

Module Title: Children with Special Needs Education

Module Code: SNE_M2051

ECTS: 6

Course Title: Children with Special Needs and Inclusive Education

Course Code: SNE2051

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Course Description

This course will uncover issues of children with special needs and related practices. Students will learn various identification, assessment and intervention mechanisms of children with special needs. This will include all students with special needs; sensory impairments, physical and health impairments, intellectually challenged, emotional and behavior disorders, learning disabilities, communication disorders, gifted and talented student, and those at risk because of different reason (student who are environmentally and culturally deprived, abused, torched, abandoned, and orphaned and vulnerable) who need special attention of educational support. The course gives you the chance to study the specific developmental characteristics of each group of students with special needs and come up with appropriate educational and psychosocial supports.

Course Objective

At the end of this course students will be able to:

- Understand the concept of special educational needs and related terms.
- Appreciate the importance of early inclusion
- Recognize the needs and potentials of children with special needs in different settings
- Know different categories of children with special educational needs.
- Understand causes and developmental profiles of children with different disabilities,
- Recognize identification, assessment and intervention strategies of children with special needs.
- Know about learning needs and styles of students with special needs
- Provide appropriate educational and psychosocial intervention to children with special needs.

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Pre-requisites	
Course status	Major

Schedule

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Week	Contact hours	Topics and subtopics	Reference
1	As class schedule	UNIT ONE: Understanding Students with Special Needs 1.1. Definition of key terms 1.2. Identification, assessment, and intervention 1.3. Trends in educating children with special needs 1.4. Placement options of children with special needs 1.5. Inclusive Education and early childhood inclusion	Solomon M. (2008). <i>Handbook of special needs Education</i> . Unpublished reading material
1	As class schedule	UNIT TWO: Children with Visual Impairment 2. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention mechanisms of visual impairment	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource, and, Practice</i> (5th. ed.). P(456-476)
2	As class schedule	UNIT THREE: Children with Hearing Impairment 3. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention mechanisms of Hearing Impairment	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource, and, Practice</i> (5th. ed.). P(434-454)
2/3	As class schedule	UNIT FOUR: Children with Intellectual Disability 4. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention mechanisms of Intellectual Disability	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource,</i>

			and, Practice (5th. ed.). P(335-351)
3/4	As class schedule	UNIT FIVE: Children with Physical and Health Impairments 5. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention mechanisms of Children Physical and Health Impairments	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource, and, Practice</i> (5th. ed.). P(407-433)
4/5	As class schedule	UNIT SIX: Children with Communication Disorder 6. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention mechanisms of Children with Communication disorder	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource, and, Practice</i> (5th. ed.). P(271-291)
5	As class schedule	UNIT SEVEN: Children with Specific Learning Disabilities 7. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention mechanisms of children with learning disabilities	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource, and, Practice</i> (5th. ed.). P(185-214)
		UNIT EIGHT: Children with Social, Emotional, and Behavioral Disorders 8. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention mechanisms of children with social, Emotional, and behavioral disorders	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource, and, Practice</i> (5th. ed.). P(215-245)

		UNIT NINE: Autistic Children 9. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention of Autistic children	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource, and, Practice</i> (5th. ed.). P(312-334)
		UNIT TEN: Vulnerable children/Children At Risk 10. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention of vulnerable children	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource, and, Practice</i> (5th. ed.). P(247-269)
		UNIT ELEVEN: Gifted and Talented Children 11. Definition, Types, Causes, developmental characteristics, identification, assessment and intervention mechanisms of gifted and talented children	Penny Low Diener (2010). <i>Inclusive Early Childhood Education: Development, Resource, and, Practice</i> (5th. ed.). P(353-373)

PART TWO – INCLUSIVE EDUCATION

	Appreciate the meaning and nature of inclusive education	meaning and nature of inclusive education	-interactive lecturing -group discussion	-Question and answer Assignment	K, L6
	Be clear why inclusive education is important	Why inclusive education?	interactive lecturing -group discussion	-Question and answer Assignment	
	Understand early childhood inclusion	early childhood inclusion	interactive lecturing -group discussion	-Question and answer Assignment	

	Appreciate the different conventions on the right of children on inclusive education	conventions on the right of children on inclusive education	-interactive lecturing -group discussion	-Question and answer	K, L6
	Make plans and address the needs of students in class room setting	Make plans and address the needs of students in class room setting	-interactive lecturing -group discussion	-Question and answer	K,L2
	Identify stockholders in the process of inclusive education	Stakeholders in the process of inclusive education	interactive lecturing -group discussion	-Question and answer	K,L2
	Appreciate the early intervention strategies in preschool	early intervention strategies in preschool	-interactive lecturing -group discussion	-Question and answer	K, L6
	Be familiar about Individual education plan	Individual Education plan	lecturing -group discussion	Question and answer -assignment	K.L1

Mode of delivery	Block
Delivery of teaching	discussion, interactive lecture, case study, demonstration, article review
Assessment techniques	Quiz (10%); Test (30%) Group assignment with presentation (15%) Attendance and participation (5%) final examination 40%

References:	Glen P. Aylward. (2003) <i>Practitioner's Guide to Behavioral Problems in Children</i>. Heward,L.H.(2006). Exceptional Children: An Introduction to Special Education. New Jersey; Pearson prentice Hall. Hallahan, P.D. & Kauffman, M.J. (2006). Exceptional Learners: An
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introduction to Special Education (10th Ed.).USA. Pearson Education, Inc

Kirk, S., Gallagher, J., Coleman, M. & Anastasiow, N. (2009). Educating Exceptional Children (12th ed.). Boston New York: Cengage Learning, Inc, Houghton Miffl in Harcourt Publishing Company.

Penny Low Diener. (2010). *Inclusive Early Childhood Education: Development, Resource, and, Practice* (5th. ed.).

Richard and Jennifer, (2011). *An Introduction to young Children with Special needs: Birth through age Eight* (3rd ed.)

Solomon M. (2008). *Handbook of special needs Education*. Unpublished reading material. Ambo Ethiopia.