

## Special Education Teacher Certificate Guidelines

### Requirements

To receive a Special Education Teacher Certificate, a valid Manitoba Professional Teaching certificate is required along with a minimum of two years of successful teaching experience while holding a valid Manitoba teaching certificate.

**Plus, thirty (30) credit hours of approved university course work at the 500 level or above as specified in the guidelines to complete Section 1: Core and Section 2 (a): Electives.**

Note: Thirty (30) credit hours at the “500” level completes a post-baccalaureate degree.  
Course work completed from various universities must be transferred into a degree program.  
Course work will only be accepted if completed within ten (10) years.  
Course outline may be required for courses marked \*Special Ed topics only\*

**A minimum of thirty (30) credit hours of approved post-baccalaureate course work, (18) Core and (12) Electives in special education is required.**

- a) **Section 1: Core Requirements**  
Eighteen, (18) credit hours of course work

The Core course work is available at the University of Manitoba (UM), Collège universitaire de Saint-Boniface (CUSB) and Brandon University (BU).

- b) **Section 2(a): Electives**  
Twelve, (12) credit hours of course work

The Elective course work is available from the Brandon University (BU), University of Manitoba (UM), Collège universitaire de Saint-Boniface (CUSB) and the University of Winnipeg (UW).

- c) **Section 2(b): Professional Development - Optional**  
Twenty, (20) contact hours, is equivalent to one, (1) hour towards Section 2(a): Electives.

Accredited Professional development is available for those who have a conferred post-baccalaureate degree and are missing some Special Education Elective courses to complete the Special Education Teacher certificate requirements. Accredited Professional Development sessions are not part of your degree requirements. Only professional development activities listed in Section 2(b) of the published Special Education Certificate Guidelines will be accepted for credit towards the Special Education Teacher Certificate. **Completing only the accredited professional development will not fulfill the Special Education Teacher Certificate requirements. See Core and Elective course requirements above.**

**\*\*\*Consult the university calendars for course availability\*\*\***

## **Credential Assessment**

- 1) **Academic work completed in Manitoba:**  
Submit an official transcript to Professional Certification showing completion of courses to be applied towards the Special Education Teacher Certificate.
- 2) **Academic work completed outside Manitoba:**  
Submit an official transcript to Professional Certification showing completion of courses to be applied towards the Special Education Teacher Certificate.
- 3) **Achievement Certificate**  
Submit a copy of the achievement certificate by mail or fax as confirmation of successfully completing the accredited professional development in Special Education. All accredited professional development in Special Education has a reference number to identify each session. Sessions without a reference number are not accepted.  
  
**NOTE: Completing only accredited professional development will not fulfill the Special Education Teacher Certificate requirements. See Core & Elective course work requirements.**
- 4) **Evaluation Fee:**  
The evaluation and certification fee is \$60.00. Payment can be made by cheque or money order payable to the Minister of Finance or by credit card by filling out the Credit Card Service Request form.

## **Contact**

The Special Education Guideline is available on the Internet:

<http://www.edu.gov.mb.ca/ks4/profcert/index.html>

Additional information is available by contacting the Professional Certification Unit:

The Professional Certification Unit  
Box 700  
Russell MB R0J 1W0

Toll free 1-800-667-2378 (in Manitoba)  
1-204-773-2998  
Fax 1-204-773-2411  
E-mail [certification@gov.mb.ca](mailto:certification@gov.mb.ca)

# **Special Education Course Listing**

## **Section 1: Core Requirements**

Eighteen (18) credit hours of course work.

| <b><u>Course No</u></b> | <b><u>Course Title</u></b> | <b><u>University</u></b> | <b><u>Credit</u></b> |
|-------------------------|----------------------------|--------------------------|----------------------|
|-------------------------|----------------------------|--------------------------|----------------------|

### **Inclusive Special Education**

|           |  |    |   |
|-----------|--|----|---|
| EDUA 5600 | Introduction to Inclusive Special Education                | UM | 6 |
| EDUA 5630 | Assessment and Instruction in Inclusive Special Education  | UM | 6 |
| EDUA 5670 | Strategies for Organizing Inclusive Classrooms and Schools | UM | 3 |
| EDUA 5680 | Promoting Responsible Behaviour in Educational Settings    | UM | 3 |

### **Enseignement à l'enfance en difficulté basé sur le principe de l'inclusion**

|           |   |      |   |
|-----------|---|------|---|
| EDUA 5601 | Introduction à l'éducation inclusive                                    | CUSB | 6 |
| EDUA 5631 | Évaluation et programmation en éducation inclusive                      | CUSB | 6 |
| EDUA 5671 | Stratégies pour l'organisation de classes et d'écoles inclusives        | CUSB | 3 |
| EDUA 5681 | Interventions pédagogiques en rapport avec les troubles de comportement | CUSB | 3 |

### **Educational Psychology & Foundations**

|        |   |    |   |
|--------|---|----|---|
| 04.506 | Theory and Practice of Standardized Assessment    | BU | 3 |
| 04.550 | Education of Exceptional Children I               | BU | 3 |
| 04.551 | Education of Exceptional Children II              | BU | 3 |
| 04.556 | Education of Children with Behaviour Disorders I  | BU | 3 |
| 04.557 | Education of Children with Behaviour Disorders II | BU | 3 |
| 04.561 | Assessment in Special Education                   | BU | 3 |

## **Section 2(a): Electives**

Twelve (12) credit hours of course work.

### **Administration and Educational Services**

|        |  |    |   |
|--------|--|----|---|
| 01.522 | Early Childhood Curriculum and Instruction | BU | 3 |
| 01.523 | Designing Curriculum for Early Childhood   | BU | 3 |
| 01.524 | Children's Play and Learning               | BU | 3 |

### **Curriculum and Instruction: Humanities**

|        |   |    |   |
|--------|---|----|---|
| 02.540 | Trends in the Teaching of Early/Middle Years Language Arts I          | BU | 3 |
| 02.541 | Trends in the Teaching of Early/Middle Years Language Arts II         | BU | 3 |
| 02.542 | Trends in the Teaching of Early/Middle Years Developmental Reading I  | BU | 3 |
| 02.543 | Trends in the Teaching of Early/Middle Years Developmental Reading II | BU | 3 |
| 02.544 | Diagnostic and Remedial Reading I                                     | BU | 3 |
| 02.545 | Diagnostic and Remedial Reading II                                    | BU | 3 |

## **Section 2(a): Electives - continued**

### **Curriculum and Instruction: Humanities - continued**

|        |  |    |   |
|--------|--|----|---|
| 02.555 | Teaching Thinking Strategies                             | BU | 3 |
| 02.580 | Introduction to Curriculum                               | BU | 3 |
| 02.582 | Curriculum Planning and Materials Design and Development | BU | 3 |
| 02.586 | Trends and Issues in Literacy Difficulties               | BU | 3 |
| 02.587 | Trends and Issues in Literacy Theories                   | BU | 3 |
| 02.588 | Trends and Issues in Literacy Development                | BU | 3 |

### **Curriculum and Instruction: Math/Science**

|        |  |    |   |
|--------|--|----|---|
| 03.560 | Trends & Developments in the Teaching of Early & Middle Years Mathematics I  | BU | 3 |
| 03.561 | Trends & Developments in the Teaching of Early & Middle Years Mathematics II | BU | 3 |
| 03.562 | Trends & Developments in Teaching Middle & Senior Years Mathematics I        | BU | 3 |
| 03.563 | Trends & Developments in Teaching Middle & Senior Years Mathematics II       | BU | 3 |
| 03.580 | Introduction to Curriculum   | BU | 3 |
| 03.581 | Curriculum Planning and Design   | BU | 3 |
| 03.582 | Curriculum Planning and Materials Design and Development                     | BU | 3 |

### **Educational Psychology & Foundations**

|        |  |    |   |
|--------|--|----|---|
| 04.500 | The Educational Process: Developmental Stages                      | BU | 3 |
| 04.501 | The Educational Process: The Adolescent                            | BU | 3 |
| 04.502 | Educational Psychology: Foundations of Education                   | BU | 3 |
| 04.503 | Educational Psychology: Human Learning, Intelligence & Instruction | BU | 3 |
| 04.504 | Guidance and Counselling   | BU | 3 |
| 04.507 | Theory and Practice of Assessment in the Classroom                 | BU | 3 |
| 04.508 | Introduction to Counseling: Helping Relationships                  | BU | 3 |
| 04.509 | Counselling Theory and Practice                                    | BU | 3 |
| 04.510 | Career Guidance  | BU | 3 |
| 04.522 | Sociology of Education I   | BU | 3 |
| 04.523 | Sociology of Education II  | BU | 3 |
| 04.524 | Cultures and Education I   | BU | 3 |
| 04.525 | Cultures and Education II  | BU | 3 |
| 04.528 | Comparative Education I  | BU | 3 |
| 04.529 | Comparative Education II   | BU | 3 |
| 04.532 | Theory and Practice of Small Group Leadership in Education         | BU | 3 |
| 04.533 | Group Guidance and Counselling                                     | BU | 3 |
| 04.535 | Individualized Testing   | BU | 3 |
| 04.552 | Education of Children with Intellectual Disabilities I             | BU | 3 |
| 04.553 | Education of Children with Intellectual Disabilities II            | BU | 3 |
| 04.554 | Education of Children with Learning Disabilities I                 | BU | 3 |
| 04.555 | Education of Children with Learning Disabilities II                | BU | 3 |
| 04.558 | Curriculum for Children with Intellectual Disabilities             | BU | 3 |
| 04.559 | Readings and Research in Special Education                         | BU | 3 |

## **Section 2(a): Electives - continued**

### **Educational Psychology & Foundations - continued**

|        |   |    |   |
|--------|---|----|---|
| 04.560 | Education of Children who are Gifted, Talented and Creative     | BU | 3 |
| 04.562 | Including Children with Exceptionalities                        | BU | 3 |
| 04.563 | Practicum in Special Education I                                | BU | 3 |
| 04.564 | Practicum in Special Education II                               | BU | 3 |
| 04.566 | Gender and Education  | BU | 3 |
| 04.567 | Assessment for Counsellors                                      | BU | 3 |
| 04.573 | Language Acquisition & Communication Disorders in the Classroom | BU | 3 |
| 04.575 | Consultancy and Collaboration in Special Education              | BU | 3 |
| 04.599 | Seminar in Education *Special Ed topics only*                   | BU | 3 |
| 04.652 | Resilience, Risk and Special Education                          | BU | 3 |

### **Guidance and Counselling**

|           |   |    |   |
|-----------|---|----|---|
| EDUA 5500 | Theories and Issues in School Counselling | UM | 3 |
| EDUA 5510 | Elementary School Counselling             | UM | 3 |
| EDUA 5530 | Secondary School Counselling              | UM | 3 |
| EDUA 5550 | Psychology of Human Relationships         | UM | 3 |
| EDUA 5580 | Career Development                        | UM | 3 |

### **Cours d'orientation**

|           |   |      |   |
|-----------|---|------|---|
| EDUA 5501 | Théories et issues dans la consultation d'école | CUSB | 3 |
| EDUA 5511 | Counselling à l'élémentaire                     | CUSB | 3 |
| EDUA 5531 | Counselling au secondaire                       | CUSB | 3 |
| EDUA 5551 | Psychologie des relations humaines              | CUSB | 3 |

### **Inclusive Special Education**

|           |   |    |   |
|-----------|---|----|---|
| EDUA 5610 | Field Experience in Inclusive Special Education                       | UM | 3 |
| EDUA 5620 | Teaching Children Through Alternative and Augmented Communication     | UM | 3 |
| EDUA 5640 | Inclusive Special Education: Early and Middle Years                   | UM | 3 |
| EDUA 5650 | Inclusive Special Education: High School and Transition to Adult Life | UM | 3 |
| EDUA 5660 | Organization and Delivery of Resource Program and Support Services    | UM | 3 |
| EDUA 5690 | Focus on Exceptionality: Gifted and Talented                          | UM | 3 |
| EDUA 5770 | Focus on Exceptionality: An Ecological Approach to FAS/E              | UM | 3 |

### **Enseignement à l'enfance en difficulté basé sur le principe de l'inclusion**

|           |  |      |   |
|-----------|--|------|---|
| EDUA 5661 | Gestion et mise en oeuvre des programmes d'orthopédagogie et des services de soutien | CUSB | 3 |
|-----------|--|------|---|

## **Section 2(a): Electives – continued**

### **Educational Psychology**

|           |  |    |   |
|-----------|--|----|---|
| EDUA 5700 | Social Psychology of Education   | UM | 3 |
| EDUA 5710 | Readings in Educational Psychology I * Special Ed Topics only*             | UM | 3 |
| EDUA 5720 | Readings in Educational Psychology II * Special Ed Topics only*            | UM | 3 |
| EDUA 5730 | Recent Developments in Educational Psychology I * Special Ed topics only*  | UM | 3 |
| EDUA 5740 | Recent Developments in Educational Psychology II * Special Ed topics only* | UM | 3 |
| EDUA 5750 | Psychology of Learning in Educational Contexts                             | UM | 3 |

### **Fondements scolaires**

|           |  |      |   |
|-----------|--|------|---|
| EDUA 5701 | Psychologie sociale de l'éducation                     | CUSB | 3 |
| EDUA 5711 | Lectures dirigées en psychologie de l'éducation I      | CUSB | 3 |
| EDUA 5721 | Lectures dirigées en psychologie de l'éducation 2      | CUSB | 3 |
| EDUA 5731 | Développements récents en psychologie de l'éducation   | CUSB | 3 |
| EDUA 5741 | Développements récents en psychologie de l'éducation 2 | CUSB | 3 |
| EDUA 5751 | Psychologie de l'étude en contexte scolaire            | CUSB | 3 |

### **Instructional Design and Evaluation**

|           |                                     |    |   |
|-----------|-------------------------------------|----|---|
| EDUA 5810 | Theory of Test Construction         | UM | 3 |
| EDUA 5850 | Computer Application in Education 2 | UM | 3 |

### **Conception pédagogique et évaluation**

|           |                                   |      |   |
|-----------|-----------------------------------|------|---|
| EDUA 5811 | Théories de construction de tests | CUSB | 3 |
|-----------|-----------------------------------|------|---|

### **Early Years Education**

|           |  |    |   |
|-----------|--|----|---|
| EDUA 5900 | Education and the Developmental Process I  | UM | 3 |
| EDUA 5910 | Education and the Developmental Process II | UM | 3 |
| EDUA 5920 | Children's Play                            | UM | 3 |
| EDUA 5930 | Observing Child Behavior                   | UM | 3 |

### **Enseignement primaire**

|           |   |      |   |
|-----------|---|------|---|
| EDUA 5901 | Éducation et processus du développement 1 | CUSB | 3 |
| EDUA 5911 | Éducation et processus de développement 2 | CUSB | 3 |
| EDUA 5921 | Le jeu chez l'enfant                      | CUSB | 3 |
| EDUA 5931 | Observation du comportement de l'enfant   | CUSB | 3 |

## **Section 2(a): Electives – continued**

### **Readings in Curriculum - \*Special Ed topics only\***

|           |   |    |   |
|-----------|---|----|---|
| EDUB 5200 | Readings in Curriculum, Teaching and Learning I                       | UM | 3 |
| EDUB 5210 | Readings in Curriculum, Teaching and Learning II                      | UM | 3 |
| EDUB 5220 | Recent Developments in Curriculum, Teaching and Learning I            | UM | 3 |
| EDUB 5230 | Recent Developments in Curriculum, Teaching and Learning II           | UM | 3 |
| EDUB 5470 | Recent Developments in Curriculum: Mathematics and Natural Sciences I | UM | 3 |

### **Curriculum: Reading/Language Arts**

|           |   |    |   |
|-----------|---|----|---|
| EDUB 5330 | Teaching Language and Literacy in the Content Areas | UM | 3 |
| EDUB 5400 | Diagnostic and Remedial Techniques in Language Arts | UM | 6 |

### **Programme d'études – Reading/Language Arts**

|           |   |      |   |
|-----------|---|------|---|
| EDUB 5331 | Sujets pratiques dans les arts langagiers 2 | CUSB | 3 |
|-----------|---|------|---|

### **English as a Second Language**

|           |   |    |   |
|-----------|---|----|---|
| EDUB 5510 | ESL Materials Development and Practicum                   | UM | 3 |
| EDUB 5580 | Fundamentals of ESL (English Second Language) Instruction | UM | 3 |

### **Curriculum: Mathematics**

|           |  |    |   |
|-----------|--|----|---|
| EDUB 5770 | Diagnosis and Remediation in Elementary School Mathematics | UM | 3 |
|-----------|--|----|---|

### **Programmes d'études – Mathématiques**

|           |   |      |   |
|-----------|---|------|---|
| EDUB 5771 | Diagnostic et orthopédagogie en enseignement des mathématique à l'élémentaire | CUSB | 3 |
|-----------|---|------|---|

### **Graduate Studies**

#### **Inclusive Special Education**

|           |  |    |   |
|-----------|--|----|---|
| EDUA 7600 | Seminar in Inclusive Special Education                             | UM | 6 |
| EDUA 7610 | Behavioural Issues in Educational Settings                         | UM | 3 |
| EDUA 7620 | Seminar in Disability Studies                                      | UM | 3 |
| EDUA 7630 | Advanced Assessment and Instruction in Inclusive Special Education | UM | 3 |
| EDUA 7650 | Field Experience in Inclusive Education                            | UM | 6 |

#### **Enseignement à l'enfance en difficulté basé sur le principe de l'inclusion**

|           |  |      |   |
|-----------|--|------|---|
| EDUA 7601 | Séminaire en éducation inclusive   | CUSB | 6 |
| EDUA 7611 | Séminaire sur l'éducation des enfants aux prises avec des troubles du comportement | CUSB | 3 |

## **Section 2(a): Electives – continued**

### **Graduate Studies - continued**

#### **Miscellaneous**

|           |  |    |   |
|-----------|--|----|---|
| EDUA 7710 | Development in Learning Environments               | UM | 3 |
| EDUA 7720 | Psychology of Classroom Learning                   | UM | 3 |
| EDUA 7730 | Psychological Perspectives in Early Education      | UM | 3 |
| EDUA 7740 | Topics of Educational Psychology I                 | UM | 3 |
| EDUA 7750 | Topics of Educational Psychology II                | UM | 3 |
| EDUA 7760 | Interview Techniques with Children and Adolescents | UM | 3 |

#### **Miscellaneous**

|           |   |      |   |
|-----------|---|------|---|
| EDUA 7721 | Psychologie de l'apprentissage en salle de classe   | CUSB | 3 |
| EDUA 7741 | Sujets particuliers en psychologie de l'éducation 1 | CUSB | 3 |
| EDUA 7751 | Sujets particuliers en psychologie de l'éducation 2 | CUSB | 3 |

#### **Research and Evaluation**

|           |  |    |   |
|-----------|--|----|---|
| EDUA 7840 | Qualitative Methods of Research in Education | UM | 3 |
| 07.551    | Interpreting Educational Research            | BU | 3 |

#### **Mathematics**

|           |   |    |   |
|-----------|---|----|---|
| EDUB 7480 | Advanced Seminar in Mathematical Diagnosis and Remedy | UM | 3 |
|-----------|---|----|---|

#### **University of Winnipeg Summer Institute courses**

|         |                            |    |   |
|---------|----------------------------|----|---|
| 15.5401 | Creative Problem Solving   | UW | 3 |
| 15.5402 | Expanding Gifted Education | UW | 3 |



## Section 2(b): Professional Development - OPTIONAL

Twenty, (20) contact hours is equivalent to one, (1) hour towards Section 2(a): Electives.

Accredited Professional development is available for those who have a conferred post-baccalaureate degree and are missing some Special Education Elective courses to complete the Special Education Teacher Certificate requirements. Accredited Professional Development sessions are not part of your degree requirements. Only accredited professional development activities listed in Section 2(b) of the published Special Education Certificate Guidelines will be accepted for credit towards the Special Education Teacher Certificate. Sessions without a reference number are not accepted.

**Completing only accredited professional development will not fulfill the Special Education Teacher Certificate requirements. See Core & Elective course work requirements.**

The following accredited professional development will be accepted once a copy of the achievement certificate is submitted by mail or fax, within two (2) years of the completion date.

| <u>TITLE</u>  | <u>CONTACT HOURS</u> |
|---|----------------------|
| 1 Applied Suicide Intervention Skills Training<br>Winnipeg School Division<br>December 13 & 14, 2006<br><b>Reference No 146378</b>  | 10                   |
| 2 Atelier de formation pour les nouveaux orthopédagogues qui oeuvrent en français*<br>Workshop for new resource teachers working in French<br>Manitoba Education, Citizenship and Youth<br>September 27, 2006 and February 7, 2007 - English (Dauphin)<br>September 29, 2006 and February 9, 2007 - English (Winnipeg)<br>October 6, 2006 and January 12, 2007 - Français schools*<br>October 20, 2006 and January 19, 2007 - French Immersion schools*<br><b>Reference No 147210</b> | 10                   |
| 3 Celebrating Exceptional Children<br>Manitoba Council of Exceptional Children<br>February 15, 16, 17, 2007<br><b>Reference No 154486</b>   | 15                   |
| 4 Circle of Support: Working Together to Make Differences in Students Lives<br>RS Phillips & Associates<br>Native Education Consultants<br>October 19 & 20, 2006<br><b>Reference No 152649</b>  | 10                   |
| 5 Control Theory I<br>St. James-Assiniboia School Division<br>August 20 & 23, 2006<br><b>Reference No 143288</b>  | 10                   |

- |  |                 |
|--|-----------------|
| <p><b>6</b> Core Competency Workshops - two or three day sessions<br/>         Manitoba Education, Citizenship and Youth<br/> <b>Individual Education Planning (IEP)</b><br/>         &gt; October 13, 2006 - Winnipeg; Dauphin; Thompson<br/>         &gt; November 10, 2006 (French) - Winnipeg *<br/>         &gt; January 12; March 16, 2007 - Winnipeg<br/> <b>Adaptation</b><br/>         &gt; November 2, 2006; March 1, 2007 - Winnipeg<br/>         &gt; February 22, 2007 (French) - Winnipeg *<br/>         &gt; March 1, 2007 - Winnipeg; Dauphin; Thompson<br/>         &gt; April 26, 2007 - Winnipeg<br/> <b>Modification</b><br/>         &gt; November 3, 2006 - Winnipeg<br/>         &gt; February 23, 2007 (French) - Winnipeg *<br/>         &gt; March 2, 2007 - Winnipeg, Dauphin, Thompson<br/>         &gt; April 26, 2007 - Winnipeg<br/> <b>Reference No 152861</b></p> | <p>10 or 15</p> |
| <p><b>7</b> Crisis Negotiation Techniques<br/>         Winnipeg School Division<br/>         November 16 - 17, 2006<br/> <b>Reference No 146376</b></p>  | <p>10</p>       |
| <p><b>8</b> Creating the Culture of Respect in Your School<br/>         Pembina Trails School Division<br/>         January 25 &amp; 26, 2007<br/> <b>Reference No 155673</b></p>  | <p>10</p>       |
| <p><b>9</b> Developmental Intervention<br/>         Louis Riel School Division<br/>         September 11; November 8, 22; December 6, 2006<br/>         January 17; February 21, 28, 2007<br/> <b>Reference No 152277</b></p>  | <p>22</p>       |
| <p><b>10</b> Developmental Therapy / Teaching Workshop<br/>         Pembina Trails School Division<br/>         October 23 &amp; 24, 2006<br/> <b>Reference No 152491</b></p>  | <p>12</p>       |
| <p><b>11</b> Functional Behaviour Assessments with Planning<br/>         Frontier School Division<br/>         November 2 &amp; 3, 2006<br/> <b>Reference No 155008</b></p>  | <p>10</p>       |
| <p><b>12</b> Introduction to Behaviour Management of Challenging Behaviours<br/>         DASCH Inc. (Direct Action in Support of Community Homes)<br/>         April 12 &amp; 13, 2006<br/>         October 29 &amp; 30, 2006<br/> <b>Reference No 138410</b></p>  | <p>10</p>       |

- |    |   |      |
|----|---|------|
| 13 | La Conference annuelle de l'Association des orthopédagogues de langue française au Manitoba - Ensemble, on réussit!*<br>AOLFM<br>November 23 & 24, 2006<br><b>Reference No 147197</b>   | 10   |
| 14 | Life Space Intervention<br>St James-Assiniboia School Division<br>September 18 - 21, 2006 - On site training only<br><b>Reference No 138169</b>   | 20   |
| 15 | Literacy Across the Curriculum<br>Manitoba Education Citizenship and Youth<br>August 22, 23, 24, 2006<br><b>Reference No 151150</b>   | 15   |
| 16 | Look at the Child<br>Winnipeg School Division Resource Teacher Program<br>Half day: September 12, November 22, 2006; January 15, February 15, March 19, 2007<br><b>Reference No 154846</b>  | 12.5 |
| 17 | Mediation Skills: Level 1<br>Winnipeg School Division<br>March 7 & 8, 2007<br><b>Reference No 146383</b>  | 10   |
| 18 | Parachuting down into General Education: Inclusive Programming for Elementary and Middle School Students with Autisms and Spectrum Disorders<br>Manitoba Families for Effective Autism Treatment<br>November 2 & 3, 2006<br><b>Reference 147176</b> | 10   |
| 19 | Personalized Student Learning and Goal Setting;<br>Bully-Free Schools and Classrooms: Safe and Caring Places to Learn<br>Pembina Trails School Division<br>January 23 & 24, 2007<br><b>Reference No 155672</b>                                      | 10   |
| 20 | Precision Reading<br>Manitoba Association of Resource Teachers<br>November 1, 2006 and February 21, 2007<br><b>Reference No 138900</b>  | 11   |
| 21 | Relationship Matters: Harnessing the Power of Attachment<br>Pembina Trails School Division<br>November 23 & 24, 2006<br><b>Reference No 153708</b>  | 10   |

|           |  |    |
|-----------|--|----|
| <b>22</b> | Restitution I<br>St. James-Assiniboia School Division<br>August 20 & 21, 2006<br><b>Reference No 143242</b>  | 10 |
| <b>23</b> | Restitution 1 - Introduction to Restitution<br>Park West School Division<br>October 2 & 3, 2006<br><b>Reference No 152632</b>  | 10 |
| <b>24</b> | Restitution II<br>St. James-Assiniboia School Division<br>August 20 & 21, 2006<br><b>Reference No 143279</b>   | 10 |
| <b>25</b> | Special Education Summer Institute<br>The Manitoba Teachers' Society<br>August 15 - 18, 2006<br><b>Reference No 150108</b>   | 20 |
| <b>26</b> | Student Threat Assessment Training - L1 Training<br>Pembina Trails School Division<br>October 25 & 26; November 1 & 21, 2006<br><b>Reference No 155047</b>   | 24 |
| <b>27</b> | Summer Institute - Addressing the Needs<br>Manitoba First Nations Education Resource Centre<br>July 31 - August 4, 2006<br><b>Reference No 147193</b>  | 25 |
| <b>28</b> | Threat Assessment Training - Level 1<br>Winnipeg School Division<br>two days sessions: Oct 24, 25; Nov 20, 21; Dec 18, 19, 2006; Feb 19, 20; Apr 17, 18;<br>May 15, 16; Jun 6, 7, 2007<br><b>Reference No 146373</b> | 10 |
| <b>29</b> | WEVAS Training Workshop<br>River East Transcona School Division<br>Option 1: November 7 & 14, 2006<br>Option 2: February 7 & 14, 2007<br><b>Reference No 152733</b>  | 10 |

\*workshops offered in French only\*

## **Special Education Professional Development Guide**

Professional development activities must be registered at our office by a formal application from the sponsoring school division or organization. An application for workshops is available from the [Professional Certification](#) office.

**All activities must be arranged by a university, Manitoba Education, Citizenship and Youth or other government departments, professional association, agency, hospital, school division/district.**

### **Professional Development Activities must focus on these Competencies:**

1. Professional development will include the philosophical, historical, and legal foundations of Special Education within the context of the general education system.
2. The characteristics of learners - Training will deal with how disabilities impact the cognitive, physical, emotional, social and communication development of an individual. How to provide opportunities that support the intellectual, social and personal development of all students.
3. Assessment, Diagnosis and Evaluation – This focus will deal with the educational assessment process and various assessment strategies to support the continuous development of all students.
4. Instructional Content and Practice - How students differ in their approaches to learning and how to create instructional opportunities that are adapted to diverse learners. Instructional planning and design instruction based on knowledge of the discipline, students, community and curriculum goals.
5. Planning and Managing the Teaching Learning Environment - Understanding how individual and group motivation and behaviour can be used to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.
6. Managing Student Behaviour and Social Interaction Skills - Understanding the necessity and various strategies for participating with other professionals and parents in an interdisciplinary effort in the management of behavior.
7. Communication and Collaborative Partnerships - The methods of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and support interaction among professionals, paraprofessionals and parents.
8. Professionalism and Ethical Practices - Understanding teaching as a profession, maintaining standards of professional conduct and providing leadership to improve student learning and well-being.

