

ERDISTON TEACHERS' TRAINING COLLEGE
CERTIFICATE PROGRAMME IN SPECIAL NEEDS EDUCATION

| | |
|--------------------------------------|---|
| <u>Target Group:</u> | Temporary untrained teachers in special education institutions Qualified teachers not trained in special needs education currently working in special education institutions Teachers in general education classrooms who are interested in special needs education |
| <u>Duration</u> | Two evenings a week for 12 weeks – eight weeks in Term 2 and 4 weeks in Term 3. (Tuesdays and Thursdays 4.00 – 6.00 p. m) – (48 hrs.) Easter holiday sessions - 3 sessions, four hours each – (12 hrs.) |
| <u>No . of hours</u> | 60 hrs |
| <u>Group Composition:</u> | Open |
| <u>Venues:</u> | Erdiston Teachers' College |
| <u>General Objective:</u> | To provide teachers with sound theoretical and practical knowledge which will enable them to deliver quality special needs education. |
| <u>Delivery Strategies:</u> | Presentations utilizing various technologies. Lecture/Discussion Individual and small group presentations/activities Reflections Displays Visits |
| <u>Site visits:</u> | Appropriate schools and classes with 'best practices' |
| <u>Practical Activities:</u> | A project based on observations from school visits Producing teaching/learning materials Developing Individual Education Plans Preparing a case study Research papers Group presentations |
| <u>Methods of Assessment:</u> | Assessment will be completed on an accumulation of scores in each of these areas: attendance, portfolio folder of teaching, individual assignments based on sites visited and practicum. |

Teachers must attend 80% of the sessions to qualify for the certificate

Practicum focusing on teaching methods and sound classroom management practices - fifty percent (50%) of final mark

Portfolio of teaching- thirty percent 30% of final mark

Individual assignment based on school(s) visited to observe and report 'best practices' - Twenty percent (20%) of the final mark

Module 1 Exceptional Learners

Objectives:

- To develop participants' understanding of the concept of exceptionality
- To expose participants to the various classifications of exceptionalities

Content: Characteristics and aetiology of categories of exceptionality

- Developmental disabilities: Intellectual disabilities, downs syndrome, fetal alcohol syndrome
Definitions, severity and educational implications
- Sensory disabilities – visual impairments (blindness or low vision)
Hearing impairments (deafness or hearing impaired)
Definitions, severity and educational implications
- Specific Learning Disabilities – Dyslexia, Dyscalculia, Dyspraxia and Dysgraphia
Definitions, severity and educational implications
- Speech and Language Disorders – Autism
Definitions, severity and educational implications
- Physical Disabilities
Definitions, severity and educational implications
- Giftedness
Definitions, severity and educational implications
(10 hrs.)

Module 2 Inclusion and Inclusionary Practices

Objectives:

- To develop a knowledge of a variety of organizational frameworks for special education provision
- To observe and evaluate the usefulness of local models

Content:

- Philosophy of inclusion, definitions of terms: inclusion, mainstreaming, least restrictive environment. Factors contributing towards building successful inclusive schools
- Least restrictive environment and special education placement options
- Student referral system – protocols
- Organised small group visits to four categories of institutions over term period, followed by in-class group presentations of findings
(10 hrs.)

Module 3 Intervention Strategies for Students with Special Needs

Objectives:

- To develop the skills required for the planning and implementation of individualized education plans
- To develop an understanding of the adaptive dimension of curriculum
- To develop skills in differentiating instruction for diverse learners in the classroom

Content:

- Individual Education Plans: design and implementation, advantages and disadvantages, case studies and application
- Differentiating instruction, catering to individual differences, scaffolding
- Cooperative learning strategies, peer tutoring, small group teaching
- Study skills and strategies for the learning disabled. Learning styles and strategies, concept mapping and graphic organizers
- Curriculum approaches for gifted and talented learners. Accelerated learning, extension and enrichment activities
(12hrs.)

Easter vacation period

- Strategies for teaching reading, writing and spelling to diverse learners. Approaches to the teaching of reading and writing, word analysis, multi-sensory approaches
- Mathematics teaching strategies for diverse learners. Approaches to the teaching of mathematics, direct instruction, task analysis, use of manipulative and aids
(12 hours)

Module 4 Management of Students with Behavioral Disorders

Objectives:

- To examine theories which attempt to explain the determinants of behaviour
- To develop an awareness of the needs of those with emotional and behavioural difficulties
- To explore techniques and approaches which can be used with the emotionally and behaviourally disordered

Content:

- Theoretical perspectives on the determinants of behaviour
- Approaches to the assessments of behaviour: observations, checklist, rating scales, probes, behavioural analysis.
- Common behavioural disorders: Attention deficit hyperactivity disorder/Attention deficit disorder (ADHD/ADD), Oppositional deficit disorder (ODD), conduct disorder, aggression, depression.
Characteristics and intervention
- Behavioural charts and plans
- Classroom management and other approaches
(10 hrs.)

Module 5 Alternative Forms of Assessment

Objectives:

- To develop a knowledge of assessment strategies used in special education

Content:

- Definition of Assessment, formal and informal assessments, authentic, performance-based , portfolio assessment, continuous assessment and methods of observation
- Evaluation of the appropriateness of the classroom environment – accommodations and modifications
(6hrs.)

Recommended texts: To be determined

Recommended facilitators

Kaye Sargeant (Principal) Erdiston Special School

Wilmont Straughan (Principal) Irving Wilson School

Jacqueline Andwele (Principal) St. Ambrose Primary

Cheryl Sargeant-Speede (Education Officer)

Janice Gibbs (Teacher-in-charge) St. Stephen's Primary Special Education Unit

Jeannete Wharton (Principal) Welches Primary

Psychologist (to be determined)