SN.Ed.515: Fundamentals of Special Needs and Inclusive Education

Course no.: SN.Ed.515   Nature of the course: Theoretical
Level: M.Ed.   Credit hours: 3
Semester: First   Teaching hours: 48

5. **Course Description**
    This course is designed to provide general understanding regarding the right to education of children with diverse needs. Fundamental targets groups and their general introduction in terms of theories and practice of Special Education (SE), Special Needs Education (SNE) and Inclusive Education (IE) are dealt with in this course. It helps students enrich their understanding of the ways and measures to apply inclusion in regular education. It, therefore, intends to engage the students in self-oriented study with a deeper understanding of the diverse needs of children with special needs.

6. **General Objectives**
    The general objectives of this course are as follows.
    * To make the students knowledgeable about the basic concepts of special needs education,
    * To provide the students with a deeper understanding of special needs and inclusive education,
    * To prepare the students to have wider knowledge of diversified needs of children with special needs,
    * To enhance the knowledge of students about the fundamental process of inclusion,
    * To enable the students to apply theories on inclusion in the classroom setting,
    * To acquaint the students with modern technologies of teaching students with disabilities, and
    * To provide the students with an introductory knowledge about support services for children with special needs.

7. **Specific Objectives and Contents**

Specific Objectives	Contents

• Define special, special needs and inclusive education
 • State the major stages of the development of special education to modern inclusive educational practices
 • Explain the basic classification of disability-related terms like congenital, developmental and acquired disability
 • Identify the major target groups of special needs education
 • Relate the international development of special needs education to the Nepalese context
	Unit I: Introduction to SE, SNE and IE (4)
	
	 1.1 Definition of Special Education, Special Needs Education and Inclusive Education
	 1.2 Evolution of SNE and IE
	     1.2.1 Rejection
	     1.2.2 Segregation
	     1.2.3 Integration to inclusion
	 1.3 Basic concepts of disabilities/difficulties: congenital, developmental and acquired disabilities.
	
	 1.4 Target groups of SE/SNE/IE
	
	 1.5 Development of SNE/IE from the national perspectives:(NESP1971-1975), PEP (1984-1990),

	BPEP(1991-2001), EFA National Plan of Action(2001-2015),UNCRPD-2006, SSRP(2009-2016), SSDP(2016-2023), Nepal Constitution 2072(2015),Human Rights for Persons with Disabilities Act, 2074 (2017), and National Education Policy(NEP),2019

• Define and differentiate the major characteristics of exceptional children with the major causes of such disabilities
 	
• Define and distinguish the major characteristics of the target groups of children with the major causes of such situation.
 	
• Distinguish children with exceptionalities for further educational intervention
	Unit II: Classification and Description of
	
	Exceptional Children (20)
	
	2.1 Definition, characteristics ,major causes of
	
	   different exceptionalities with educational intervention
	
	       2.1.1 Visual impairment
	
	       2.1.2 Hearing impairment
	
	       2.1.3 Physical impairment
	
	       2.1.4 Intellectual disability
	
	2.2 Introduction to the target groups of SNE
	
	        2.2.1 Speech and language disorders
	
	         2.2.2 Gifted and talented
	
	        2.2.3 Learning disability
	
	        2.2.4 Attention deficit hyperactive disorder (ADHD)
	
	        2.2.5 Children with autism spectrum disorder
	
	        2.2.6 Deaf-blind
	
	        2.2.7 Hemophilia
	
	        2.2.7 Multiple disabilities
	
	        2.2.8 Students at risk

• Identify children with special needs through screening and decide on the necessary early intervention strategies, • Point out the screening, assess	**Unit III: Intervention Strategies (12)** 3.1 Early identification and intervention

ment and diagnosis methods for the referral purpose,
 	
• Elaborate the educational intervention/promotion methods for the major target groups of special needs education
 	
• Define corrective, rehabilitative promotive and remediation methods
 	
• List the equitable measures to education
	3.1.1 Prevention, early screening, early
	
	    intervention
	
	3.1.2 Screening, assessment , diagnosis and referral service
	
	3.2 Educational intervention for the major target
	
	   groups
	
	    3.2.1 Corrective measures
	
	    3.2.2 Rehabilitative measures
	
	    3.2.3 Promotive measures
	
	    3.2.4 Remediation measures
	
	3.3 Equitable measures of education

• Define types of support services
 	
• Classify support services
 	
• Differentiate between medical, assistive and therapeutic services
 	
• Categorize the resource room services
 	
• Describe the importance of networking parents and professionals
 	
• List out different instructional technologies to educate persons with special needs.
	Unit IV: Support Services **(6)**
	
	4.1 Definition
	
	4.2 Types
	
	    4.2.1 Medical services
	
	    4.2.2 Assistive devices
	
	    4.2.3 Therapeutic services
	
	    4.2.4 Resources room services
	
	4.3 Networking parents, professionals and their
	
	   services
	
	4.2 Instructional technologies and their use in
	    the classroom

Describe the major processes of inclusion and teachers' role in an inclusive classroom.	**Unit V: Process of Inclusion** **(6)** 5.1 Creating a supportive school environment 5.2 Setting and managing a classroom in an

	inclusive way
	5.3 Using differentiated teaching techniques
	5.4 Creating the universal design of learning
	5.5 Using the rofessional team approach: cooperation, collaboration and co-work
	5.6 Teachers' roles for inclusive classroom setting

Note: The figures in the parentheses indicate the approximate teaching hours allocated to the respective units.

4. **Instructional techniques**: Two types of instructional techniques are suggested to deliver the contents in the classroom: general and specific. A brief account of these techniques are as follows.

4.1 General instructional techniques

Depending on the nature of the class, subject to be taught, individual differences of the students, and the type of evaluation to be used to assess the achievements of the students, the following instructional techniques will be applied solely or in combination.

- Lecture,
- Discussion,
- Question-answer,
- Brain storming
- Group work and group presentation

4.2 Specific instructional techniques

Specific instructional techniques such as classroom presentation by the students, guided individual study, tutorial support on different contents and project works are suggested. To this course, the following specific instructional techniques are suggested for the selected units to ensure students' active participation in the teaching-learning process, and to make the teaching-learning research-oriented.

Units	Specific Instructional Techniques
Unit I	To make the teaching learning process more learner-centered , the group discussion approach will be used. The students will download the human rights for the persons with disability act 2074 from the website and summarize the key features of the act in key points.
Unit II	The teacher will present the lesson using multimedia. To make the teaching learning process more learner-centered, the group discussion approach will be used.
Unit III	Students will be divided in groups and certain

	topics will be assigned. Each group will prepare a brief field-based report and present it in the class preferably using the multimedia projector. The presentation will be supplemented through teacher's comments.
Unit IV	Some case studies will be presented to help the students understand the issues which will be followed by discussion.
Unit V	The teacher will use the group discussion method to make the teaching learning process more learnercentered. The students will use the internet surfing method to collect the information and share it with their friends. The teacher will add additional comments.

5. Evaluation

Two types of assessment techniques, namely, internal and external will be carried out to appraise the academic achievement of the students under this course. Internal and external assessment procedures will carry 40 and 60 percent weightrespectively. A detailed description of the assessment procedures will be as follows.

5.1 Internal Assessment (40%)

The concerned teacher will carry out the internal assessment of the students based on the distribution of marks as stated below.

- Attendance   05 marks
- Participation in learning   05 marks
- First assessment (literature review and presentation)   10 marks
- Second assessment (School visit and report submission) 10 marks
- Third assessment (Written examination)   10 marks
  Total   **40 marks**

5.2 Semester/Final Examination (60%)

The Examination Division, Dean's Office, Faculty of Education will conduct the semester/final examination at the end of each semester. The distribution of marks for the types of questions to be asked in final examination is as follows:

- Objective type questions (10 Multiple choice items x 1 marks)   10 marks
- Short answer questions (6 questions with 2 "or" questions x 5 marks)30 marks
- Long answer questions (2 questions with 1 or question x 10 marks) 20 marks
  Total   **60 marks**

6. Recommended Books and Reference Materials

6.1 Recommended Books

Kirk, S.A., Gallager, J.J., & Anastasiow & Coleman, (2009).*Educating exceptional children*. USA: Houghton Mifflin company. (For units 1, 3, 4 and 5)

Heward W. L. (2012). *Exceptional children: An introduction to special education* (10th ed). New Delhi: Pearson. (For unit 2)

6.2 Reference Materials

Kafle, B.D. (2002). Including the Excluded: A critical evaluation of special needs education program in Nepal, Banaras Hindu University, India

SN Ed. 516: Socialization and Communication Skills

Nature of the course: Theoretical
Course no..: SN Ed. 516   Credit hours: 3
Level: M. Ed.   Teaching hours: 48
Semester: First

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1. Course Description

This course is designed for M.Ed. students with Special Needs Education as a specialization area. The course aims to develop in the students the knowledge of socialization and communication skills needed to teach children with special needs. There are two parts in this course: the first part deals with concepts/definition and importance of socialization including the strategies of socialization, social skills, life skills and interpersonal relationship between children with special needs and school, community and parents; the second part is about the definition, importance and principles of communication including classification of non-verbal communication. The role of teachers in socializing and communicating with children with special needs is highlighted. The course intends to shape the perspectives of students towards socialization and communication skills which form the key to the life of children with special needs.

2. General Objectives

The general objectives of this course are as follows.

- To acquaint the students with the concepts, importance and strategies of socialization and communication skills that are needed to teach students with special needs,
- To develop, in the students, the knowledge and perspectives on the concepts, importance and principles of the communication skills,
- To develop , in the students, competencies needed for dealing with children with special needs by using appropriate strategies, and
- To highlight the need for developing interpersonal relationships between the teacher and students for an effective curriculum transaction.

3. Specific objectives and contents

Specific Objectives	Contents

- Define the meaning of socialization - Describe socialization and special needs children - Explain the importance of socialization - Explore the teacher as a relationship builder for children with special needs	**Unit: I Concept and Meaning of Socialization (8)**
	1.1. Meaning and definition of socialization
	1.2. Socialization and special needs children
	    1.2.1. Developing social skills
	    1.2.2. Social conventions
	    1.2.3. Intra-personal social skills
	    1.2.4. Inter-personal social skills
	1.3. Importance of socialization

	1.4. The teacher as a relationships builder 1.4.1. Respect 1.4.2. Encouragement 1.4.3. The gift of time 1.4.4. Reciprocity: relationships between the teacher and the students
• Describe different development contexts: biological, individual, family, cultural and social contexts • Conceptualize the relationships between development and psychopathology and developmental deviation	**Unit: II Normative Development (12)** 2.1. A General developmental framework: 2.1.1. The biological context • Concept of sex and gender Identity • Role of sex and gender 2.1.2. The individual context • Cognitive development • Emotional development • Moral development 2.1.3. The family context • Parenting style • Parental sensitivity • Parent-child bondage • Effect of maltreatment and • Family violence 2.1.4. The social context • Peer relations • Extra familial context 2.1.5. The cultural context • Poverty and social classes • Ethnic diversity • Cross cultural norms and expectations 2.2. Relationships between development and psychopathology 2.2.1. Developmental psychopathology and developmental deviation 2.2.2. Developmental deviation in cognitive, emotional and moral processes 2.2.3. Adaptive difficulties in: • Family process • Social process • Cultural process
• Explain the meaning and concept of communication in language and speech	**Unit: III Development of Communication, Language and Speech (10)**

development
• Delineate the differences between verbal and non-verbal communication
• Explain the importance and functions of non-verbal communication
• Classify the non-verbal communication skills
• Describe language and speech development in children.
	3.1.Conceptualizing communication
	    3.1.1. Defining communication
	    3.1.2. Importance of communication
	    3.1.3. Principles of communication
	3.2.Non- verbal communication
	    3.2.1 Definition
	    3.2.2 Classification of non-verbal communication skills
	    3.2.3 The messages of action, space, time and silence
	    3.2.4 The importance of non-verbal communication
	    3.2.5 Functions of non-verbal communication
	
	3.3. Language development
	3.4 Speech development

• Explain professional collaboration in terms of co-teaching, cooperative teaching and arranging the use of paraprofessionals
• Describe the role of the family in communication and socialization of children with special needs
• Identify the impact of disability on the siblings and parents
• Identify the ways of using home-school and parental support in socialization and communication of children with special needs
• Identify the ways of providing instructional support to facilitate communication
	Unit: IV Professional Collaboration between Home and School (8)
	4.1 Concept and principles of collaboration
	    4.1.1. Professional collaboration
	    4.1.2. Co-teaching
	    4.1.3. Cooperative teaching arrangements
	    4.1.4. Using paraprofessionals
	4.2. The family
	    4.2.1. Cultural considerations: Families and children with special needs
	    4.2.2. Impact on siblings
	    4.2.3. Parental support
	4.3. Home and school collaboration
	    4.3.1. Communicating with parents
	    4.3.2. Providing reinforcement and encouragement
	    4.3.3Providing instructional support

• Describe the procedures of differentiating instructions for students with special needs.
• Illustrate the comprehensive model of differentiating instruction in the classroom.
• Identify ways of managing
	Unit: V Differentiating Classroom Instruction (10)
	5.1.Basic concepts about differentiating instructions
	    5.1.1. Conceptual basis and definition
	    5.1.2. Operating procedures for differentiated classrooms
	5.2.Comprehensive model of differentiating instruction
	    5.2.1. Setting differentiation

classroom for the use of differentiated instruction	5.2.2. Material differentiation
	5.2.3. Instructional differentiation
	5.2.4. Management/behavioral differentiation
	5.2.5Personal-social-emotional(Affective) differentiation

Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4.   Instructional techniques: Two types of instructional techniques are suggested to deliver the contents in the classroom: general and specific. A brief account of these techniques follows.

4.1 General instructional techniques
 The following general instructional techniques will be used.
- Lecture (with the use of multi-media projector)
- Discussion
- Question-answer
- Brain storming

4.2 Specific instructional techniques
The specific instructional techniques such as classroom presentation by the students, guided individual study, tutorial support on different contents and project works are suggested. For this course, the following specific instructional techniques are suggested for the selected units to ensure the students' active participation in the teaching-learning process, and to make the teaching-learning research-oriented.

Units	Specific Instructional Techniques
Unit I	The teacher will present the lesson using the multimedia. To make the teaching learning process more learner-centered, the group discussion approach will be used.
Unit II	**Group work and presentation** The students will be divided into groups and certain topics will be assigned to prepare a brief field-based report and they will present their report in the class preferably using the multimedia projector. The presentation will be supplemented by teacher's comments.
Unit III	**Class activities** The students will be asked to demonstrate how the children

	with special needs communicate with others through non-verbal communication. The students with the help of the teacher will make a write up of the result of the class activities.
Unit IV	The teacher will present the lesson using multimedia. To make the teaching learning process more learner -centered, the group discussion approach will be used.
Unit V	**Assignment and presentation** The students will be divided into groups. Each group will be assigned to prepare a part of a comprehensive model of differentiating instruction. Each group will present its assignment in the class and it will be followed by discussion.

5. **Evaluation**

Two types of assessment techniques, namely internal and external, will be carried out to appraise the academic achievement of the students under this course. The internal and external assessment procedures will carry 40 and 60 percent weightrespectively. The detailed description of the assessment procedures will be as follows.

5.1 Internal Assessment (40%)

The concerned teacher will carry out the internal assessment of the students based on the distribution of marks as stated below.
- Attendance   05 marks
- Participation in learning   05 marks
- First assessment (literature review and presentation)   10 marks
- Second assessment (School visit and report submission) 10 marks
- Third assessment (Written examination)   10 marks
  Total   **40 marks**

5.2 Semester/Final Examination (**60%**)

The Examination Division, Dean's Office, Faculty of Education will conduct the semester/final examination at the end of each semester. The distribution of marks for the types of questions to be asked in the final examination is as follows:
- Objective type questions (10 multiple choice items x 1 marks)   10 marks
- Short answer questions (6 questions with 2 or-questions x 5 marks)30 marks
- Long answer questions (2 questions with 1 or-question x 10 marks)   20 marks
  Total   **60 marks**

Recommended Books and reference materials

6.1 Recommended Books

Anderson, N.B., & Shames, G.H. (2011). *Human communication disorders: An introduction* (8th Edition). Delhi: Pearson Education, Inc. (for unit III)

Tom E.C. Smith, Edward A. Polloway, James R.P. Patton, & Carol A. Dowdy. (2011). *Teaching students with special needs in inclusive settings* (6th Edition). Delhi: Pearson Education Inc. PHI Learning Private Ltd. (for units IV & V)

Wenar, C. & Kerig, P. (2005). *Developmental psychopathology: From Infancy through Adolescence* (5th Edition). Delhi: McGraw-Hill International Edition. (for units I & II)

6.2 Reference materials

Samovar, L.A., & Porter, R.E. (2001). *Communication between cultures.* Australia: Wadsworth Thomson Learning (for unit III)

SN.Ed. 517: Psychology of Individual Differences

Course no.: SN.Ed. 517   Nature of course: Theoretical
Level: M. Ed.   Credit hours: 3
Semester: First   Teaching hours: 48

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1. Course Description

This course is about the rudimentary knowledge of the unique characteristics of learners with their different individual needs. The key themes included in this course are theoretical orientation, strategies of learning and teaching, foundations of human growth and development, cognition and information processing, learning processes, and pedagogical aspects.. These contents will be dealt with in relation to the educational needs of children with special needs.

2. General Objectives

The general objectives of the course are as follows.
- To provide fundamental knowledge about the dimensions of individual differences with regard to children with special needs;
- To orient the students to the theoretical foundations of human growth and development;
- To develop, in the students, the concept of cognition and information processing;
- To provide them with the theoretical knowledge about learning processes; and
- To develop skills and knowledge regarding pedagogical aspects to address children's special needs education

3. Specific Objectives and Contents

Specific Objectives	Contents

- Elucidate the concept and the importance of individual differences - Identify the measures of individual differences - Illustrate the factors causing deviation - Identify different methods of studying children with special needs - Apply the concept of individual differences to children with special needs education (SNE)	**Unit I: Introduction to the Psychology of Individual Differences** **(7)**
	1.1 Concept of individual differences
	1.2 Importance of individual differences
	1.3 Measures of individual differences
	
	1.4 Factors causing deviation
	    1.4.1 Biological factors
	    1.4.2 Cognitive factors
	    1.4.3 Socio-cultural factors
	
	1.5 Methods of identifying individual differences
	    1.5.1 Observational method
	    1.5.2 Experimental method
	    1.5.3 Clinical method
	    1.5.4 Case study
	
	1.6 Implications for persons with individual differences

● Identify different methods of studying human growth and development
● Describe human growth and development with regard to physical, cognitive, personality, intellectual and social development
● Explain development delays and disorders
	Unit II: Human Growth and Development **(9)**
	2.1. Methods of studying growth and development
	     2.1.1 Longitudinal, cross-sectional and cohort sequence
	
	2.2. Physical development
	2.3. Cognitive and intellectual development
	     2.3.1 Views of Piaget and Vygotsky
	
	2.4. Personality and social development
	2.5. Development delays and disorders

● Describe cognition and information processing methods and modalities
● Elucidate memory, thinking and intelligence
● Explain cognition and information processing abilities in SNE
	Unit III: Information Processing and Cognition **(11)**
	3.1 Information processing and cognition
	     3.1.1 Sensation, perception, attention
	
	3.2 Memory
	     3.2.1 Nature, types, remembering, forgetting
	
	3.3 Thinking
	     3.3.1 Concept formation, reasoning, problem solving, creativity
	
	3.4 Intelligence
	     3.4.1 Nature, types and assessment
	
	3.5 Cognition and information processing abilities in children with SNE

● Explain intelligence and the learning theories with reference to children with SNE
● Describe motivational and personality theories
● Identify ways of assessing personality
● Apply learning theories to the enhancement of learning style and pace of children with SNE
	Unit IV: Theories of Learning **(11)**
	4.1. Intelligence Theories
	     4.1.1 Spearman's two factor theory
	     4.1.2 Thurston's group theory
	     4.1.3 Cattell and Horn's fluid and crystallized theory
	     4.1.4 Guilford's structure of intellect (SI) theory
	     4.1.5 Gardner's multiple intelligences theory
	
	4.2. Classical and cognitive theories
	     4.2.1 Behavioral, cognitive and social theories
	
	4.3. Motivation theories
	     4.3.1 Achievement, attribution, cognitive and dissonance theories
	
	4.4. Personality theories
	     4.4.1 Psychoanalytic theory- Freud and neo Freudians
	     4.4.2 Humanistic theory

	4.5 Implications of learning theories for children with SNE

● Explain the pedagogical dimensions of learning styles and teaching styles
● Apply learning styles and teaching styles to fostering the learning of children with SNE
● State teaching strategies for enhancing the self-esteem of children with SNE
	Unit 5: Pedagogical Dimensions **(10)**
	5.1. Learning styles
	    5.1.1 Visual, auditory, kinesthetic, intra & interpersonal learning styles
	    5.1.2 Perceptual, cognitive, personalityand compound learning styles
	
	5.2. Teaching styles
	    5.2.1 Classroom climate, group dynamics and teacher effectiveness
	    5.2.2 Peer tutoring, cooperative learning and self-regulated learning
	
	5.3. Enhancing the self-esteem of children with SNE

Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4 Instructional Techniques: Two types of instructional techniques are suggested to deliver the contents in the classroom: general and specific,. A brief account of these techniques follows.

4.1 General instructional techniques

Depending on the nature of the class, subject to be taught, individual differences of the students, and type of evaluation to be used to assess the achievements of the students, the following instructional techniques will be applied solely or in combination.

- Lecture,
- Discussion,
- Question-answer,
- Brain storming
- Group work and group presentation

4.2 Specific instructional techniques

Specific instructional techniques such as classroom presentation by the students, guided individual study, tutorial support on different contents and project works are suggested. The following specific instructional techniques are suggested for the selected units to ensure the students' active participation in the teaching-learning process and to make the teaching-learning research-oriented.

Units	Specific Instructional Techniques
Unit I	Teacher will present the lesson using multimedia. To make the teaching learning process more learner-centered, the

	group discussion approach will be used.
Unit II	The discussion method will be used for the learner-centered teaching and learning . The teacher will present the lesson with PowerPoint presentation .The question answer method will mostly be used.
Unit III	Brain storming exercises will be carried in the class to differentiate between memory, thinking and intelligence to utilize students' higher order mental processes. Results will be derived through thorough deliberations among the students, which will be facilitated by the subject teacher.
Unit IV	The teacher will present the lesson using multimedia. To make the teaching learning process more learnercentered, the group discussion approach will be used.
Unit V	The students will be divided into groups and certain topics will be assigned to them. Each group will prepare a brief teaching plan for peer tutoring or cooperative learning or self-regulated learning and present it in the class preferably using multimedia projector. The presentation will be followed by discussion and supplemented by teacher's comments.

5. Evaluation

Two types of assessment techniques, namely internal and external, will be carried out to appraise the academic achievement of the students under this course. The internal and external assessment procedures will carry 40 and 60 percent weightrespectively. A detailed description of the assessment procedures will be as follows.

5.1 Internal Assessment (40%)

The concerned teacher will carry out the internal assessment of the students based on the distribution of marks as stated below.

- Attendance   05 marks
- Participation in learning   05 marks
- First assessment (Literature review and presentation)   10 marks
- Second assessment (School visit and report submission)   10 marks
- Third assessment (Written examination)   10 marks
  Total   **40 marks**

5.2 Semester/Final Examination (60%)

The Examination Division, Dean's Office, Faculty of Education will conduct the semester/final examination at the end of each semester. The distribution of marks for the types of questions to be asked in the final examination is as follows.

- Objective type questions (10 Multiple choice items x 1 marks)   10 marks
- Short answer questions (6 questions with 2 or-questions x 5 marks) 30 marks
- Long answer questions (2 questions with 1 or-question x 10 marks)   20 marks

Total   60 marks

6. Recommended Books and reference materials

6.1 Recommended Books

Driscoll, P. M. (1994). *Psychology of learning for instructions*. London: Allyn & Bacon. (For units I, II, III, & IV)

Joyce, B., Weil, M. & Calhoun, E. (2011). *Models of teaching* (8th Edition). New Delhi: PHI Learning Private Limited. (For unit V)

6.2 Reference Materials

Carson, R. C., Butcher, J. N., Mineka, S. & Hooley, J. M. (2007). *Abnormal psychology* (13th Edition). India: Pearson Education, Inc. (For unit I)

Coleman, J. C. (2007). *Abnormal psychology and modern life*. New Delhi: D. B. Taraporevada Sons & Co. Private Limited with Scott Forerman & Company. (For unit I)

Reid, G. (2005). *Learning styles and inclusion*. New Delhi: Sage Publications. (For unit V)

Slavin, E. R. (2003). *Educational psychology: Theory and practice* (7th Edition). London: Allyn & Bacon. (For units I, II, III, & IV)

Wenar, C. & Kerig, P. (2005). *Developmental psychopathology: From infancy through Adolescence* (5th Edition). New Delhi: McGraw-Hill International Edition. (For unit I)

Woolfolk, A. (2008). *Educational psychology* (9th Edition). New Delhi: Pearson Education, Inc. (For units I, II, III, & IV)

SN Ed. 518: Learning Diversity and Disability in Inclusive Classroom

Course no.: SN Ed. 518   Nature of the course: Theoretical
Level: M.Ed.   Credit hours: 3
Semester: First   Teaching hours: 48

1. Course Description

The course deals with necessary concepts and characteristics of learning diversities, difficulties, and disabilities in an inclusive classroom. It aims to enable students to gain wider knowledge in identifying the differences, difficulties and disabilities in learning. The course further deals with specific strategies to be adopted to educate children with difficulties and diversities in an inclusive classroom.

2. General Objectives

The general objectives of this course are as follows.

- To provide the students with a deeper understanding of diversity, difficulty and disability in learning in an inclusive classroom;
- To enable the students to map out the dimensions of inclusion and exclusion from the education for all perspective;
- To prepare the students to manage diversity in an inclusive classroom;
- To equip the students to apply individualized instruction to respond to the diverse needs of students; and
- To develop, in the students, skills and knowledge needed for an inclusive classroom to address the diverse special educational needs of children

3. Specific Objectives and Contents

Specific Objectives	Contents

- Explain the concepts of diversity - Differentiate between learning diversity, difficulty and disability in an inclusive classroom - Map out inclusion and exclusion from the perspective of education for all - Explain the main purpose of equalization of educational opportunities for children with special need from the EFA perspective	**Unit I: Concepts of Diversity** **(7)**
	1.1. Diversity and disability
	    1.1.1. Dimensions of diversity
	    1.1.2. Sense of community and social acceptance
	    1.1.3. Appreciation of student diversity
	
	1.2. Mapping out inclusion and exclusion: Concept of the education for all (EFA) programme
	    1.2.1. The assumptions of difference
	    1.2.2. Concept of education for all
	    1.2.3. Inclusion in effective schools
	    1.2.4. Mapping out inclusion and exclusion
	1.3. Towards equalization of educational opportunities

• Describe the inclusive model of management of diversity • Outline the principles of equality and diversity • Explain the inter-cultural communication model from the perspective of inclusion • Explain the system-theoretical approach to inter-cultural communication	**Unit II Management of Diversity: the Inter cultural Communication Perspective (9)** 2.1. The inclusive model of management of diversity 2.2. The principles of equality and diversity 2.3. Inclusive thinking and acting 2.4. The inclusive model of inter-cultural communication 2.5. The system-theoretical approach to inter-cultural communication

• Explain the re-conceiving purposes of schooling for students with disabilities
 • Describe the ways of creating, managing and promoting inclusive classrooms
 • Identify the barriers to inclusion in the classroom from its critical dimensions
 • Explain the linkage between social inclusion, political change and expansion of inclusion
	Unit III: The Making of the Inclusive School (13)
	 3.1. Re-conceiving schooling for students with disabilities
	   3.1.1. The continuum of services
	   3.1.2. Inclusive school
	   3.1.3. Learner friendly school
	 3.2. Creating and managing inclusive classrooms
	   3.2.1. Planning and designing an inclusive classroom
	   3.2.2. Preparing staff for inclusion
	   3.2.3. Preparing students for inclusion
	   3.2.4. Maintaining interactive communication in an inclusive classroom
	
	 3.3. Social inclusion and political change
	 3.4. Expanding the concept of inclusion

• Define the adaptive curriculum and instruction
 • Explain the process of an adapting curriculum and instruction
 • Describe basic concepts of differentiation techniques
 • Identify the ways of differentiating content, instruction, assessment and student output
 • Explain the ways of accommodating the differences of students with
	Unit IV: Adaptive Curriculum and Instruction (10)
	 4.1 Adaptive curriculum
	   4.1.1. Basic concept of differentiation
	   4.1.2. Ways of adapting curriculum
	 4.2 Modifying curriculum content and adapting resources
	   4.2.1 Potential problems with modified curriculum
	   4.2.2 Potential problems with modified resource materials
	 4.3 Adapting instruction
	   4.3.1 Ways of adapting instruction
	   4.3.2 Difficulties in adapting the teaching process
	 4.4 Differentiating Techniques

special needs	4.4.1 Differentiating student output, assessment and grading 4.4.2 Potential problems with differentiating student output, assessment and grading 4.5 Accommodating differences of students with special needs

- Discuss the trends and issues of special needs education - Describe the paradigm shift of special needs education - Examine the need and importance of the cross-disability approach to inclusion - Identify the ways of involving parents and community in SNE - Explore future perspectives of special needs education	**Unit V: Trends and Future Perspectives of Special Needs Education (9)**
	5.1 Trends and issues in SNE
	     5.1.1 Identification and labeling
	     5.1.2 Accepting cultural diversity
	     5.1.3 Accepting social inclusion
	5.2 Developing positive attitudes
	5.3 Paradigm shift in SNE
	     5.3.1 Normalization
	     5.3.2 Deinstitutionalization
	     5.3.3 Mainstreaming
	     5.3.4 Integration
	     5.3.5 Inclusion
	5.4 Cross-disability approach
	5.5 Parents and community involvement
	5.6 Future perspectives of SNE

Note: *The figures in the parenthesis indicate the approximate teaching hours for the respective units.*

4. Instructional Techniques: Two types of instructional techniques are suggested to deliver the contents in the classroom: general and specific,. A brief account of these techniques follows.

4.1 General instructional techniques

Depending on the nature of the class, subject to be taught, individual differences of the students, and type of evaluation to be used to assess the achievements of the students, the following instructional techniques will be applied solely or in combination.

- Lecture,
- Discussion,
- Question-answer,
- Brain storming
- Group work and group presentation

4.2 Specific instructional techniques

Specific instructional techniques such as classroom presentation by the students, guided individual study, tutorial support on different contents and project work are suggested. The following specific instructional techniques are suggested for the selected units to

ensure students' active participation in teaching-learning process and to make the teaching-learning research-oriented.

Units	Specific Instructional Techniques
Unit I	The teacher will use the group discussion method to make the teaching learning process more learner-centered. The students will use the internet surfing method to collect the information and share it with friends. The teacher will add additional comments.
Unit II	The teacher will use the group discussion method to make the teaching learning process more learner-centered. The students will use internet surfing and the literature review method to collect the information and share it with friends. The teacher will add additional comments.
Unit III	The students will be divided into a group of three to five depending on the class size. Each group will visit inclusive schools to study the creation and management of inclusive classrooms and prepare a brief report including recommendations for improving inclusive classrooms. They will present the report in the classroom followed by discussion.
Unit IV	The teacher will use the group discussion method to make the teaching learning method more learner-centered. The students will perform literature review of the textbook and share it with their friends. The teacher will add additional comments.
Unit V	The students will be divided into groups and certain topics will be assigned to them. Each group will prepare a brief paper on paradigm shift in SNE or future of SNE from learning difficulty point of view in Nepal or cross-diversity, and present it in the class preferably using multimedia projector. The presentation will be followed by discussion and supplemented by teacher's comments.

5. Evaluation

Two types of assessment techniques, namely internal and external, will be carried out to appraise the academic achievement of students under this course. Internal and external assessment procedures will carry 40 and 60 percent weight respectively. A detailed description of assessment procedures will be as follows.

5.1 Internal Assessment (40%)

The concerned teacher will carry out the internal assessment of the students based on the distribution of marks as stated below.

- Attendance   05 marks
- Participation in learning   05 marks
- First assessment (Literature review and presentation)   10 marks
- Second assessment (School visit and report submission) 10 marks
- Third assessment (Written examination)   10 marks
  Total   40 marks

5.2 Semester/Final Examination (60%)

The Examination Division, Dean's Office, Faculty of Education will conduct the semester/final examination at the end of each semester. The distribution of marks for the types of questions to be asked in final examination is as follows:

- Objective type questions (10 multiple choice items x 1 marks)   10 marks
- Short answer questions (6 questions with 2 or-questions x 5 marks)30 marks
- Long answer questions (2 questions with 1 or-question x 10 marks)20 marks
  Total   60 marks

6. Recommended Books and Reference Materials

6.1 Recommended Books

Hoffman, E. (2001). *Inclusive thinking and acting: Intercultural communication and management of diversity in social work and practice*

Tom E.C. S., Edward A. P., James R.P. P., & Carol A. D. (2011). *Teaching students with special needs in inclusive settings* (6th Edition). Pearson Education Inc.PHI Learning Private Ltd. (For unit III)

Thomas, G., Walker, D., & Webb, J. (1998). *The making of the inclusive school.* London & New York: Routledge (For unit III & V)

Topping, K. & Maloney, S. (2005). *Inclusive education*. London & New York: Routledge. (For unit III)

Westwood, P. (2003). *Commonsense methods for children with special educational needs: Strategies for the regular classroom* (4th Edition). London & New York: Routledge Falmer. (For unit IV)

6.2 Reference Materials

Burrello, L., Lashley, C., & Beatty, E.E. (2001). *Educating all students together: How school leaders create unified systems*. London: Corwin Press, Inc. Sage Publications. (For unit   I)

Clark, C., Dyson, A. & Milward, A. (1995). *Towards inclusive schools?* London: David Fulton Publishers Ltd. (For Unit I)

Deschenes, C., Ebeling, D. & Sprague, J. (1999). *Adapting the curriculum in inclusive classrooms*. New York: National Professional Resources. (For unit IV)

Evans, P & Vema, V. (Eds.) (1990). *Special education past, present and future*. The Falmer Press.

Heward, W. L. (2013). *Exceptional children: An introduction to special education* (10th Edition). Delhi: Pearson Education, Inc. (For unit V)