Special Education

Name of the module: Special Education

Target group: Students pursuing the track in Special Education

Level of the unit: BA

Entrance requirements: Educational Studies year 1, 2

Number of ECTS credits: 30 ECTS

The identity of the subject within the international degree program in Education

The subject special education in the European Teacher Education has the overall objective to enable the student to substantiate, plan, implement and evaluate special education of children taking into consideration the prerequisite of the individual child with a teaching characterised by and taking into consideration the cultural diversity.

It is a necessary prerequisite of the subject that the cultural pre-understanding of the individual child is involved and considered a resource, and that the aim is to understand the child as a member of a multiculturally and global community with the potential and possibilities for development, the child has through this. In addition, it is cornerstone to the understanding of the subject that societal and cultural development trends have a specific influence on the special education, and that the inclusion for this reason cannot be considered solely locally, but should also be considered globally, so that all children with the prerequisites they possess obtain a qualified teaching from which they will benefit. The student will be able to substantiate personal and professional decisions to discussions on special education.

Module overview

Module 1. Introduction to Children with Special Needs and Special Education 10 ECTS

Module 2. Inclusion in Primary Schools 5 ECTS

Module 3. Assessment & Planning in Inclusive Education 5 ECTS

Module 4. Teaching Literacy & Math Skills 5 ECTS

Module 5. Special Education as a Field for Development & Research 5 ECTS
Module 1: Introduction to Children with Special Needs and Special Education 10 ECTS

Contents

This module aims at giving the European education student a basic knowledge on children with special needs and special education. The module first focuses on the historical and theoretical background or perspectives of education of children with special needs. Then, the module entails an understanding of the definition, causes, classification, characteristics of children with various needs including children with intellectual disabilities, visual impairments, hearing impairments, emotional and behavioural disorders including the specific behavioural disorders related to students in international schools, learning disabilities, pervasive developmental disorders, physical disabilities, communication disorders, and those who are gifted and talented. The module also emphasizes the topics regarding educational opportunities in special education.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Educational activities</th>
<th>Assessment</th>
<th>Estimated student work time in hours (280)</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of the module, students will be able to...</td>
<td>The teaching methods include seminars, lectures, group assignments, field studies and literature studies</td>
<td>Working in groups, the student will create a discussion paper, describing an area of diagnosis.</td>
<td>70</td>
</tr>
<tr>
<td>Explain the international, historical and theoretical background or perspective of education of children with special needs</td>
<td>The course will include both practical and theoretical studies, in groups</td>
<td>The students will include in this a number of observation sets gathered from fieldwork.</td>
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<tr>
<td>Identify and classify each special needs</td>
<td>The subject will connect with the other subjects in the European</td>
<td>The paper must include different alternative teaching strategies for the</td>
<td>140</td>
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</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Teacher Education as well as with the student's teaching practice</th>
<th>Target group.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain causes and characteristics of each special needs group</td>
<td></td>
<td>The assignment will include an oral presentation of the findings to the class.</td>
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</tbody>
</table>

Select and conduct educational alternatives or opportunities for each group of children with special needs.

Discuss issues of special education in relation to organisational, institutional and cultural conditions and opportunities.

**Competencies**

On completion of the module the student will have developed the competence to...

- observe and identify children with special needs in multi-cultural learning environments
- select alternative forms of learning appropriate to children with special needs in multi-cultural learning environments
- plan, execute, and evaluate the teaching of children with special needs in multi-cultural learning environments
- point to relevant opportunities for children with special needs in an institutional, organisational, and cultural context
Suggested readings


Kutscher, Martin. (2007). *Kids in the Syndrome Mix of ADHD, LD, Asperger’s, Tourette's, Bipolar and More!*


**Module 2: Inclusion in Primary Schools 5 ECTS**

Contents

This module aims at giving the European education student a sense of the development of inclusion in a global context and skills that will help students to work efficiently in inclusive settings. The module starts with theoretical and historical background of the exclusion and inclusion, then continuous with definition and characteristics of the inclusion. The module entails an understanding of the opportunities and limitations of the concept in both the special education and the general teaching, and the stress field between the two in a multicultural room. Furthermore, the module is to give the students teaching methods or techniques in order for them to undertake teaching differentiation with special view to be able to do this in an environment marked by cultural diversity.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
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<tbody>
<tr>
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<tr>
<td>On successful completion of the module, students will be able to...</td>
<td>The teaching methods include seminars, lectures, group assignments, field studies and literature studies</td>
<td>The course will include both practical and theoretical studies, in groups</td>
<td>10-page written assignment developed in groups of two students.</td>
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<tr>
<td>describe the theoretical and historical background of exclusion and inclusion</td>
<td>The subject will connect with the other subjects in the European Teacher Education as well as with the student’s teaching practice</td>
<td>The assignment will need to cover the historical, theoretical and practical dimensions of inclusion.</td>
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<tr>
<td>explain the process of inclusion and its characteristics</td>
<td></td>
<td>The assignment must include adequate coverage of challenges, dilemmas, and solutions to the problems of inclusion.</td>
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<tr>
<td>debate exclusion and inclusion in a local and global connection</td>
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<td>analyse and apply a number of different factors influencing the success of inclusion</td>
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<tr>
<td>Analyse and apply a number of different teaching methods to differentiate the teaching so that the needs of the individual child are taken into account</td>
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<td>140</td>
</tr>
</tbody>
</table>
Competencies

On completion of the module the student will have developed the competence to...

- identify the most important factors that work for and against processes of inclusion in schools and society on both a national and a global level
- facilitate processes of inclusion in multi-cultural learning environments
- select and execute multiple methodologies for including more children with special needs in multi-cultural learning environments

Suggested readings


*Module 3: Assessment & Planning in Inclusive Education 5 ECTS*

Contents
With taking account of a multicultural perspective, this module aims at two main topics: Assessment and Planning. The module first focuses on the assessment process need to be taken in inclusive settings. It provides basic information about the assessment process of children with special needs. With this scope, the definition of the assessment and approaches to the assessment procedures will be explained. Various assessment tools and techniques will be then introduced in order to enable students to conduct efficient assessments in their settings.

After having a basic knowledge on the assessment, the second part of the module focuses on the planning based on the information gathered through assessment. At this stage, the process of developing individualized education plans (IEPs) and its importance will be highlighted. The approaches to develop the IEPs efficiently will be introduced. Students will be enable to develop sample IEPs at the end of this module.

In short, this module aims at enabling the student to prepare IEPs and evaluate these, including knowledge of different tests and their opportunities and limitations in a multicultural setting. This includes that the students should be able to plan, evaluate and test with an understanding of the multi-various cultural pre-understandings.

<table>
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<tbody>
<tr>
<td>On successful completion of the module, students will be able to...</td>
<td>The teaching methods include seminars, lectures, field studies and literature studies</td>
<td>The assessment consists in developing a well-founded IEP.</td>
<td>140</td>
</tr>
<tr>
<td>explain the assessment and understanding the importance of the assessment process from a multicultural perspective</td>
<td>The course will include both practical and theoretical studies</td>
<td>The IEP will be developed based on observations and tests made by the student.</td>
<td></td>
</tr>
<tr>
<td>discuss and analyse various assessment</td>
<td>The subject will connect with the other subjects in the European Teacher Education as well as with the student’s</td>
<td>The IEP must include both a description of the current state and a strategy for future improvement using the</td>
<td></td>
</tr>
<tr>
<td>approaches and tools</td>
<td>teaching practice</td>
<td>methods and techniques of special education to improve learning outcomes.</td>
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<td>----------------------</td>
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<tr>
<td>adapt and apply these assessment procedures and tools to children with various special needs</td>
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<tr>
<td>discuss the process of developing IEPs</td>
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<td>This is an individual assignment.</td>
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<tr>
<td>prepare examples of IEPs</td>
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<tr>
<td>collaborate with parents, other teachers, and support personnel in the efficient preparation and evaluation of IEPs</td>
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</tbody>
</table>

**Competencies**

On completion of the module the student will have developed the competence to...

- design and evaluate IEPs
- identify learning potentials in children with special needs
- perform and evaluate tests in a multi-cultural learning environment with understanding of their possibilities and limitations
Suggested readings


Batemann, Barbara. (2006). *Writing Measurable IEP Goals and Objectives.* IEP resources


**Module 4: Teaching Literacy & Math Skills 5 ECTS**

Contents

This module aims at making the student able to acquire competencies in two functional academic skill areas: Literacy and Math skills. The model first focuses on the reading & writing problems and issues at primary school level. This first section of the module will be associated with behaviour related problems. The module then points out the mathematical problems and issues in relation to behaviour of primary school children. The module overall will provide some essential teaching methods or techniques to efficiently deal with reading, writing, math and related problems. These two main subsections are going to enable the students to plan, carry out and evaluate literacy and math teaching based on the needs of the individual child or his/her IEP. This module will take into consideration the socio-cultural characteristics of the targeted child in a multicultural community in which various experiences and background are valid in their experience with reading, written language and mathematical pre-understandings.
<table>
<thead>
<tr>
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<th>Assessment</th>
<th>Estimated student work time in hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of the module, students will be able to...</td>
<td>The teaching methods include seminars, lectures, group assignments, field studies and literature studies. The focus will be on analysing and observing students with skills based problems. The course will include both practical and theoretical studies, individually and in groups. The subject will connect with the other subjects in the European Teacher Education as well as with the student’s teaching practice</td>
<td>Written examination consisting of case materials relating to a child with reading/writing and mathematical difficulties. The student must analyse the case materials and arrive at a soundly based recommendation regarding the child in question.</td>
<td>140</td>
</tr>
</tbody>
</table>
deal with math skills and related problems

plan, execute, and evaluate teaching that is based on the needs of the individual child with reading/writing/math and related problems

Competencies

On completion of the module the student will have developed the competence to...

- identify and observe children with reading/writing/math related problems in multi-cultural learning environments
- test and chart reading/writing/math problems with attention to and understanding of cultural and linguistic diversity
- plan, execute, and evaluate the teaching of children with reading/writing/math related problems in multi-cultural learning environments

Suggested readings


Module 5: Special Education as a Field for Development & Research 5 ECTS

Contents

This module aims at enabling the student to analyse and relate to special educational issues from a sociological angle, and for the student to be able to relate to historical and cultural effects that has and still does influence the area of special education. The student should especially obtain knowledge about the effect on this of globalisation and the multicultural society. In addition, its intention is that the student becomes able to relate to and analyse new and old research within the area of special education as well as become able to identify new areas for research and development.

<table>
<thead>
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<tbody>
<tr>
<td>On successful completion of the module, students will be able to...</td>
<td>The teaching methods include seminars, lectures, group assignments, field studies and literature studies</td>
<td>Students will present the results of an investigation within the field of special education.</td>
<td>140</td>
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<tr>
<td>analyse and assess normality and deviation in a global perspective</td>
<td>The course will include both practical and theoretical studies, in groups</td>
<td>The investigation must be developed from a perspective rooted in the Philosophy of Science.</td>
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<tr>
<td>describe, analyse and assess national and international research within the area of special education</td>
<td>The subject will connect with the other subjects in the European Teacher Education as well as with the student’s teaching practice</td>
<td>Additionally the student must sketch/describe a piece of new research, which they could imagine doing.</td>
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<tr>
<td>identify areas of the need for national and international special education research</td>
<td>The deliverables will include a written assignment and the</td>
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<td></td>
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</tbody>
</table>
Competencies

On completion of the module the student will have developed the competence to...

- analyse and evaluate research on normalcy and deviation and the effect of culture on such assessments
- identify and analyse areas within the field of special education in need of further research
- select, apply, and evaluate different methods for research and development with the field of special education

Suggested readings

