience (Cameron, 2014) Vulnerability (Cameron, 2014) 	
10	Classroom Management & Community Building	<p>Tuesday, November 9th:</p> <ul style="list-style-type: none"> Chapter 7: Climate, Community, & Classroom Management (Hutchinson & Specht, 2020) <p>Thursday, November 11th:</p> <ul style="list-style-type: none"> Constructivist Approaches – SAGE Handbook of Classroom Management (Ares) “What are your implicit theories of classroom management?” by Davis, Summers, Miller, <i>An Interpersonal Approach to Classroom Management</i> (Ares) 	

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
11	Differentiated Instruction, Assessment, & Postmodernism	<p>Tuesday, November 16th:</p> <ul style="list-style-type: none"> • Chapter 9: Differentiated Instruction and Using Assessment (Hutchinson & Specht, 2020) <p>Thursday, November 18th:</p> <ul style="list-style-type: none"> • Postmodernism – SAGE Encyclopedia of Contemporary Early Childhood Education (Ares) • Postmodernism by Nel Noddings, <i>Philosophy of Education</i> (Ares) (recommended) • Impairment (Cameron, 2014) 	
12	Disability & Social Relationships	<p>Tuesday, November 23rd:</p> <ul style="list-style-type: none"> • Chapter 10: Enhancing Social Relations (Hutchinson & Sprecht, 2020) <p>Thursday, November 25th:</p> <ul style="list-style-type: none"> • Alienation (Cameron, 2014) • Discrimination (Cameron, 2014) • Harassment (Cameron, 2014) • Stereotypes (Cameron, 2014) • Stigma (Cameron, 2014) 	TikTok Video DUE November 25th

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
12+	“At Risk” Students & Disability Activism	Tuesday, November 30 th : <ul style="list-style-type: none"> Chapter 11: Enhancing Transition for Students “At Risk” Thursday, December 2 nd : <ul style="list-style-type: none"> Disability Activism (Cameron, 2014) 	Thursday, December 2 nd : <i>Crip Camp</i> documentary

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Encountering Disability	5, 6, 7, 8	September 30 th	15%
Midterm	1, 2, 3, 4, 5, 6, 8	October 14-17 th	20%
Tophat	3, 7, 8	Every class	5%
TikTok Activist Video Assignment	3, 5, 7, 8	November 25 th	20%
Weekly Discussion Postings	3, 5, 8	Thursday & Saturday (bi-weekly)	20%
Final Exam	1, 2, 3, 4, 5, 6, 8	December 17 th	20%
Total:			100%

Assessment Descriptions

Midterm (20%)

There will be a midterm test approximately half-way through the semester (starting Tuesday, October 14th to October 17th). This test will be on CourseLink and worth 20% of your grade. It will feature all course readings/lecture content/blog posts up until that day (not including content assignment October 14th). This text will feature multiple choice and short answer questions. It will be out of 100 marks. A study guide will be given closer to the midterm.

Due: October 14-17th on CourseLink

Encountering Disability (15%)

You will write a narrative assignment describing your earliest encounter (that you can remember) with disability. This assignment will describe how you realized you were encountering disability. How did you recognize disability? We will discuss this assignment in class. You will be required to write a short description of this memory and then a short analysis. This will bring in 4 required readings from the course, including Titchkosky's piece on "Language" and the "Narrative" reading from Cameron (2014). A grading rubric and specific assignment guidelines are provided in the assignment outline. **Please use APA 7 referencing style and include a references list at the end of assignment.**

DUE: September 30th

Tophat Participation (5%)

You will get an up to 5% bonus of your grade from Tophat participation. This is an app that we are using in class for participation. By answering questions, you will receive participation points for participating in questions through the lectures of every class.

Bi-Weekly Discussion Postings (20%)

You will write bi-weekly discussion postings based on provided options for blog posts about issues pertaining to disability and/or mental health. You will be in groups of five. Every two weeks, there will be at least five provided options for blog posts to read and each group member will post in their group, letting the others know which posting they have chosen to read. You will post a 500-word summary of your blog post and mention how your post has made you think differently about disability and what you will take from the posting towards your professional practice. Specific prompts will be on the assignment outline. You are required to comment on at least two peers' postings each week (100-250-word comments). Include questions you are left with after reading their post. You will post 500-word summary by Thursday night, and your comments by Saturday evening. A grading rubric and specific assignment guidelines are provided in the assignment outline. You will choose **1** blog post based on **1** week's topic (i.e. either week 1 or week 2's topics). **Please use APA 7 referencing style and include a references list at the bottom of each post with in-text citations in posts and comments.**

DUE: Post by Thursday at 11:59 PM and comments by Saturday at 11:59 PM every other week.

TikTok Activist Video Assignment (20%)

You will create a TikTok video that specifically focuses on an issue or topic pertaining to disability and/or mental health activism discovered through a media article. You will bring forward this important issue relating to a specific disability and discussions/debates surrounding the topic as it pertains to the respective media article you have chosen. Your video will be a piece of "media activism" and you will create it in groups of 3 students to cover both the media article and peer-reviewed articles that discuss this specific disability and topic. You must provide a references page with at least **5 peer reviewed articles** and **1 media article** where you drew your information from. Your references must be listed on the TikTok page where you post your video and you can incorporate them into your video. This video will

bring awareness for a an issue or topic pertaining to a specific disability and will be considered a piece of activism. Your video must be 3-minutes long. Specific points to address in your video and a rubric will be provided in an assignment outline. Please remember to choose a media article that covers a specific disability and issue pertaining to this disability that will anchor your video. Both peer-reviewed articles and the media article should be cited.

DUE: November 25th

Final Exam (20%)

This final exam covers all course content from October 14th to the last lecture (lecture content, blog posts, and assigned readings). The format of the exam will be given closer to the final along with a study guide.

December 17th at 8:30 AM (2 hours)

9. COURSE STATEMENTS

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

10. UNIVERSITY STATEMENTS

E-mail communication:

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

Academic misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic

offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

[The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).

Safety Protocols:

For information on current safety protocols, follow these links: <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
<https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.