

Course Code	Snie2051
Course Title	Education of Persons with language and Communication Difficulties
Degree Program	Under graduate(Regular)
Module Name	Inclusive Education III
Module No	05
ECTS Credits(CP)	3

- **Module competency:**
- **Mode of delivery:**
- **Teaching methods:**
- **Assessment Techniques:**

The assessment techniques of the module will be continuous assessment (50%) and final exam(50%).

- ❖ Test.....10%
- ❖ Individual Assignment.....10%
- ❖ Group Assignment.....10%
- ❖ Field visit and Reporting.....10%
- ❖ Attendance.....5%
- ❖ Participation.....5%
- ❖ Final exam.....50%

Course Description

The definition and types of language impairment, causes, and major characteristics of children with language and communication disorder; the methods of identification and assessment, and considerations in the educational, training and psychosocial interventions, the influence of culture, families and the need of technology in the intervention will be discussed. Reading and writing difficulties in the regular classes, and the impact of existing teaching methods, in enhancing these skills will be emphasized. The support system in the inclusive classroom will be addressed.

Course Objectives

Upon completion of the course students will be able to:

- Know the definition, types, causes, and classification, and identification methods of the children with language and communication disorders.
- Know the characteristics of children with language and communication disorders.
- Understand appropriate psychosocial and educational supports for children with language and communication disorders.
- Value education of students with communication and language disorder in inclusive classroom

Schedule of Lecture Topics and Readings

Week	Conceptual Focus	Readings/Assignments	Methods & Activities
1 st	1. Introduction <ol style="list-style-type: none"> Aspects of Normal Communication And Language Development Language and learning Definition Of Language And Communication Disorders Prevalence 	Heward pp. 301-310	Informal Lecture will be delivered
	2. Types Of Language And Communication Disorders 2.1. <i>Causes</i> <ul style="list-style-type: none"> Organic Functional 	Heward pp. 310-315 Task #1: Read the different types and causes of language and communication disorders; be prepared to reflect in class.	Lecture and Group discussion will be employed
3 rd	2.2. <i>Types</i> <ul style="list-style-type: none"> Language Disorders Speech Disorders Associated language and communication disorders <ol style="list-style-type: none"> Mental disabilities and language disorders Learning disabilities and language disorders Autism and Language disorders Hearing impairment & Language disorders Specific Language Impairment Adult Language Disorder 		
	3. Major Characteristics 3.1. Physical characteristics 3.2. Cognitive characteristics 3.3. Socio emotional characteristics 3.4. Academic characteristics	Task #2: Read and present the major characteristics of children with language and communication disorders	Presentation by the students and Lecture will be employed

	4. Identification and Assessment <ul style="list-style-type: none"> • Identification symptoms • Assessment strategies • Difficulties in early identification and assessment 	Task #3: Read the different symptoms exhibited by children with language and communication disorders	Lecture and whole class discussion will be employed
	5. Intervention 5.1. Educational Intervention 5.2. Psychosocial Intervention	Task #4: read and reflect to the class about the needed types of educational and psychosocial interventions	Lecture will be delivered
4 th	1.1. The Influence Of Culture And Families In The Process Of Intervention 1.2. Bilingual/Bicultural Issues 1.3. The Need Of Technology In The Process Of Intervention	Task #5: reflect on one of your cultural experience and its possible influence and opportunities in the practice of intervention	Students presentation, Lecture and discussion will be delivered
	6. Children With Language And Communication Disorders In Regular And Inclusive Classrooms	Task #6: Share your personal experience or interview a friend and present the learning conditions of children with language and communication disorders.	Lecture and students reflection of their experience followed by discussion.

Summary of Methods and Activities

Classroom lessons will be mainly lecture and discussion based. Students will be given reading assignments and reflection of their experience in particular focus areas. At the start of every lesson, there will be a brainstorming activity. Different stimulus materials (handouts) will be given and students they will be asked to present their reading part, raise questions during group presentation, discussions and lecture. At the end of each unit, they will be requested to write a brief reflection of what they have learned in the unit. In this way continuous assessment of their understanding will be held.

Assessment Methods

A. Assignments

1. Reflections. Keep a weekly written reflection of your reactions, questions about the readings and discussions in class, giving consideration to yourself as special needs education professional? Due date beginning from the end of the first week.
2. Present the different characteristics of children with language and communication disorders. Briefly summarize the main points in not more than 3 pages being in a group of 8-10 students. Due between 4th -6th week.
3. Work in a group of five students; select one of your group mate's cultures, briefly describe the culture and its practices, analyzes its possible influences or opportunities in the process of intervention. Due on the 11th- 12th week

4. Go back to your school and childhood life; do you have a friend/classmate with significantly different kind of language and speech development? If not, ask your friends here from the university. Share what you remember about his/her school experience including his/her behavior, social relationships and academic competencies. Due on 13th - 14th week.

Summary of Course Assignments, Test and Exam:

Tutorial component

Quiz one.....	10%
Quiz two.....	10%
Quiz three.....	10%
Individual assignment.....	30%
Group assignment.....	40%

Lecture component

Mid exam one.....	30%
Mid exam two.....	30%
Final exam.....	60%

References

- Heward, L.W. (2006). *Exceptional Children: An introduction to special education (8th ed)*.USA: Pearson Education, Inc.
- Hallahan, P.D. & Kauffman, M.J. (2006). *Exceptional Learners: An introduction to Special Education (10th Ed.)*.USA: Pearson Education, Inc.
- Hallahan, D.P. & Kauffman, J.M. (1994). *Exceptional Children Introduction to Special education (6th ed.)*. Boston: Allyn and Bacon.
- Heward, W.L. & Orlansky, M.D. (1988).*Exceptional Children (3rd ed)*. Columbus: Merrill Publishing Company.
- Boone, D.R. & Plante, E.(1993). *Human communication and its disorders (2nd e.d.)*.University of Arizona, New Jersey: Prentice Hall.