

Post Graduate Diploma in Teaching (PGDT)

Syllabus on Inclusive Education

Department of Special Needs Education

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Post Graduate Diploma in Teaching (PGDT)

1. Course information

1.1. Course Title: Introduction to Inclusive Education

1.2. Course code: SNED 224

1.3. Credit hours: 3, a total of 48

1.4. Contact hours: 4, a total of 64 hours

2. Course Description

As per the school reform that is focusing on enhancing achievement for all students, the field of special needs education and the inclusive classroom are taking center stage in school planning and improvement. It tries to indicate how the classroom teachers cooperate with special needs educators to provide rich and involving learning experiences for students with special needs education or diverse learning style. This course introduces the process of achieving an inclusive classroom with all appropriate established support system at school level.

In this course, the teacher candidates will learn how to assess and address the educational needs of students, modify curriculum, select instructional method, collaborate when designing and implementing curriculum for an inclusive classroom and develop the affective skills of students at school. This broad course will include all students with special needs along with the strategies in supporting them in inclusive educational settings. Identification and removal/management of environmental barriers would find a crucial place in the course. The teachers are required to focus on all students in the classroom, regardless of their difference in learning style and nature. Of course, it requires more attention and support for students with; 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 teacher candidates will be given the chance to study the specific

developmental characteristics of each group of students with special needs and come up with appropriate teaching strategies in inclusive classroom and school setting.

3. Learning outcome of the course

The goal of this course is to provide the tools and strategies that help to create a convenient classroom environment that accommodates students with special needs. This course encourages exploring the benefits of collaborating with colleagues to design and implement instruction. It also guide discovering ways to modify curriculum as well as instructional and assessment practices to meet the needs of all learners in inclusive classroom.

As a result of reviewing various reading materials, completing the assignments, engaging in related discussions, and strongly working on the weekly activities, towards the completion of the course, at the end of this course the teacher candidates will be able to :

- Identify and understand students with special needs and the learning styles of all learners in the regular classroom.
- Possess desirable attitude towards all learners in the regular classroom
- Apply various assessment strategies for evidence-based teaching
- Adapt curriculum according to the needs of the learners
- Develop differentiated curriculum
- Identify and select appropriate instructional method that addresses the learning needs of students with special needs individually and on group bases.
- Collaborate with parents and relevant others for the success of all learners.
- Create and maintain successful inclusive classroom

4. Detailed Syllabus components

4.1. Unit 1. Understanding students with diverse needs/special needs education

Time allotted: 14 hours

4.1.1. Unit objectives

At the end of completing this unit, the students will be able to:

- Describe the nature of difficulty, preventable causes, identification, and assessment, of students with various impairments that affect their daily learning.
- Identify students with special needs that their daily learning and school functioning is affected and students at risk
- Describe the learning characteristics of gifted and talented students
- Depict the condition of student at risk because of different reasons (environmentally, culturally and linguistically deprived, abused, torched, abandoned, and orphaned and vulnerable student) who need special attention in educational setting.
- Assess, design and decide the most appropriate educational programming for student/youth with sensory impairments, physical and health impairments, intellectually challenged, emotional and behavior disorders, learning difficulty, communication disorders, and students at risk and gifted and talented students.

4.1.2. Unit Contents and sub contents

Overview of students with various special needs; sensory, physical, intellectually challenged, emotional and behavioral, learning difficulty, communication difficulties, gifted and talented, students at risk, their developmental characteristics and preventable causes.

- Educational identification and assessment of students with various special needs.
- Assessment and design on elimination of social and environmental barriers that would facilitate inclusive education.
- Planning effective teaching and learning of students with special needs in inclusive classroom

4.1.3. General Approach/Methods/Strategies

This section is faxable to involve the instructor's creativity in identifying selecting and adapt the instructional method to the context of the learner. However, some general approaches are listed below:

- Interactive lectures
- Collaborative learning
- Independent/self learning
- Institutional/school visits and practicum
- Individual and group assignments and presentation
- Seminars
- Expert consultancy

4.1.4. Detailed activities

4.1.4.1. Students' Activities

- Reading the materials delineated for this purpose
- Discus and/or report the diversities of learners in the classroom and report
- Conduct mini case studies of students with divers needs
- Visit schools that integrate students with special needs and report the teaching and learning experience at school.
- Find out gifted and talented students and gather facts on the teaching and learning experience at school.
- Find out evidence the effective instructional approach from existing experience and literature.

4.1.4.2. Instructors Activities

- Facilitate students learning by posing questions and guiding their activities
- Provide some examples of students with special needs and their success.
- Provide group case study questions

- Support learners in all aspects in relation to their learning
- Facilitate dialogue among learners to find out effective instructional approach that address divers learning needs.

4.1.5. Assessment Strategies and Techniques

- Recording attendance
- Recording group and individual participation
- Visit reports and presentation
- Test at the end of the unit

4.1.6. Instructional Resources (materials and Equipments)

Power point / overhead projector, illustrative picture display

4.1.7. Reading Materials for the Unit (Mandatory)

A module prepared for introduction to special needs education that was used during the TESO program

4.2. Unit 2. Understanding Inclusive Education

Time allotted: 5 hours

4.2.1. Unit Objectives

Upon accomplishing this unit, the teacher candidates will be able to perform the following activities.

- Organize and implement inclusive education for student with varying special needs
- Demonstrate understanding of the elements of an inclusive classroom, the rationale for inclusion, and its effect on curriculum, instruction, and assessment.
- Define terms associated with inclusion and its practices
- Recognize what an inclusive classroom looks and sounds like
- Describe changes over the years in SNE strategies regarding inclusive classrooms

- Understand rights of students with disabilities along with the new disability convention ratified by the Ethiopian Government
- Identify the benefits and challenges of inclusion
- Modify classroom to meaning fully accommodate students with special needs

4.2.2. Unit Contents and sub contents

- Definition of inclusive classroom and the support system
- Elements of Inclusive classroom
- Characteristics of inclusive classrooms.
- Students right in the inclusive classroom
- Benefits and Challenges of Inclusion
- Policies and SNE strategies and other related documents.

4.2.3. General Approach/Methods/Strategies

This section is faxable to involve the instructor's creativity in identifying selecting and adapt the instructional method to the context of the learner. However, some general approaches are listed below:

- Interactive lectures
- Collaborative learning
- Independent/self learning
- Institutional/school visits and practicum
- Individual and group assignments and presentation
- Seminars
- Expert consultancy

4.2.4. Detailed activities

4.2.4.1. Students' Activities

- Discuss; define what inclusive classroom and the support system for student with divers needs
- Discus and list elements and characteristics of inclusive classroom

- List students' right to education and discuss how to implement Inclusive classroom
- Explore the benefits and challenges of inclusion education individually and in-group

4.2.4.2. Instructors Activities

- Facilitate students learning by posing questions and guiding their activities participatory learning classroom.
- Provide activity guide for the students
- Encourage all students to work on the activities in cooperative manner
- Provide special support for those with who need
- Provide feedback on the students various activities
- Stabilize the learning by summarizing core points
- Demonstrate the importance and application of adapted technology
- Introduce Web sites devoted to technology use in the inclusive classroom.
- Introduce software and multimedia applications.

4.2.5. Assessment Strategies and Techniques

- Recording attendance
- Recording group and individual participation
- Recording the product f students
- Test at the end of the unit
- Assignment and visit reports

4.2.6. Instructional Resources (materials and Equipments)

- Case study analysis based on inclusive education practice.
- Power point / overhead projector, illustrative picture display

4.2.7. Reading Materials for the Unit (Mandatory)

A module prepared for introduction to special needs education that was used during the TESO program

4.3. Unit 4: The Process of Identification

Time allotted: 5 hours

4.3.1. Unit objectives

Upon completing this unit, the students will be able to:

- Identify different learning styles among students and use teaching strategies that support identified styles
- Demonstrate understanding of the process of identifying students who need special education support and the options available for serving these students' educational needs

4.3.2. Unit Contents and sub contents

- Development of checklists for identification of various difficulty.
- Procedure of identification
- Identifying learners needs, potentials and difficulties in learning

4.3.3. General Approach/Methods/Strategies

This section is faxable to involve the instructor's creativity in identifying selecting and adapt the instructional method to the context of the learner. However, some general approaches are listed below:

- Interactive lectures
- Collaborative learning
- Independent/self learning
- Institutional/school visits and practicum
- Individual and group assignments and presentation
- Seminars
- Expert consultancy

4.3.4. Detailed activities

4.3.4.1. Students' Activities

- Read materials on how to identifying learning styles of learners, from literature and experiences.
- Discuss how to identify various teaching strategies
- Discuss on various instruments on how to identify students' need, potentials and difficulties
- Develop identification checklist for specific difficulty.

4.3.4.2. Instructors Activities

- Facilitate students learning by posing questions and guiding their activities
- Provide activity guide for the students
- Encourage all students to work on the activities in cooperative manner
- Provide special support for those who need it
- Provide feedback on the students' various activities

4.3.5. Assessment Strategies and Techniques

- Recording attendance
- Recording group and individual participation
- Recording the product of students
- Test at the end of the unit
- Assignment

4.3.6. Instructional Resources (materials and Equipments)

Power point / overhead projector, identification checklists.

4.3.7. Reading Materials for the Unit (Mandatory)

A module prepared for introduction to special needs education that was used during the TESO program

4.4. Unit 4. Assessment in special needs education

Time allotted: 6 hours

4.4.1. Unit objectives

At the end of this unit, the students will be able to:

- Adapt assessments for students with special needs
- Understand potential challenges of using standard assessment tools to measure the progress of students with disabilities
- Modify and create assessments that accurately evaluate the skills and progress of all students, including those with special needs
- Use ongoing as well as summative assessments
- Use portfolios to assess fairly and appropriately what each student knows and is able to do
- Design an assessment that addresses an equity issue

4.4.2. Unit Contents and sub contents

- Assessments for students with special needs and their challenges
- Progresses assessments
- Portfolios
- Design and procedures in the assessment process.

4.4.3. General Approach/Methods/Strategies

This section is faxable to involve the instructor's creativity in identifying selecting and adapt the instructional method to the context of the learner. However, some general approaches are listed below:

- Interactive lectures

- Collaborative learning
- Independent/self learning
- Institutional/school visits and practicum
- Individual and group assignments and presentation
- Seminars
- Expert consultancy

4.4.4. Detailed activities

4.7.4.1. Students' Activities

- Identify and discuss some basic assessments techniques for students with special needs and their challenges
- Exercise how to assessments progresses of all students
- Discuss how to use Portfolios for all students
- Practice to develop assessment tools

4.4.4.2. Instructors Activities

- Facilitate students learning by posing questions and guiding their activities
- Provide activity guide for the students
- Encourage all students to work on the activities in cooperative manner
- Provide special support for those with who need it
- Provide feed back on the students various activities

4.4.5. Assessment Strategies and Techniques

- Recording attendance
- Recording group and individual participation
- Recording the product f students
- Test at the end of the unit

4.4.6. Instructional Resources (materials and Equipments)

- Power point / overhead projector, illustrative picture display
- Assessment tool development guide

4.4.7. Reading Materials for the Unit (Mandatory)

4.5. Unit 3: Differentiated instruction

Time allotted: 6 hours

4.5.1. Unit Objectives

At the end of this unit, the students will be able to involve effectively in the following activities:

- Demonstrate understanding of the individualized education plan (IEP) for students with disabilities as a means of ensuring that these students receive educational opportunities tailored to their needs
- Describe the purpose of an IEP
- Identify the components of an IEP
- Develop strategies for providing remediation to students with special needs
- Locate content-specific resources for both the general education students and students with special needs
- Use the internet and other technology tools to enhance instruction/
- Research and evaluate technology applications for students with special needs
- Explain the need for interdisciplinary IEP teams, identify the various members of an IEP team, and describe the role and responsibility of each team member
- Describe the professional responsibilities of a general education teacher in the implementation of the IEP

- Assist in the creation of an IEP and the writing of goals and objectives that address the unique needs of the special needs learner and consider the roles of the learner, general education teacher, special education teacher, and others involved in the learner's education
- Use the IEP to monitor the status and fulfillment of the unique educational goals of students with disabilities
- Develop group intervention and describe its approach
- Modify instructional strategies, practices, content, and materials to enhance the achievement of students with special needs
- Adapt current teaching methods and implement new strategies that ensure understanding by every student, including those with special needs

4.5.2. Unit Contents and sub contents

Strategies of mediation to students with special needs

- Content-specific resources for students
- Instructional technology
- Individualized education plan (IEP)
- Interdisciplinary IEP teams
- The role and responsibilities of a general education teacher in the
- implementation of the IEP
- Planning group intervention

4.5.3. General Approach/Methods/Strategies

This section is faxable to involve the instructor's creativity in identifying selecting and adapt the instructional method to the context of the learner. However, some general approaches are listed below:

- Interactive lectures
- Collaborative learning
- Independent/self learning

- Institutional/school visits and practicum
- Individual and group assignments and presentation
- Seminars
- Guest lecture

4.5.4. Detailed activities

4.5.4.1. Students' Activities

- Define what IEP mean
- Discuss the purposes of IEP
- List the components of IEP
- Discuss how IEP could be realized in the school
- Design and present single case IEP.
- Develop group intervention plan

4.5.4.2. Instructors Activities

- Facilitate students learning by posing questions and guiding their activities
- Provide activity guide for the students
- Encourage all students to work on the activities in cooperative manner
- Give assignments
- Provide special support for those with who need it
- Provide feedback on the students various activities
- Design and present the sample for good IEP and group educational intervention.

4.5.5. Assessment Strategies and Techniques

- Recording attendance
- Recording group and individual participation
- Recording the product of the students

- Test at the end of the unit
- Assignment

4.5.6. Instructional Resources (materials and Equipments)

Checklist that indicate how effective inclusion of students with special needs is.

4.5.7. Reading Materials for the Unit (Mandatory)

4.6. Unit 6. Promoting Positive Behaviors School-wide

Time allotted: 3 hours

4.6.1. Unit objectives

Upon the accomplishing this unit, the teacher candidates will be able to perform the Following activities.

- Implement SNE strategies for managing an inclusive classroom effectively
- Describe behavior management modifications in an inclusive classroom
- Identify basic classroom management principles and make sure students know and understand classroom management rules
- Design, implement, and track student behavior management plan
- Use strategies to increase desirable behaviors while decreasing undesirable behaviors
- Develop effective techniques for responding to inappropriate behavior both in and out of the classroom
- Build positive social relationships between all students.
- Promote relationship building within your school, and reinforce social skills as part of your school-community building efforts
- Demonstrate understanding of the importance of collaboration in an inclusive classroom

4.6.2. Unit Contents and sub contents

- Behavior management modifications
- Classroom management for inclusive education

- Social relationships and collaboration in an inclusive classroom

4.6.3. General Approach/Methods/Strategies

This section is faxable to involve the instructor's creativity in identifying selecting and adapt the instructional method to the context of the learner. However, some general approaches are listed below:

- Interactive lectures
- Collaborative learning
- Independent/self learning
- Institutional/school visits and practicum
- Individual and group assignments and presentation
- Seminars
- Expert consultancy
- Discussion

4.6.4. Detailed activities

4.6.4.1. Students' Activities

Discuss how to learn ways to create an inclusive classroom community.

Explore how to modify necessary in current classroom management practices.

Discuss techniques for relationship building in the inclusive classroom.

4.6.4.2. Instructors Activities

- Facilitate students learning by posing questions and guiding their activities
- Encourage interactive approach.
- Provide activity guide for the students
- Encourage all students to work on the activities in cooperative manner
- Provide special support for those with who need it
- Provide feed back on the students various activities

4.6.5. Assessment Strategies and Techniques

- Recording attendance
- Recording group and individual participation
- Recording the product of students
- Test at the end of the unit

4.6.6. Instructional Resources (materials and Equipments)

Power point / overhead projector, illustrative picture display

4.6.7. Reading Materials for the Unit (Mandatory)

4.7. Unit 7: Resources for the Inclusive Classroom

Time allotted: 3 hours

4.7.1. Unit objectives

At the end of this unit, the students will be able to accomplish the following tasks:

- Apply constructivist techniques to create a classroom climate conducive to diverse learners' success.
- Find out existing resource that enhances success of inclusive education.
- Make adaptations of learning based on the nature of the difficulty.

4.7.2. Unit Contents and sub contents

- Modification of learning and teaching materials
- Adapting teaching and learning process according to the needs
- Identifying human material and other resources that helps inclusive education activities.

4.7.3. General Approach/Methods/Strategies

This section is faxable to involve the instructor's creativity in identifying selecting and adapt the instructional method to the context of the learner. However, some general approaches are listed below:

- Interactive lectures
- Collaborative learning
- Independent/self learning
- Institutional/school visits and practicum
- Individual and group assignments and presentation
- Seminars
- Expert consultancy

4.7.4. Detailed activities

4.7.4.1. Students' Activities

- Review some high school curriculum in group and exercise how to adapt for learners
- Adapting instructional techniques and present them in the classroom

4.7.4.2. Instructors Activities

- Facilitate students learning by posing questions and guiding their activities
- Provide activity guide for the students
- Encourage all students to work on the activities in cooperative manner
- Provide special support for those with who need it
- Provide feedback on the students various activities

4.7.5. Assessment Strategies and Techniques

- Recording attendance

- Recording group and individual participation
- Recording the product of students
- Test at the end of the unit

4.7.6. Instructional Resources (materials and Equipments)

Power point / overhead projector, illustrative picture display

4.7.7. Reading Materials for the Unit (Mandatory)

4.8. Unit 8: Collaborative Partnerships with stakeholders and family

Time allotted: 2 hours

4.8.1. Unit objectives

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

- Identify key elements of successful collaboration
- Describe the benefits and challenges of collaboration for teachers and students
- Explain the process of cop-planning, and develop strategies for effective co-planning and team teaching
- Plan and conduct collaborative lessons with colleagues
- Recruit instructional support outside the classroom, including from parents and paraprofessionals
- Identify characteristics of successful family-school partnerships, and describe the benefits and challenges of having families as active members of the school community
- Design and plan strategies for family involvement
- Identify the rights of families with student with special needs

4.8.2. Unit Contents and sub contents

- Instructional support
- Family-school partnership

- Rights of family and their involvement
- Stockholder collaboration

4.8.3. General Approach/Methods/Strategies

- Interactive lectures
- Collaborative learning
- Independent/self learning
- Institutional/school visits and practicum
- Individual and group assignments and presentation
- Seminars
- Individual and group presentations
- Expert consultancy

4.8.4. General Approach/Methods/Strategies

This section is faxable to involve the instructor's creativity in identifying selecting and adapt the instructional method to the context of the learner. However, some general approaches are listed below

- Interactive lectures
- Collaborative learning
- Independent/self learning
- Institutional/school visits and practicum
- Individual and group assignments and presentation
- Seminars
- Expert consultancy

4.8.5. Detailed activities

4.8.5.1. Students' Activities

- Discuss and sort out key elements of successful team or co teaching.
- Discus the benefits and challenges of collaboration in the move towards
- inclusive education.
- Identify and list resources for successful inclusion

4.8.5.2. Instructors Activities

- Facilitate students learning by posing questions and guiding their activities
- Provide activity guide for the students
- Encourage all students to work on the activities in cooperative manner
- Provide special support for those with who need it
- Provide feed back on the students various activities

4.8.5. Assessment Strategies and Techniques

- Recording attendance
- Recording group and individual participation
- Recording the product f students
- Test at the end of the unit

4.8.6. Instructional Resources (materials and Equipments)

PowerPoint/ overhead projector

4.8.7. Reading Materials for the Unit (Mandatory)

5. General Responsibilities of Instructors

Profile of teacher educator teaching this course must be the right professional in Special needs education. In the past, it was observed that non-special needs educators used to teach similar course. In order to produce quality teachers, this course should be offered only by teacher educator, MEd/or MA or PhD in special needs education. To meet the learning out come aforementioned and enhance teachers' quality, the special needs teacher educator will have the following major responsibilities.

- Advise students on all the aspects of the course
- Provide the students with the syllabus and other materials well ahead of the delivery of it
- Conduct the interactive lectures as per the plan

- Facilitate students' individual assignments, group assignments, field works,
- practicum, seminars, presentations, and collaborative learning
- Periodically assess the students' work
- Provide the students with timely feedbacks on their graded and ungraded academic works
- Follow on students' progress and communicate to the students
- Keep student records on the whole work of the students
- Design and execute students' consultation program

5.1. General Responsibilities of Students

This course is designed for would teachers after completion of Bachelor degree in various fields. For successful completion of this course the teacher candidates would have the following responsibilities

- Students are expected to actively and fully attend and participate all the in class and outclass learning activities. Missing a single class will cost students 2 points.
- Carry out individual assignments, group assignments, field works, practicum as per the details and deadlines
- Students are expected to read given materials before class
- Students are expected to read selected books and ten articles
- Actively participate in the planning, organizing and conducting of all the seminars and presentations
- Reflect on feedbacks and initiate actions on them
- Passing the exams successfully

5.2. General Course Assessment and Evaluation Methods learning

Dear teacher candidates, for each contents you will complete getting started activities, read selected materials complete course works and group assignments. Assessment of the students would be a continuous process. The following scheme of evaluation would be used:

- Individual assignments 20% (optional, depending on the class size and teacher educators teaching load)

- Group assignment: 20%
- Overall performance (punctuality, attendance, participation and collaboration): 10%. This is based on concrete records of punctuality, attendance and fruitful participation, that is measured by teacher educator
- Written examination (could be more than one time): 50 to 70%

6. References

1. MOE (Ministry of Education). (2006). *Special Needs Education Program Strategy*. Addis Ababa:
2. Key Principles for Special Needs Education: Recommendations for Policy Makers
4. Inclusive Education in India (2007). Create Access to Pathways
5. _____ (2008). Inclusive Education: An overview of international experiences and approaches
- 6. The Roles and Responsibilities of Various Institutions and Individuals**

Annexes

- Instructional Materials and Equipments
- For successful teaching the following materials are essential for demonstration
- E - Chart
- Various magnifying lenses
- Slate and styles
- Perkins Braille writer
- White Cane
- Blind folder
- Tuning fork
- Audiometer
- Hearing aids (various type)
- Sign language books and videos
- Various instructional videos related this unit
- Braille atlases
- Molded plastic, dissected and undissected relief maps
- Relief globes
- Land form model
- Abacus
- Raised clock faces
- Geometric area and volume aids
- Write forms for matched planes and volumes
- Braille rulers
- Raised-line check books
- Signature guide
- Longhand-writing kit
- Script letter – sheets and boards
- Talking calculator
- Closed-circuit television

- Computer software for various students with special needs; for example
Jause for blind and sign language software for deaf
- And others additional