



TED UNIVERSITY
FACULTY OF EDUCATION
EDUC 409 Special Education and Inclusion
Fall 2023 Syllabus

Course Information

Schedule: Sec 1 Monday 11:00-13:00/ Sec 2 Tuesday 12:00-14:00/ Sec 3 Tuesday 15:00-17:00
Location: Sec1 K184- Sec 2 G006- Sec3 K184

Instructor Information

Instructor: Asst. Prof. Tünay ÖZÇELİK
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Catalog Description

Definition of special education, terms related to special education, causes of disabilities. Importance of early diagnosis and treatment. Inclusion and roles and responsibilities in inclusion. Types, characteristics, education of disabilities, and accommodations regarding these children in inclusive settings. Parents of children with special needs and including parents into their children's education. Special education programs and institutions in Turkey.

Course Description

(2+0+0) 2 Credits / 3 ECTS

This course is about being aware of special education, causes of disabilities, and inclusion in special education. Basic concepts related to special education; principles and historical development of special education; legislative regulations related to special education; diagnosis and evaluation in special education; individualization of teaching; inclusion and supportive special education services; involvement of families in education and collaboration with family; characteristics of various inability and ability groups; education approaches and teaching strategies oriented to different groups; effective strategies and behavior patterns in classroom management.

Learning Outcomes

Upon successful completion of this course, you will be able to;

1. explain basic concepts related to special education.
2. summarize principles and historical development of special education.
3. list legislative regulations related to special education.
4. discuss the importance of diagnosis and evaluation in special education.
5. list features as well as benefits and limitations of certain supportive special education services provided for students and teachers.
6. define features of different inability and ability groups.
7. explain education approaches and teaching strategies oriented to different groups.
8. establish connection between effective strategies and behavior patterns in classroom management.

Course Materials

Online course management system: If you do not have one yet, please create an account at <http://moodle.t-edu.edu.tr/>

Main Readings:

Heward, W. L. (2009). *Exceptional children: An introduction to special education* (9th edition). Upper Saddle River, NJ: Pearson Education. Polloway,

Supplementary Readings:

Kauffman, J. M., Hallahan D. P. (2011), *Handbook of Special Education*, Taylor & Francis

MEB Kılavuzu (2010). *OKULLARIMIZDA NEDEN NİÇİN NASIL KAYNAŞTIRMA YÖNETİCİ, ÖĞRETMEN VE AİLE KILAVUZU*, Ankara

E. A., Patton, J. R., & Serna, L. (2008). *Strategies for teaching learners with special needs* (9th edition). Upper Saddle River, NJ: Pearson Education.

ŞAHBAZ, Ü. (2018). *Özel Eğitim ve Kaynaştırma* Ankara: Anı Yayınları

MEB Kılavuzu. (2015). *Kaynaştırma Yoluyla Eğitim Uygulamaları Kılavuz Kitapçığı*. Ankara

CAMPBELL, J., GILMORE, L.,(2003). *Changing Student Teachers Attitudes Towards Disability and Inclusion* (https://www.researchgate.net/publication/27465952_Changing_Student_Teachers_Attitudes_Towards_Disability_and_Inclusion)

PIERANGELO, R.& GIULIANI, G. (2008) *Teaching Students with Learning Disabilities*, Corwin Press

Student Workload (Total 120 Hrs)

Lectures (38 hrs), Readings (24 hrs), Debate (8 hrs), Hands-On Work (6 hrs), Oral presentation (2 hrs), Homework (18 hrs), Resource Review (20 hrs), Portfolio (18 hrs), Report on topic (6 hrs),

Planned Learning Activities and Teaching Methods

Telling/Explaining, Discussion, Questioning, Scaffolding/Coaching, Demonstrating, Predict-Observe-Explain, Video Presentations, Web Searching, Using Social Media, Demonstration, Presentation

Assignments

Your total grade consists of scores from the following items:

Assignments	Weight
Temple Grandin Quiz	10 %
In-class Participation (Weekly Quizzes)	30 %
Presentation and report	25%
Material Festival	35 %
TOTAL	100%

1. **Temple Grandin Movie Quiz:** You are going to answer some question about Teple Grandin movie. You will analyze life of students with special needs trough “Temple Grandin,” movie. The movie will show some example about characteristic behavior of autistic kids, families approach and attitudes effects on student’s education process, individual development journey of person with special needs, effect of education process on student’s life. As a teacher candidate, Quiz will be third week of the course. It will have 4-5 questions and take 10 minutes.
2. **Quiz:** During this course, you are going to get 30 % of your grade from weekly quizzes. Each week you are going to answer 3-5 questions about the topic of that week. Questions are going to be asked as online quizzes with multiple choice or true-false items. It is expected from you to read the part from your main book. You can find the topic for each week on Tentative Course Schedule.
3. **Presentation and report:** You are going to make research and presentation about disabilities during this semester.

We are going to follow researching, presentation and reporting steps. After each presentation whole classroom share their opinion and gives critics to presenting person. This activity is going to have three steps. Preparation, presentation and reporting. *Preparation and Research:* Preparation for this activities should consist of teaching strategies for disability group, developing two teaching materials, planing a teaching activity and building relation between materials. During preparation process each group is going to make research, prepare outline of text and get feed back before presentation. **Make sure you send your presentation text and material 8 days before your presentation.** While explaining the materials, Each group is going to;

- Explain relationship between material features and characteristics of exceptional children.
- Explain how material is going to implement in classroom
- Explain what kind of skill is going to developed by using this materials

- Explain how material support the development of skills or knowledge of students

Presentation: During presentation student are going to ask question to presenting group and instructor is going to support and contribute. After presentation process you will upload presentation to moodle. You will have **30 min for presentation.**

After each presentation, there is going to be discussion time about topic.

Reporting: After presentation process, you are going to prepare report according to your research, feedback and contribution you get during presentation. Rubric for report and peer evaluation will be provided.

Report should be 6 +- 1 pages except cover. Rubric and peer evaluation form for presentation+ preparation + report are going to be uploaded to moodle system. **Report should upload by one member of group, peer evaluation form should upload by every member of the group individually one week after the presentation.**

4. **Special Education Festival:** At the end of the semester, special education material development festival was hold. During festival you met students with special needs. Festival gave change to implement developed material during course. Group report and individual reflection report was prepared as final assignment based on experience during the festival.

COURSE POLICIES

I. Professionalism

Includes regular attendance in class, timely completion of assignments / readings, and active participation in all activities and discussions.

II. Plagiarism / Academic Dishonesty

This course adheres to the academic honesty policy. I expect that all work submitted and presented by you will be your own original work and that the contributions of others will be openly acknowledged. Failure to adhere to this policy will result in disciplinary action. For more information:

a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism.

b. All parties to plagiarism are considered equally guilty. If you share your coursework with another student and s/he plagiarizes it, you are considered as guilty as the one who has plagiarized your work since you enabled the plagiarism to take place. Under no circumstances should a student make his/her coursework available to another student unless the instructor gives explicit permission for this to happen. Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. Avoid plagiarism by citing sources properly! For all rules and requirements of APA citations, please consult the 6th edition of the Publication Manual of the American Psychological Association.

c. Read the academic honesty contract. By signing this contract, you certify that you have read, understand and comply to agree with all rules and regulations of academic honesty.

III. Cheating

You may neither receive help from nor give help to others during an in-class exam. During exams, you may not leave the room, talk, or use dictionaries, translators, cell phones or programmable calculators. And please keep your eyes on your own work.

IV. Attendance

This course requires your regular participation, attendance, and punctuality. It is expected that you attend the class on a regular basis and be on time. It is your responsibility to keep in touch with me about the emergencies prior to class. Except Covid case, every emergency should be prove by **hospital report**. Exceeding 15 % of attendance (**3 weeks / 6 hours**) will result **FX** grade. The TEDU policy concerning attendance will be followed strictly.

V. Late Assignment Submission Policy

Each assignment is to be turned in on time. Arrangements for accepting late assignments will be made only in unusual circumstances (e.g., major illness, death of loved one), and only if you are able to provide documentation to support your excuse. In all other cases, there will be no exception for late submission.

VI. Extra Credit

There is no rewriting or extra credit offered in this course.

VII. Class Participation

Class participation is an integral part of this course. Classes may involve watching movies, reading, questioning, discussions/debates, video presentations, field trips, observation, reflection, demonstrating, poster presentations, hands-on work, group work, collaborating, educational games, problem solving, library/web research projects, class presentations, and written assignments.

VIII. Class Readings

Please read the assigned readings prior to class so that you may participate fully in the course discussions.

IX. Announcements

All announcements will be made on the Moodle site for this course. It is your responsibility to keep your e-mail address operative all times. Check your e-mails regularly in order to stay informed.

X. Participation

This is an undergraduate course directed towards students who are prepared and invested. We will work hard to build a learning community that taps into each student's level of knowledge, expertise, and interest. Therefore, attendance and intense participation is crucial for the success of everyone involved. This course requires your regular participation, attendance, and punctuality. It is expected that you attend the class Please note that all of your assignments must be formatted in compliance with the publication style guidelines spelled out in:

Week / Dates	Topic	Readings
Week 1	<ol style="list-style-type: none"> 1. Meeting the Students and Overview of the Course 2. Movie Screening (Temple Grandin) 	Syllabus and Textbooks
Week 2	<ol style="list-style-type: none"> 1. Discussion on needs of exceptional students. 2. Basic concepts related to special education. 	Heward, W. L. (2009). Exceptional children: An introduction to special education Part I / Chapter I
Week 3	<ol style="list-style-type: none"> 1. Principles and historical development of special education. 1. list legislative regulations related to special education. 2. Diagnosis and evaluation in special education. 1. Family involvement in special education 2. Temple Grandin movie quiz 	<p>Heward, W. L. (2009). Exceptional children: An introduction to special education Part I</p> <p>The Process of Special Education 38</p> <p>Collaboration and Teaming 47</p> <p>Heward, W. L. (2009). Exceptional children: An introduction to special education Part I/ Chapter 3</p> <p>Collaborating with Families 72</p>
Week 4	<ol style="list-style-type: none"> 1. List features as well as benefits and limitations of certain supportive special education services provided for students and teachers. 2. Define features of different inability and ability groups. 	Heward, W. L. (2009). Exceptional children: An introduction to special education Part II/ EDUCATIONAL NEEDS OF EXCEPTIONAL STUDENTS
Week 5		<ol style="list-style-type: none"> 1. Gifted and Talented
Week 6		<ol style="list-style-type: none"> 2. Intellectual Disabilities 107 3. Learning Disabilities 141

Week 7	3. Explain education approaches and teaching strategies oriented to different groups.	4. Emotional or Behavioral Disorders 179
Week 8		5. Autism Spectrum Disorder 218
Week 9		6. Communication Disorders 255
Week 10		7. Deafness and Hearing Loss 290
Week 11		8. Blindness and Low Vision 322
Week 12		9. Attention-Deficit/Hyperactivity
Week 13		10. Disorder, Health Impairments, and Physical Disabilities 357
Week 14	5. Group Work (Grouping and Research, presentation)	11. Low-Incidence Disabilities: Multiple Disabilities, Deaf-Blindness, and Traumatic Brain Injury 396
Week 14	<ol style="list-style-type: none"> 1. Special Education Materyal Development Festival 2. Inclusive education 3. Preparation of Individual Education Plan 	<p>Heward, W. L. (2009). Exceptional children: An introduction to special education Part I</p> <p>MEB Kılavuzu (2010). OKULLARIIZDA NEDEN NİÇİN NASIL KAYNAŞTIRMA YÖNETİCİ, ÖĞRETMEN VE AİLE KILAVUZU, Ankara</p>
Week 15	Submission of report	

Tentative Course Schedule

*This syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all the changes.