

Mid-West University, Faculty of Education
Bachelor in Education, Special Needs Education Curriculum

Subject Code	Year 1/ Semester- I	Credit Hours
	Name of the Subject	
COM 411	English Language Proficiency I	3
COM 412	Compulsory Nepali I	3
EDU 413	Socio-Philosophical Foundations of Education	3
SNE 414	Introduction to Special, Special Needs and Inclusive Education	3
SNE 415	Individualized Education Plan	3
	Total Credit Hour	15
	Year 1/ Semester- II	
COM. 421	English Language Proficiency II	3
COM. 422	Readings in Nepali Language II	3
EDU 423	Emerging Theories of Learning	3
SNE 424	Assessment in Special Needs and Inclusive Education	3
SNE 425	Instructional Strategies for Students with Special Needs	3
	Total Credit Hour	15
	Year II/ Semester- III	
EDU 431	Educational Development in Nepal	3
EDU 432	Curriculum and Assessment	3
SNE 433	Curriculum Differentiation for Students with Special Needs	3
SNE 434	Early Identification and Intervention for Children with Special Needs	3
SNE 435	Application of Assistive Technology for Students with Disabilities	3
	Total Credit Hour	15
	Year II/ Semester- IV	
EDU 441	Social Justice in Education	3
EDU 442	Fundamentals of Research in Education	3
SNE 443	Teaching Students with Physical and Multiple Disabilities	3
SNE 444	Teaching Students with Visual Impairment	3
SNE 445	Teaching Students with Hearing Impairment	3
	Total Credit Hour	15
	Year III/ Semester- V	
SNE 451	Teaching Students with Intellectual Disability and Developmental Disorder	3
SNE 452	Teaching Students with Autism Spectrum Disorders (ASD)	3
SNE 453	Teaching Students with Emotional, Behavioral Disorder (EBD) and ADHD	3
SNE 454	Teaching Students with Learning Disability	3
SNE 455	Teaching Students Language and Communication Disorders	3
	Total Credit Hour	15
	Year III/ Semester- VI	
SNE 461	Teaching Gifted and Talented Learners	3
SNE 462	Guidance and Counselling for Students with Special Needs	3
SNE 463	Parental and Community Support for Children with Disabilities	3
SNE 464	Transition Management for Students with Special Needs	3
SNE 465	Therapeutic Services for Students with Disability	3
	Total Credit Hour	15
	Year IV/ Semester- VII	
SNE 471	Learners' Diversity Management in Education	3
SNE 472	Basic Research in Special Needs Education	3
SNE 473	Positive Behavior Support	3
SNE 474	Disability Inclusive Development	3
SNE 475	Issues and Challenges in Special Needs and Inclusive Education	3
	Total Credit Hour	15
	Year IV/ Semester- VIII	
SNE 481	Policies and Practices of Educational Inclusion in Nepal	3
SNE 482	Practicum in Special Needs Education I	3
SNE 483	Practicum in Special Needs Education II	3
SNE 484	Student Teaching: on-campus	3
SNE 485	Student Teaching: off-campus	3
	Total Credit Hour	15
	Total Credit Hour	120

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सदस्य सचिव
प्राज्ञिक परिषद
प. विश्वविद्यालय

MID WEST UNIVERSITY
FACULTY OF EDUCATION
(Course of Study for B.Ed.in SNE program)

Course Title: **INTRODUCTION TO SPECIAL, SPECIAL NEEDS, AND INCLUSIVE EDUCATION**

Nature of the Course: Theory/Practical

Credit Hours: 3

Teaching hours: 48

Course No: SNE 414

Level/Semester: B.Ed./First

1. Course Introduction

The course aims at providing basic knowledge on Special/Special Needs and Inclusive Education with related issues and concerns to the students. It further deals with disability and its effect on education of a child. The concept of inclusive education with its importance, and implementation is the major concern of orientation of the course. The course emphasizes that provision of SE/SNE/IE without support services will be meaningless. The dimensions related to special/special needs and inclusive education are to be widely discussed.

2. Course Objectives

The objectives of this course are:

- To acquaint the students with the concept and meaning of Special/Special Needs and Inclusive Education
- To enable the students to distinguish SE, SNE and IE including their common characteristics
- To provide students with knowledge on disability and its effect on education of children with disabilities
- To enable the students to explore different dimensions of inclusive education from the perspective of its evolution
- To prepare students to identify the type of support services in accordance with the needs of students with special needs.
- To provide the students with knowledge on different dimensions of special/special needs and inclusive education

3. Course Contents

Unit One: Understanding Special Education (8 hrs.)

- 1.1. Concept and Definition of Special Education
- 1.2. Historical Development of Special Education

- Rejection
- Segregation
- Integration

- Inclusion
- 1.3. Definition of Exceptional Children
- 1.4. Emergence of Special Needs Education
- 1.5. Emergence of Inclusive Education

Unit Two: Disability and Education (8 hrs.)

- 2.1. Concept and Definition of Disabilities
- 2.2. Types of Disabilities in IDEA 2004 and Nepalese Laws
- 2.3. Models of Disabilities
 - Medical Model
 - Social Model
 - Cultural Model
- 2.4. Effect of Disability in Education
- 2.5. CBR to children with severe disability

Unit Three: Learners with Special Learning Needs (8 hrs.)

- 3.1. General Learning Needs to Special Learning Needs
- 3.2. Students with and without Disabilities
- 3.3. Individual Differences of the Learners
 - Cognitive Abilities
 - Learning Styles
 - Intelligence level
 - Readiness/ Preparedness
 - Motivation
 - Learning Pace
- 3.4. Importance of Individualized Approach to Education

Unit Four: Inclusion in School Instruction (8 hrs.)

- 4.1 Meaning and Concept of Inclusion
- 4.2 Importance of Inclusive Education
- 4.3 Promoting Inclusiveness in Classroom
 - Creating Supportive School Environment
 - Differentiating Instruction
 - Curriculum Adjustment
 - Classroom Management Strategies
- 4.4 Inclusive Education for Social Justice

Unit Five: Support Services (8 hrs.)

- 5.1 Concept and Importance of Support Services
- 5.2 Medical Services and Assistive Devices
- 5.3 Application of Therapeutic Services
 - Speech Therapy
 - Occupational Therapy
 - Physiotherapy
 - Music/Art Therapy
- 5.4 Resource Room/Class Services

Unit Six: Recent Trends in Inclusive Education (8 hrs.)

- 6.1 Moving from Charity to Rights.

- 6.2. Education as the Rights of Children
- 6.2. The Child First Approach
- 6.4 Child Centered Pedagogy-Child Friendly School
- 6.5. Whole school approach
- 6.6. Full Inclusion: From Structural to Functional Inclusion

4. Instructional Techniques

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study
- Quizzes

For project work I assignment: Divide the class into manageable groups to work on three terminologies: special education, special needs education and inclusive education. Ask them to differentiate the three terms by preparing a list of distinct features of each of these terms. Also ask them if they can identify some common features of these terms in terms of the concepts they carry. Make them present their work followed by feedback from both the class mates and the teacher

For project work II assignment: Organize a visit to three different types of schools: Integrated, Special and Inclusive. Ask the students to observe the classes there with consent from the resource teachers. In groups, the students have to prepare their observation report and present in the class for sharing with each other. Feed back from the teacher is necessary to bring clarity to the concept of special, special needs and inclusive education.

5. Evaluation Scheme

Internal – 40%

External – 60%

Internal evaluation will be based on the following criteria:

- Attendance and Class Presentation 5%
- Project Work/Assignment 10%
- Project Work/Assignment 10%
- Mid-term Exam/Project 15%

External evaluation will be based on the following criteria:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1×10 Marks	10 Marks
Short Answer Questions	6 with 2 ‘or’ Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 ‘or’ Question	2 x 10 Marks	20 Marks

6. Prescribed Texts

- a) Frederickson, N. & Cline, T. (2009). *Special educational needs, inclusion and diversity*(2nd Edition). Open University Press.
- b) Kirk, S., Gallagher, J., & Coleman, M. R. (2015). *Educating exceptional children* (14th ed.). USA: CENGAGE Learning.

7. References

- a) Heward, L. W. (2012). *Exceptional children: An Introduction to special education*. New York: Pearson Education, Inc.
 - b) Kafle, B. D. (2002). *Including the excluded: A critical evaluation of special needs education program in Nepal*. India: Banaras Hindu University.
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MID WESERN UNIVERSITY
FACULTY OF EDUCATION
(Course of Study for B.Ed. in SNE Program)

Course Title: **INDIVIDUALIZED EDUCATION PLAN (IEP)**

Nature of the Course: Theoretical/Practical

Course No: SNE 415

Level/Semester: B.Ed./First

Credit Hours: 3

Teaching hours: 48 Hrs.

1. Course Introduction

This course aims at providing fundamental knowledge and skills on preparing Individualized Education Plan (IEP) for students with special needs. The course deals with IEP components, method of selecting goals and objectives for preparing the plan and its implementation process. In addition, the course also addresses Nepali context related to existing IEP practice in special schools. Therefore, this course mainly intends to provide theoretical knowledge and practical skills to prepare the IEP for students with special educational needs.

2. Course Objectives

The objectives of this course are:

- To introduce the students to the basic concepts of individualized education plan (IEP)
- To familiarize the students with the importance of individualized education plan
- To orient students about the development process of individualized education plan as a legal requirement.
- To provide students with hands on experience through a visit to special, integrated or resource class school to observe the IEP practices
- To provide students necessary skills to organize IEP related seminar and present report on its practice
- To develop students' skill in preparing individualized education plan with a focus on students with disabilities.

3. Course Contents

Unit One: Introduction to Individualized Education Plan (5 hrs.)

- 1.1. Concept, definition and importance of Individualized Education Plan (IEP)
- 1.2. Historical perspectives of IEP
- 1.3. Legal perspectives of IEP
- 1.4. Parental role in preparing and implementing IEP

Unit Two: Components of an IEP (10 hrs.)

- 2.1. Present level of performance (PLOP)
- 2.2 SMART goals and objectives
- 2.3. Objectives and benchmarks

- 2.4. Progress monitoring and reporting
- 2.5. Supplementary aids and related services including their duration
- 2.6. Participation in mainstream schools
- 2.7. Test adaptations
- 2.8. Transition goal and services

Unit Three: IEP Development Procedures (12 hrs.)

- 3.1. Identification of the child
- 3.2. Evaluation of the child
- 3.3. Eligibility determination
- 3.4. Formation of IEP team
- 3.5. Scheduling IEP meeting
- 3.6. Preparing IEP
 - 3.6.1. Visiting nearby school to observe the IEP practices.
 - 3.6.2. Preparing IEPs for children with disabilities
 - 3.6.3. Finding the gaps in practice level
 - 3.6.4. Providing suggestion for improvement
 - 3.6.5. Organizing seminar on IEP in special/integrated schools

Students will be asked to visit nearby special, integrated or resource class schools to observe the practices related to IEP. After gathering enough information through literature and practice level observation, students will prepare IEP and present it in the related schools with feedback from related educator and school personnel.

Unit Four: IEP Goals, Objectives, and Implementation (10 hrs.)

- 4.1 Goal setting strategies
- 4.2 Short term objectives and long term goals
- 4.3. Setting SMART and functional goals in IEP
- 4.4 Areas to be included in the plan
- 4.5 Drafting IEP
- 4.6 Finalizing IEP
- 4.7 Ensuring services required for the implementation of the IEP
- 4.8 Review of IEP
- 4.9 Re-evaluation

Report Preparation: Students will prepare a group report on structure of IEP, by finding out major challenges faced by the school personnel regarding IEP preparation and implementation. This report will reflect the activities, findings and conclusions of the seminar organized in nearby special or integrated or resource class schools.

Unit Five: IEP and Related Services (8 hrs.)

- 5.1. Concept of IEP related services
- 5.2. Networking service providers

- 5.3. Parents input
- 5.4. Extracurricular and non-academic services
- 5.5. General Practice of preparing an IEP
- 5.6. Teachers' understanding about IEP
- 5.7. Legal basis of preparing an IEP
- 5.8. Issues and challenges of using IEP

4. Instructional Techniques

- Class discussion
- Presentation
- Quiz
- Group work/pair work
- Project work
- Self-study

5. Evaluation Scheme

Internal – 40%

External – 60%

Internal Evaluation will be based on the Following Criteria:

- Attendance and Class Presentation 5%
- Project Work/Assignment/Seminar 10%
- Preparation of IEP 10%
- Mid-term Exam/Project 15%

External Evaluation will be Based on the Following Criteria:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks

6. Prescribed Texts

- a) Bateman, B. & Herr, C. (2019). *Writing measurable IEP goals and objectives*. USA: Attainment Company.
- b) Pierangelo, R. & Giuliani, G. (2007). *A step by step guide for educators: Understanding, developing, and writing effective IEPs*. Corwin Press.
- c) Siegel, L.M. (2007). *The complete IEP guide: How to advocate for your special child* (5th Ed.). Consolidate Printers, Inc.

- d) Wilmshurst, L. & Brue, A. W. (2010). *The complete guide to special education: Expert advice on evaluations, IEPs, and helping kids succeed*. USA: Jossey-Bass.

7. Reference Book

- a) Heward, L. W. (2012). *Exceptional children: An Introduction to special education*. New York: Pearson Education, Inc.

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (BEd-SNE)

Course Title: **Assessment in Special Needs and Inclusive Education**

Course No: SNE 424

Nature of course: Theoretical

Level: B.Ed.

Credit hours: 3

Teaching hours: 48

Semester: II

1. Course Description

This course is designed to provide basic concepts, knowledge, and skills about assessment procedures used for students with special needs and inclusive education. It also clarifies the concept of early intervention and preschool assessment techniques, assessment methods and tools, diverse assessment strategies used for assessing students' academic achievement and develop report writing skills of the students.

2. General Objectives

The general objectives of the course are as stated below:

- To develop the students' basic knowledge and understanding regarding the concept of assessment, types, purpose, characteristic, and assessment process used in special needs and inclusive education.
- To familiarizes the students about early intervention and preschool assessment procedures.
- To familiar students with different assessment methods and tools used in SNE.
- Students will be acquainted with the diverse assessment methods and tools used for assessing students' academic progress
- To make the students able to be administering the intelligence tests, analyzing and interpreting test results of assessment for students with special needs.
- Students will be able to discuss different strategies for assessing academic achievement used in the area of special needs and inclusive education.
- To enable student's knowledge related to components of assessment report, steps for writing tests results, and develop their skill to write assessment report.

3. Course Contents

Unit I: Understanding Assessment (10)

- 1.1 Concepts of Test, Measurement and Assessment
- 1.2 Purpose of Assessment in Special Needs and Inclusive Education
- 1.3 Importance of Assessment in Special Needs and Inclusive Education
- 1.4 Types of Assessment in Special Needs and Inclusive Education
- 1.5 Assessment Practices Used in Nepal

Unit II: Early Intervention and Preschool Assessment (8)

- 2.1 Concept of Early Intervention
 - 2.1.1 Eligibility Criteria for Early Intervention Services
 - 2.1.2 Evaluation of Infants and Toddlers for Early Intervention Services
- 2.2 Individualized Family Service Plans (IFSP)
- 2.3 Preschool Assessment
- 2.4 Working with Families in Early Intervention and Early Childhood Assessment

Unit III: Early Intervention and Preschool Assessment (8)

- 2.1 Concept of Early Intervention
 - 2.1.1 Eligibility Criteria for Early Intervention Services
 - 2.1.2 Evaluation of Infants and Toddlers for Early Intervention Services

- 2.2 Individualized Family Service Plans (IFSP)
- 2.3 Preschool Assessment
- 2.4 Working with Families in Early Intervention and Early Childhood Assessment

Unit IV: Assessment Methods and Tools (10)

- 3.1 Concept of Comprehensive Assessment
- 3.2 Assessment Methods Used in Special Needs and Inclusive Education
 - 3.2.1 Norm-Referenced Tests
 - 3.2.2 Criterion-Referenced Tests
 - 3.2.3 Curriculum-Based Assessment
 - 3.2.4 Portfolio Assessment
 - 3.2.5 Task Analysis
- 3.3 Primary Areas of Assessment
 - 3.3.1 Intelligence
 - 3.3.2 Language
 - 3.3.3 Perceptual Abilities

Unit V: Assessment of Academic Achievement (10)

- 4.1 Concept of Achievement Tests
- 4.2 Assessment of Reading
 - 4.2.1 Oral Reading
 - 4.2.2 Reading Comprehension
 - 4.2.3 Word Recognition Skills
- 4.3 Tools for Reading Assessment
 - 4.3.1 Gray Diagnostic Reading Tests-2nd Edition (GDRT-2)
 - 4.3.2 Durrell Analysis of Reading Difficulties-3rd Edition (DARD-3)
- 4.4 Assessment of Spelling
- 4.5 Assessment of Written Language
 - 4.5.1 Test of Early Written Language-3rd Edition (TEWL-3)
 - 4.5.2 Test of Written Language-4th Edition (TOWL-4)

Unit VI: Writing Assessment Report (10)

- 5.1 Concept of Assessment Report
- 5.2 Components of the Report
 - 5.2.1 Background History
 - 5.2.2 Identifying Data
 - 5.2.3 Reason for Referral
 - 5.2.4 Behavioral Observation
 - 5.2.5 Tests and Procedures Administered
 - 5.2.6 Test Results
- 5.3 Steps for Writing Test Results
- 5.4 Guidelines for Writing Assessment Report

4. Instructional Techniques: General and specific instructional approaches are suggested to this course.

4.1 General Instructional Techniques: The general instructional techniques are as given below:

- Participatory interactive lecture method,
- Group Discussion
- Question Answer,
- Home Assignment, and
- Self-Study.

4.2 Specific Instructional Techniques:

In this course, to ensure the students' active participation in teaching learning process the following specific instructional techniques are suggested.

Units	Activities/ Instructional Techniques
V	Project Work - After completion of this unit, student will select a topic for project work on their interest area. - Students will visit special or inclusive school. - Each student will prepare a report based on the teacher suggestions. - Students will submit their report to the teacher within a given period of time.

5. Evaluation Scheme

In this course, both internal and external evaluation scheme will be used for assessing student's academic achievement.

5.1. Internal Evaluation 40%

Internal evaluation will be based on the following criteria:

- Attendance and class presentation-5%
- Project Work/Assignment/Essay I-10%
- Project Work/Assignment/Essay II-10%
- Mid-term Exam/Project Work-15%

5.2 External Evaluation (Final Examination) 60%

External evaluation will be based on the following criteria:

Types of questions	Total questions to be asked	Number of questions to be answered and marks allotted	Total Marks
Group A: Multiple Choice Items	10	10 questions×1 mark	10
Group B: Short Answer Questions	6 with 2 'or' Questions	6 questions× 5 marks	30
Group C: Long Answer Questions	2 with 1 'or' Questions	2 questions× 10 marks	20
Total			60

6. Recommended Books

- Farrall, M. L., Wright, P. D., & Wright, P. W. D. (2015). *All about tests and assessments*. USA: Harbor House Law Press, INC.
- Jung, D. Y., Neupane, N. R., Pandey, Y. R., & Rai, S. (2018). *Diagnostic assessment of students with special needs*. South Korea: Leading University Project for International Cooperation, Changwon National University.
- Pavri, S. (2012). *Effective assessment of students: Determining responsiveness to instruction*. USA: Pearson Education, Inc.
- Pierangelo, R. A., & Giuliani, G. A. (2017). *Assessment in special education: A practical approach* (5th ed.). USA: Pearson Education, Inc.
- Pierangelo, R., & Giuliani, G. (2008). *Understanding assessment in the special education process: A step-by-step guide for educators*. USA: Corwin Press.
- Salvia, J., Ysseldyke, J. E., & Witmer, S. (2017). *Assessment in special and inclusive education* (13th ed.). USA: Cengage learning.
- Venn, J. (2007). *Assessing students with special needs* (4th ed.). Upper Saddle River, NJ: Pearson.

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (BEd- SNE)

Course Title: **Instructional Strategies for Students with Special Needs**

Course No: SNE 425

Level: B. Ed.

Teaching hours: 48

Nature of course: Theoretical

Credit hours: 3

Semester: II

1. Course Introduction

This course intends to provide the basic knowledge about instructional strategies for teaching students with special needs attending B.Ed. SNE, specialization programme. It aims to provide deeper understanding about the students with special needs, collaboration and cooperation needed among the professionals serving in the field of special needs education, instructional strategies for teaching students with special needs, differentiating classroom for the inclusion of special needs students in the classroom/school, and curriculum adaptation and modification approaches and so on.

2. Course Objectives

The objectives of this course are to:

- Describe students with special needs
- Explore the collaborative and cooperative teaching to enhance education of students with special needs
- Identify the instructional techniques for the inclusion of students with special needs education in school
- Explain the curriculum accommodation and modification for the inclusive education
- Differentiate classroom settings for the accommodation of students with special needs

3. Course Contents

Unit One: Recapitulation of Students with Special Needs (8 Hrs.)

1.1. Concept of Special/Exception and Special Needs Children

1.1.1. Students with Disabilities

1.1.2. Students with culturally and linguistically diverse

1.1.3. Students At-risk

1.1.4. Gifted and Talented Students

1.2. Unique and Diverse Individuals:

1.2.1. Cognitive style

1.2.2. Learning style

1.2.3. Intelligence

1.2.4. Readiness

1.2.5. Motivation

1.2.6. Learning pace

1.3. Educational Participation of Special Needs Children

1.4. The Concept of Impairment, Disability, and Handicaps (ICDIH)

1.5. Barriers to Learning:

1.5.1. Medical View of Disability

1.5.2. Social View of Disability

Unit Two: Collaboration and Cooperation (10 Hrs.)

2.1. Concept and Importance of Collaboration

2.2. Necessity of Collaboration:

2.2.1. Among Special Teachers

- 2.2.2. Between General and Special Teachers
- 2.2.3. With Paraprofessionals
- 2.2.4. With Parents/Families
- 2.2.5. Building Culturally Responsive Relation
- 2.2.6. Collaborative Consultation
- 2.3. Collaborative Teaching
- 2.3.1. Cooperative Teaching Options
- 2.3.2. Research Support
- 2.4. Peer-Mediated Instructions:
- 2.4.1. Class-wide Peer Tutoring
- 2.4.2. Peer-assisted Learning Strategies

Unit Three: Instructional Techniques (10 Hrs.)

- 3.1. Concept and Principles of Universal Design
- 3.1.1. Multiple Means of Representation
- 3.1.2. Multiple Means of Engagement
- 3.1.3. Multiple Means of Expression
- 3.2. Response to Intervention (RtI)
- 3.2.1. The Three Tier Model
- 3.2.2. RtI and Special Needs/Inclusive Education
- 3.3. Individualized Family Service Plan (IFSP)
- 3.4. Individualized Education Plan (IEP)
- 3.4.1. Concept and Components of IEP
- 3.4.2. Functions and Format
- 3.4.3. Setting Measurable IEP Goals
- 3.4.4. Progress Monitoring and Reporting

Unit Four: Differentiating Classroom Instruction (10 Hrs.)

- 4.1. Defining Instructional Differentiation
- 4.2. Comprehensive Model of Differentiating Instruction
- 4.2.1. Setting Differentiation
- 4.2.2. Content Differentiation
- 4.2.3. Material Differentiation
- 4.2.4. Instructional Differentiation
- 4.2.5. Management/Behaviour Differentiation
- 4.2.6. Personal-Social-Emotional (Affective) Differentiation

Unit Five: Curriculum Adaptation and Modification (10 Hrs.)

- 5.1. Concept of Curriculum Adaptation, Accommodation, and Modification
- 5.2. Determining the Needs for Curriculum Accommodation and Modification
- 5.3. Curricular Options for Program Planning
- 5.3.1. General Curriculum without Accommodations and Modifications
- 5.3.2. General Curriculum with Accommodation
- 5.3.3. General Curriculum with Modification
- 5.3.4. Skills for Independent Living

4. Instructional Techniques

4.1. General Instructional Techniques

- Class discussion
- Presentation
- Group work/pair work

- Project work
- Self-study
- Quiz

4.2 Specific Instructional Techniques

Unit	Activity and Instructional Techniques
IV	• Divide the students into four groups. • Provide separate contents of the model of differentiating instructions such as: (a) Setting Differentiation, (b) Content Differentiation, (c) Material Differentiation, and (d) Instructional Differentiation) to each group. • Let the groups prepare the examples on the assigned content and present in the classroom followed by discussion and teacher's feedback.
V	• All the students will study the peer-mediated instructions. • Divide the students into two groups: A and B. • Let the group A prepare a lesson on the Class-wide Peer Tutoring, and the group B will prepare a lesson on Peer-assisted Learning Strategies • Let the each group practice the prepared lesson in the classroom followed by discussion and teacher's feedback.

5. Evaluation Scheme

Internal – 40%

External – 60%

Internal evaluation will be, based on the following criteria:

- Attendance and class Presentation 5%
- Project Work/Assignment/Essay I 10%
- Project Work/Assignment/Essay II 10%
- Mid-term Exam/Project 15%

External Evaluation will be, based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. Prescribed Texts

Gargiulo, R. M., & Metcalf, D. (2013). Teaching in today's inclusive classrooms (2nd edition). USA: Wadsworth, Cengage Learning.

Heward, W. L. (2013). Exceptional children: An introduction to special education (10th edition). USA: Pearson Education, Inc.

Kirk, S., Gallagher, J., & Coleman, M. R. (2015). Educating exceptional children (14th ed). USA: Cengage Learning.

Mastropieri, M. A., & Scruggs, T. E. (2018). The inclusive classroom: Strategies for effective differentiated instruction (6th edition). USA: Pearson Education, Inc.

Ministry of Education (2017). Inclusive education policy for the persons with disabilities – 2017. Kathmandu: Author.

7. References

Werts, M. G., Culatta, R. A., & Tompkins, J. R. (2007). Fundamentals of Special Education: What Every Teacher Needs to Know. (3rd ed.). New Delhi: PHI Learning Private Limited.

Westwood, P. (2011). Commonsense Methods for Children with Special Educational Needs. (6th ed.), London: Routledge Falmer, Taylor & Francis Group.

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (BEd- SNE)

Course Title: **Curriculum Differentiation for Students with Special Needs**

Course No: SNE 433

Level: B. Ed.

Teaching hours: 48

Nature of course: Theoretical

Credit hours: 3

Semester: III

1. Course Introduction

This course has been designed to provide basic concepts on and approaches to curriculum differentiation that a teacher should know to address the diversified learning needs of learners by optimizing their access to general education curriculum. After the completion of this course, students are expected to have basic theoretical understanding required to plan, differentiate, modify, and implement the curriculum as per the learning needs of children with special needs under general educational setting.

2. Course Objectives

The course objectives of this subject are given below:

- Students will be familiarized with the notion and domains of curriculum differentiation and practice it to address the diverse learning needs of students under general educational settings.
- Students will be able to formulate specific learning objectives and alternative achievement standards to devise and differentiate curriculum as per the needs of all students.
- Students will be acquainted with curriculum development process and play an important role to devise curriculum at local level for addressing special needs of the children.
- Students will be able to accommodate and modify the general education curriculum for addressing special needs of the children including those with disabilities.
- Students will be able to introduce the process need to be followed to ensure the access to general education curriculum through Universal Design for Learning.

3. Course Contents

Unit One: Introduction to Curriculum Differentiation

- 1.1 Concept of Curriculum Differentiation
- 1.2 Need of Curriculum Differentiation
- 1.3 Rationales of Differentiating Curriculum
- 1.4 Domains of Differentiation (content, process, product)
- 1.5 Teacher's Role in Differentiating Curriculum
- 1.6 Guidelines Need to be Considered while Differentiating Curriculum

Unit Two: Bloom's Taxonomy and Alternative Achievement Standards

- 2.1 Concept and Types of Objectives
- 2.2 Cognitive Domain
- 2.3 Formulation of Objectives
- 2.4 Alternative Achievement Standards
 - 2.4.1 Concept of Alternative Achievement Standards

2.4.2 Need of Alternative Achievement Standards

2.4.3 Formulation of Alternative Achievement Standards

Unit Three: Curriculum Development Process

3.1 Needs assessment

3.2 Objective formulation

3.3 Selection and organization of contents

3.4 Selection and organization of instructional activities

3.5 Determining evaluation procedures

Unit Four: Curriculum Accommodation and Modification

4.1 Concept of Curriculum Accommodation and Modification

4.2 Determining the Need of Curriculum Accommodation and Modification

4.3 Curriculum with Accommodation

4.4 Curriculum with Modification

4.5 Approaches to Curriculum Modification

4.5.1 Curriculum Acceleration

4.5.2 Curriculum Enrichment

4.5.3 Curriculum Compacting

4.5.4 Curriculum Alteration

Unit Five: Access to General Curriculum through Universal Design for Learning

5.1 Concept of Universal Design for Learning (UDL)

5.2 Curricular Components from UDL Perspective

5.3 Principles of UDL (representation, engagement, and expression)

5.4 UDL Lesson Planning Cycle

4. Instructional Techniques

- Class discussion
- Presentation
- Group work/pair work
- Project work
- Self-study

5. Evaluation Scheme

Internal – 40%

External – 60%

Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5%
- Project Work/Assignment/Essay I 10%
- Project Work/Assignment/Essay II 10%

- Mid-term Exam/Project 15%

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. Prescribed Texts

Bigge, J. L., & Best, S. J. (2010). Curriculum and individualized educational planning. In Best, S. J.; Heller, K. W., & Bigge, J. L. (Editors). *Teaching individual with physical or multiple disabilities* (6th edition). USA: Pearson Education, Inc.

Bloom, B. S. and et al. (1956). *Taxonomy of educational objectives: Handbook I: Cognitive domain*. New York: David McKay Company, Inc.

Mastropieri, M. A., & Scruggs, T. E. (2018). *The inclusive classroom: Strategies for effective differentiated instruction* (6th edition). USA: Pearson Education, Inc.

Thousand, J. S., Villa, R. A., & Nevin, A. I. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. California: Corwin Press, Sage Publications Company.

Reference Books

Armstrong, T. (2009). *Multiple intelligence in the classroom* (3rd edition). USA: Association for supervision and curriculum development.

Heacox, D. (2002). *Differentiating instruction in the regular classroom: How to reach and teach all learners, grade 3-12*. USA: Free Spirit Publishing Inc.

Kirk, S., Gallagher, J., & Coleman, M. R. (2015). *Educating exceptional children* (14th edition). USA: Cengage Learning.

UNESCO (2004). *Changing teaching practices: Using curriculum differentiation to respond to students' diversity*. France: Author.

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (BEd- SNE)

Course Title: Early Identification and Intervention for Children with Special Needs

Course No: SNE 434

Nature of course: Theoretical

Level: B. Ed.

Credit hours: 3

Teaching hours: 48

Semester: III

1. Course Introduction

The course is designed to deal with two major areas of special education process i.e. early identification and early intervention of students with special needs. The course provides with the concept and meaning of exceptional children followed by identification and labeling students with disabilities. The major highlights of the course are early identification, early assessment, and early intervention of special needs children. Moreover, the course incorporates the process of assessment, intervention strategies, and placement options. Additionally, the course concerned on early planning for children with special needs.

2. Course Objectives

The objectives of this course are to:

- To acquaint with the concept and meaning of exceptionality and exceptional children
- Distinguish between exceptional children and exceptional learners
- To provide students with an introductory knowledge on early identification
- To develop basic competencies on students about implementing early assessment for children with special needs
- To provide fundamental knowledge on early intervention strategies for students with special needs.
- To prepare students to design necessary early planning for providing placement options for students with special needs

3. Course Contents

Unit One: Identification of Exceptional Children (8 hrs.)

- 1.1 Meaning, Concept, and Importance of Early Identification
- 1.2 The Contexts of the Exceptional Child
- 1.3 Impact on Students Due to Mis/false identification (Over & Under Identification)
- 1.4 Impact on Teachers Due to Misidentification
- 1.5 Impact on families Due to Misidentification

Unit Two: Labeling and Classification of Exceptional Children (8 hrs.)

- 2.1 Categories of Exceptional Child
- 2.2 Issues of Labeling and Classification
- 2.3 Alternatives to Labeling and Classification
- 2.4 Labeling and Eligibility for Special Education
- 2.5 The Labels and Language of Special Education

Project Work: Study “The Act Related to the Rights of People with Disabilities 2074 B.S.” and “The Constitution of Nepal 2072”

List out the disabilities categorized in Nepal and also point out the educational provisions for students with disabilities mentioned in these documents

Unit Three: Assessment of SEN in the Early Years (10 hrs.)

- 3.1 Assessment for Learning
- 3.2 Key Strategies for Implementing Assessment for Learning
- 3.3 Process of Assessment in Early Years
 - 3.3.1 Screening, Diagnosis, and Classification
 - 3.3.2 Instructional Planning
 - 3.3.3 Evaluation (pupil and program)
- 3.4 Issues of Biasness and Equity in Assessment
- 3.5 Teacher Development for Implementing Assessment

Unit Four: Early Intervention (10 hrs.)

- 4.1 Concept and Importance of Early Intervention
- 4.2 Prereferral Intervention
- 4.3 Multifactor Evaluation for Eligibility Determination
- 4.4 Early Intervention Programs
 - 4.4.1 Individualized Family Service Plan (IFSP)
 - 4.4.2 Collaboration and Multidisciplinary Team
 - 4.4.3 Response to Intervention (RTI)
- 4.5 Early Childhood Intervention Practices in Nepal

Group Work: Make group of 4 to 5 students and visit nearby health posts or hospitals or district assessment centers or special schools and prepare a brief report on early identification and intervention practices employed for students with special needs. Present the reports in the classroom and teachers will provide necessary feedback

Unit Five: Planning and Alternative Placement in Early Years (12 hrs.)

- 5.1 Planning in the Early Years
 - 5.1.1 Making Placement Decisions
 - 5.1.2 Placement Options in LRE
 - 5.1.3 Preparation of IEP
 - 5.1.4 Transition Planning
 - 5.1.5 Life Skills & Social Behavior Skills Instruction
- 5.2 Alternative Place Options
 - 5.2.1 Regular Classes
 - 5.2.2 Resource Room Services
 - 5.2.3 Special Classrooms
 - 5.2.4 Home Instruction
 - 5.2.5 Instruction in Hospitals and Institutions

4. Instructional Techniques

- Class discussion
- Quiz
- Presentation
- Group work/pair work
- Project work
- Self-study

5. Evaluation Scheme

Internal – 40%

External – 60%

Internal Evaluation will be Based on the Following Criteria:

- Attendance and Class Presentation 5%
- Project Work/Assignment 10%
- Project Work/Assignment 10%
- Mid-term Exam/Project 15%

External Evaluation will be Based on the Following Criteria:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1×10 Marks	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks

6. Prescribed Texts

- a) Frederickson, N. & Cline, T. (2009). *Special educational needs, inclusion and diversity*(2nd Edition). Open University Press.
- b) Obiakor, F. E., Bakken, J. P., &Rotatori, A. F. (2010). *Current issues and trends in special education: Identification, Assessment and instruction*. Emerald Group Publishing Limited.
- c) Kirk, S., Gallagher, J., & Coleman, M. R. (2015). *Educating exceptional children* (14th ed.). USA: CENGAGE Learning.
- d) Rosenberg, M. S., Westling, D. L., &McLeskey, J. (2011). *Special education for today's teachers: An Introduction*(2nd Edition).USA: Pearson Education Inc.

7. References

- a) Heward, L. W. (2012). *Exceptional children: An Introduction to special education*. New York: Pearson Education, Inc.

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (BEd- SNE)

Course Title: **Application of Assistive Technology for Students with Disabilities**

Course No: SNE 435

Level: B. Ed.

Teaching hours: 48

Nature of course: Theoretical

Credit hours: 3

Semester: III

1. Course Description

This course is the basic course for application of assistive technology for students with disabilities. This course focuses on the use of assistive technology in schools to enhance learning of students with special needs. The course deals about the basic concept, types, characteristics and benefits of assistive technology. This course also provides the deeper knowledge about the uses of assistive technology in schools, assistive technology in instruction, and application of learning tools. Furthermore, the course provides the relationship between assistive technology and other technology/devices to enhance independent living. Finally, the course presents assessment of assistive technologies and description of technology-based solutions to the obstacles of students especially with disabilities.

2. General Objectives of the Course

The general objectives of this course are as follows:

- To introduce basic concept, types, characteristics, benefits, uses of assistive technology in schools.
- To familiarizes the students about the different types of assistive technology for teaching different types of disabilities in schools
- To identify the challenges and precautions in the uses of assistive technology in schools.
- To familiarizes the students about the Assistive Technology (AT) in instruction and application of learning tools in classroom.
- To distinguish between assistive technology and other educational technologies
- To develop skills among the students in use of AT in teaching children with disabilities
- To provide assessment related knowledge and also develop the independent skills to enhance independent living

3. Content of the Courses

Unit I: Application of Assistive Technology (8 hours)

1.1. Basic Concept and Characteristics of Assistive Technology

1.2. Types of Assistive Technology

1.2.1. Low-tech devices

1.2.2. Mid-tech devices

1.2.3. High-tech devices

1.3. Benefits of Assistive Technology

1.4. Uses of Assistive Technology in School

1.4.1. AT for Visual Impairment

1.4.2. AT for Hearing impairment

1.4.3. AT for Physical disability

1.4.4. AT for Intellectual disability

1.4.5. AT for Autism

1.4.6. AT for Multiple disability

1.4.7. Challenges and Precautions in the uses of Assistive Technology in Nepal

Unit II: Assistive Technology in Instruction (6 hours)

- 2.1. Assistive technology in instructional activities
 - 2.1.1. AT as an Educational Tools
 - 2.1.2. AT as a support for reading and writing in the classroom
 - 2.1.3. AT as a support for Math in the classroom
- 2.2. Purposes and importance of AT in teaching students with disabilities
- 2.3. Guiding Principles in selecting appropriate technologies

Unit III: Learning Tools and its application in classroom (8 hours)

- 2.4. Assistive Technologies
- 2.5. Sensory Aids
- 2.6. Mobility and Transportation Aids
- 2.7. Seating and Positioning Aids
- 2.8. Sports, Recreation and Leisure Aids
- 2.9. Computer Access Aids
- 2.10. Education and Learning Aids

Unit I: Application of Assistive Technology (8 hours)

- 1.5. Basic Concept and Characteristics of Assistive Technology
- 1.6. Types of Assistive Technology
 - 1.6.1. Low-tech devices
 - 1.6.2. Mid-tech devices
 - 1.6.3. High-tech devices
- 1.7. Benefits of Assistive Technology
- 1.8. Uses of Assistive Technology in School
 - 1.8.1. AT for Visual Impairment
 - 1.8.2. AT for Hearing impairment
 - 1.8.3. AT for Physical disability
 - 1.8.4. AT for Intellectual disability
 - 1.8.5. AT for Autism
 - 1.8.6. AT for Multiple disability
 - 1.8.7. Challenges and Precautions in the uses of Assistive Technology in Nepal

Unit V: Teaching Technology and Assessment for Children with Disabilities (10 hours)

- 5.1. Teaching Technology for Children with Disabilities
 - 5.1.1. Reading Technology
 - 5.1.2. Listening Technology
 - 5.1.3. Written language Technology
 - 5.1.4. Memory Technology
 - 5.1.5. Math technology
 - 5.1.6. Technological Aids
- 5.2. Concept and Overview of Assessment in AT
- 5.3. Types of Assessment in Assistive Technology
 - 5.3.1. Ecological, practical, and ongoing Assessment
 - 5.3.2. Assessment Components of Assistive Technology

Unit VI: Assistive Technology Devices to Enhance Independent Living (10 Hours)

- 6.1. Introduction to Independent Living
- 6.2. Devices for Daily Life
 - 6.2.1. Eating and Food Preparation
 - 6.2.2. Dressing, Grooming, and Personal Needs
 - 6.2.3. Safety

- 6.2.4. Mounting Devices and Page Turners
- 6.2.5. Leisure
- 6.3. Electronic Aids to Daily Living (EADL)
 - 6.3.1. Input Devices
 - 6.3.2. Transmission Options
 - 6.3.3. Use of EADLs at Home, School, and Work

4. Instructional Techniques

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Project work
- Self-study
- Problem Solving

5. Evaluation Scheme

Internal – 40%

External – 60%

Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5%
- Project Work/Assignment/Essay I 10%
- Project Work/Assignment/Essay II 10%
- Mid-term Exam/Project 15%
- Total Internal evaluation 40%

External Evaluation will be based on the following criteria

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Arks

6. Recommended Books

- Albert, M., Cook, P. E., & Janice, M. P. (2015). *Assistive Technologies: Principles and Practice* (4th edition). USA: Mosby.
- Amy, G. D., Deborah, N., & Jerry, G. P. (2011). *Assistive Technology in the classroom: Enhancing the School Experiences of students with Disabilities*. USA: Paul H. Brookes Publishing Co., Inc.
- Diane, P. B., Brian, R. B. (2011). *Assistive Technology for People with Disabilities* (2nd edition). New Delhi: Pearson.
- Bryant, P.D. & Bryant, B.R. (2012). *Assistive Technology for People with Disabilities* (2nd edition). New Delhi: Pearson

Supplementary Books

- Green, J. L. (2014). *Assistive Technology in Special Education* (2nd edition). USA: Prufrock Press Inc.
- Sadao, K. C., Robinson, N. B. (2010). *Assistive Technology for Young Children: Creative Inclusive Learning Environments*. USA: Paul H. Brookes Publishing Co., Inc.

Mid-West University
Graduate School of Education
Surkhet, Nepal

Bachelor of Special Needs Education (BEd- SNE)

Course Title: **Teaching Students with Physical and Multiple Disabilities**

Course No: SNE 443

Nature of course: Theoretical

Level: B. Ed.

Credit hours: 3

Teaching hours: 48

Semester: IV

1. Course Description

This course describes the general introduction, classification, prevalence, characteristics, causes, challenges of physical and multiple disability. It also entails instructional supports for students with physical disability in relation to assessment, instructional method, and enhancing their performance as well as monitoring and students' progress. Furthermore, the course also deals about the educational supports for students with multiple disabilities in relation to creating accessible and supportive learning environment and adapting physical education activities as well as leisure time and recreational activities. Likewise, the course also focuses on individualizing education in partnership in relation to individualized family service programmes (IFSP), individualized education programme (IEP) components, and coordinating services within school.

2. General Objectives of the course

The general objectives of this course are as follows:

- To introduce the students with the concept, classification, prevalence, characteristics, causes, and challenges of physical disabilities.
- To provide knowledge of students with the concept, classification, prevalence, characteristics, causes, and challenges of multiple disabilities
- To develop the students with a deeper understanding of instructional supports for students with physical disability
- To familiarize the students with the educational supports for students with multiple disabilities
- To identify individualizing education in partnership in relation to individualized family service programmes (IFSP), individualized education programme (IEP) components, and coordinating services within school.

Unit I: Understanding Physical Disabilities

- 1.1. Concept of physical disabilities
- 1.2. Types and characteristics of physical disabilities
 - 1.2.1. Orthopedic impairments
 - 1.2.2. Cerebral Palsy
 - 1.2.3. Traumatic injury
 - 1.2.4. Other health impairments
- 1.3. Prevalence
- 1.4. Causes of physical disabilities
- 1.5. Challenges of physical disabilities
 - 1.5.1. Mobility struggles
 - 1.5.2. Struggles at school
 - 1.5.3. Social struggles
 - 1.5.4. Poor interpersonal relationship
 - 1.5.5. Psychological impacts

Unit II: Understanding Multiple Disabilities (8 hours)

- 2.1. Concept of Multiple Disabilities

- 2.2. Types and characteristics
- 2.3. Prevalence
- 2.4. Causes
- 2.5. Severity of Multiple disabilities
- 2.6. Challenges of multiple disabilities

Unit III: Instructional Supports for Students with Physical Disabilities (10 hours)

- 3.1. Assessment of learning needs of Children with Physical Disabilities
- 3.2. Criteria for Selecting Instructional Methods
 - 3.2.1. Active Participation
 - 3.2.2. Positive Behavior Support
 - 3.2.3. Small Group Instruction
- 3.3. Support Services
 - 3.3.1. Educational
 - 3.3.2. Physical
 - 3.3.3. Assistive devices

Unit IV: Educational Supports for Students with Multiple Disabilities (10 hours)

- 4.1. Creating Accessible and Supportive Learning Environment
 - 4.1.1. School environment
 - 4.1.2. Classroom environment
 - 4.1.3. Home environment
- 4.2. Adapting Physical Education Activities
 - 4.2.1. Collaboration with physical education specialist
 - 4.2.2. Assessment of students' needs, abilities and interests
 - 4.2.3. Planning for instructional programs and strategies
- 4.3. Leisure Time and Recreational Activities
 - 4.3.1. Program Domains: Recreational and Creative Activities
 - 4.3.2. Program Development

Unit V: Individualizing Education in Partnership (8 hours)

- 5.1. Concept of individualizing education in partnership
- 5.2. Individualized family service programmes (IFSP)
- 5.3. Individualized education programme (IEP) components
- 5.4. Coordinating services within school and community

3. Instructional Techniques

- Lecture
- Question-answer sessions
- Classroom presentation
- Discussion
- Group work
- Project work
- Self-study
- Problem Solving

4. Evaluation Scheme

Internal – 40%
External – 60%

4.1. Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5%
- Project Work/Assignment/Essay I 10%
- Project Work/Assignment/Essay II 10%
- Mid-term Exam/Project 15%

Total Internal evaluation 40%

4.2. External Evaluation will be based on the following criteria

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage of the marks
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 arks

5. Recommended Books

Browder, D. M., Spooner, F., & Courtade, G. R. (2020). Teaching Students with Moderate and Severe Disabilities (2nd Ed.). NY: The Guilford Press.

Rusick, J. (2021). Understanding Physical Disabilities. Minnesota: Abdo Publishing

Miller, P. D. (Ed.). (1995). Fitness Programming and Physical Disability. IL: Human Kinetics

Best, S. J., Heller, K.W., & Bigge, J. L. (2010). *Teaching Individual with Physical or Multiple Disabilities* (6th edition). Boston: Person Education Inc.

Heward, L. W. (2013). *Exceptional children: An introduction to special education* (10th ed.). Boston: Pearson Education, Inc.

Kirk, S., Gallagher, J., & Coleman, M. R. (2015). *Educating exceptional children* (14th ed.). USA: Cengage Learning.

Mid-West University
Graduate School of Education
Surkhet, Nepal
Bachelor of Special Needs Education (BEd- SNE)

Course Title: **Teaching Students with Visual Impairments**

Course No: SNE 444

Level: B. Ed.

Teaching hours: 48

Nature of course: Theoretical

Credit hours: 3

Semester: IV

1. Course Description

This is the basic course for teaching students with Visual Impairments. The course provides the concept, learning needs and styles as well as the process of teaching students with Visual Impairments. Understanding and the use of teaching techniques would support in meeting learning needs of students with Visual Impairments.

2. General Objectives of the Course

The general objectives of this course are as follows:

- To introduce basic concept of human eye, its function and Visual Impairments
- To familiarizes the students about classification of Visual Impairments and their learning needs in schools
- Identify the process of screening and diagnosis of Visual Impairment
- Provide the knowledge of Visual Impairments with other impairments
- Illustrate curriculum accommodations for students with Visual Impairment
- Familiarizes the students about different educational settings for teaching students with Visual Impairments.
- Provide Assessment related knowledge and also develop the independent skills to enhance independent living
- Provide the knowledge of instructional techniques, curriculum accommodations and Specific Programming for teaching students with Visual Impairments.

Unit I: Definitions and Classifications of Vision Impairment (6 Hours)

- 1.1. Concept of Students with Visual Impairments
- 1.2. Student with Low Vision
- 1.3. Students with Visual Impairments
- 1.4. Legal definitions by Nepalese Law and WHO
- 1.5. Educational Definition
- 1.6. Causes of Visual Impairments in the Global Context and Nepal
- 1.7. Incidence and Prevalence
- 1.8. Common Eye Disorders
- 1.9. Characteristics of Visual Impairments

Unit II: Types of Visual Screening(6 Hours)

- 2.1. Ocular Screening
- 2.2. Visual Acuity Screenings
 - 2.2. 1. Tests for Distance Visual Acuity
 - 2.2.3. Tests for Near Visual Acuity
- 2.4. Functional Vision Assessments
- 2.5. Visual Capacity
- 2.6. Visual Efficiency

Unit III: Students with Visual Impairments and Additional Disabilities (4 Hours)

- 3.1. Concept of Children with Additional disability
- 3.2. Visual Impairment and Additional Disabilities

Unit IV Educational Settings for teaching Students with Visual Impairments(6 Hours)

- 4.1. Resource Classes
- 4.2. Resource Centre
- 4.3. Residential School
- 4.4. Integrated School

- 4.5. Inclusive School
- 4.6. Itinerant Teacher Services

Unit V Teaching different Skills to Students with Visual Impairments (8 Hours)

- 5.1. Mobility Skills
 - 5.1.1. Use of White Cane
 - 5.1.2. Sighted Guide Techniques: Guide Dogs and Human Guides
 - 5.1.3. Electronic Travel Aids
- 5.2. Daily living skills
- 5.3. Tactile Awareness
- 5.5. Self-protective Techniques
- 5.6. Functional Life
- 5.7. Personal Hygiene
- 5.8. Social Behavior
- 5.9. Recreational/Sports and Leisure Activities
- 5.10. Transition to Independent Living
- 5.11. Sensory Development (Maximizing all other senses)
- 5.12. Use of residual vision
- 5.13. Inter-sensory coordination/sensory integration

Unit VI Instructional Technique, Curricular Accommodations and Specific Programming for Students with Visual Impairments (6 Hours)

- 6.1. Braille
- 6.2. Embossed braille books
- 6.3. Large print
- 6.4. Audio materials
- 6.5. Use of Nemeth Code
- 6.6. Braille Picture/Tactile graphic
- 6.7. E-pub/ DAISY Book
- 6.8. Abacus, manipulative, and tactile materials

6.9. Educational Technologies for Children with Visual Impairments (6 hours)

- 6.9.1. Assistive Devices: Braille-writing, Tactile Aids, Manipulative and computing
- 6.9.2. Talking Calculator, Diary and Watches, Screen reading software, Reading Machine, Braille note-taking devices, Braille embossers, Mobility Devices, Production and other Computer-assisted learning

Unit VII: Education of Students with Low-vision (6 Hours)

- 7.1. Concept and Procedure of Visual Stimulation
- 7.2. Devices and Alternative Technologies: An Appropriate Medium of Reading and Writing
 - 7.2.1. Optical Aids
 - 7.2.2. Non-optical Aids
 - 7.2.3. Electronic Devices
 - 7.2.4. Large-Print Materials
- 7.3. Classroom Management:
 - 7.3.1. Seating Arrangement
 - 7.3.2. Adjustable Furniture
 - 7.3.3. Illumination: Adjust Lighting and Reduce Glare
 - 7.3.4. Non-reflecting Surfaces and Color Contrast

3. General Instructional Techniques:

- Lecture
- Question-answer sessions
- Quizzes
- Classroom presentation
- Discussion
- Group work
- Project work
- Self-study
- Problem Solving

4. Evaluation Scheme

Internal – 40%

External – 60%

Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5%
- Project Work/Assignment/Essay I 10%
- Project Work/Assignment/Essay II 10%
- Mid-term Exam/Project 15%

Total Internal evaluation 40%

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 arks

5. Recommended Textbooks and Reading Materials

Allman and Lewis (2014). *ECC Essentials: Teaching the Expanded Core Curriculum to Students with Visual Impairments*. American Foundation for the Blind.

Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). *Foundations of Orientation and Mobility* (2nd Ed.). New York: AFB Press.

Bishop, Virginia (1996). *Teaching Visually Impaired Children* (3rd Edition). Charles C Thomas Pub Ltd.

Cassin, Barbara M (2006). *Dictionary of Eye Terminology*. Triad.

Osterhaus, S. (2021). *Teaching maths to students who are blind or visually impaired*. Retrieved from <https://www.perkinselearning.org/videos/webcast/teaching-math-students-who-are-blind-or-visually-impaired#chapter2>

Werts, M. G., Culatta, R. A., & Tompkins, J. R. (2007). *Fundamentals of Special Education: What Every Teacher Needs to Know*. (3rd Ed.). New Delhi: PHI Learning Private Limited.

William L. Heward (2013). *Exceptional Children: An Introduction to Special Education* (10th Eds.). Boston: Pearson

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (BEd- SNE)

Course Title: **Teaching Students with Hearing Impairments**

Course No: SNE 445

Level: B. Ed.

Teaching hours: 48

Nature of course: Theoretical

Credit hours: 3

Semester: IV

1. Course Description

The key purpose and intended outcomes of this course is to offer comprehensive knowledge regarding the historical phenomenon, existing policy and teaching practices for students with hearing impairment. This course also provides an in-depth understanding about the instructional design, technological supports, related services, intervention strategies and developing communication skills for students with hearing impairments. In terms of major learning activities the course engages students in group discussion, presentation, webinar, case studies, report writing about the students with deaf and hard of hearing.

2. General Objectives

After studying this course, the students are expected to realize the following objectives:

- a) To provide students in-depth knowledge about hearing impairment and teaching children with hearing impairments.
- b) To familiarize students regarding different kinds of technological supports and services that ease the daily living of the children with hearing impairments.
- c) To make students aware about the impacts of hearing loss on the cognitive functioning and learning styles of the students with hearing impairments.
- d) To deliver students a comprehensive knowledge for developing instructional strategies to meet the academic needs of children with deaf and hard of hearing in inclusive setting.
- e) To acquaint the students towards concept of communication approaches and the use of sign language for children with hearing impairment.
- f) To enhance the knowledge of students on emotional adjustment and socialization issues of the children with deaf and hard of hearing.
- g) To make students aware of educational Placement Considerations of students with Hearing Impairment.

3. Course Content

Unit1 Introduction to Hearing Impairment

- 1.1. Anatomy of human ear
- 1.2. Hearing Process and System
- 1.3. Understanding Hearing impairments : Concepts, definition and Characteristics and severity
- 1.4. Types of Hearing Impairments
 - 1.4.1. Conductive Hearing Loss
 - 1.4.2. Sensorineural Hearing Loss
 - 1.4.3. Mixed Hearing Loss
- 1.5. Causes of Hearing Loss: Genetic & acquired
- 1.6. Prevalence of Hearing Impairments [global and Nepalese context]

Unit 2 Technological Supports for Children with Hearing Impairments

- 2.1. Concept of Technological Supports
- 2.2. Principles in the selection of Hearing Aids
- 2.3. Types of Hearing Aids
 - 2.3.1. Body -worn hearing(BWH) aids

- 2.3.2. Behind the ear(BTE) aids
- 2.3.3. In the ear (ITE) hearing aids
- 2.3.4. In the canal (ITC) hearing aids
- 2.4. Assistive Listening Devices and Systems
 - 2.4.1. Personal amplification System
 - 2.4.2. FM hearing System
 - 2.4.3. Induction Loop System
 - 2.4.4. Infra-Red system
- 2.5. Cochlear Implants
 - 2.5.1. Structures and Types
 - 2.5.2. Basic Parts and Functions
- 2.6. Precaution in the use hearing aids

Unit 3 Hearing Impairment and Cognitive Development

- 3.1. Process of Cognitive development in children with HI
- 3.2. Impacts of hearing loss on cognitive functioning
 - 3.2.1. Language Acquisition
 - 3.2.2. Production of speech sounds
 - 3.2.3. Literacy
 - 3.2.4. Learning Styles
 - 3.2.5. Memory
- 3.3. Attention and Auditory Perception
- 3.4. Hearing Impairment and Socialization

Unit 4 Communication Approaches for Children with Hearing Impairment

- 4.1 Communication Options for children with HI
 - 4.1.1 Oral/Verbal Approach
 - 4.1.2 Written approach
 - 4.1.3 Sign Language Approach
 - 4.1.4 Total Communication Approach
 - 4.1.5 Bilingual-Bicultural (Bi-Bi) Approach
 - 4.1.6 Video Captioning
- 4.2 Manual communications
 - 4.2.1 Nepali Sign Language (NSL)
 - 4.2.2 British sign language
 - 4.2.3 American Sign Language
- 4.3 Challenges of teaching Nepali sign language

Unit 5 Curriculum adjustment and Intervention Strategies

- 5.1 Extended Core Curriculum for Learners with Hearing Impairment
- 5.2 Differentiated instruction
- 5.3 Educational Placement services
- 5.4 Early Identification and Intervention Strategies

4. Instructional Techniques

- Class discussion
- Presentation
- Quiz
- Webinar
- Individual/ Group work
- Project work

- Case Study
- Report writing
- Self-study

5. Evaluation Scheme

Internal – 40%

External – 60%

Internal evaluation will be based on the following criteria:

- Attendance and class Presentation 5%
- Project Work/Assignment/Essay I 10%
- Project Work/Assignment/Essay II 10%
- Mid-term Exam/Project 15%

External Evaluation will be based on the following criteria:

Nature of questions	Total questions to be asked	Number of questions to be answered	Weightage
Multiple choice items	10	10 marks	10 Marks
Short answer questions	6 with 2 'or' questions	6 x 5 marks	30 Marks
Long answer questions	2 with 1 'or' question	2 x 10 marks	20 Marks

6. Recommended Texts

Macschark M (2020) The Oxford Handbook of Deaf Studies in Learning and Cognition (1st Edition,)New York: Oxford University Press.

Spencer, P.E. & Marschark,M.(2010). Evidence-Based Practice in Educating Deaf and Hard of-Hearing Students. NewYork:NY: Oxford University Press

7. References Materials

Boothoyd, A. (1982). Hearing impaired in Young Children. Englewood Cliffs; N.J. Prentice Hall.

Evans, P. and verma, V. (1990) Special Education: Past, Present and Future. The Falmer Press.

Gathoo. V.(Ed.) (2006). Curricular strategies and Adaptations for Children with Hearing Impairment. New Delhi: Kanishka Publishers.

Ko, D. H. (2009). Anatomy and Physiology of Language Organ.Seoul:Sowha. Korean Audiology Society of Homepage.[http //www. otologicalsociety.cr.kr/](http://www.otologicalsociety.cr.kr/)

Macschark M (2014). Teaching Deaf Learners: Psychological and Developmental Foundations (Perspectives on Deafness) 1st Edition Oxford University Press New York: NY

Marschark, M., & Everhart, V. (1999). Problem solving by deaf and hearing children: Twenty questions. *Deafness & Education International*, 1, 63–79.

Marschark, M., Convertino, C., McEvoy, C., & Masteller, A. (2004). Organization and use of the mental lexicon by deaf and hearing individuals. *American Annals of the Deaf*, 149, 51-61.

Marschark, M., Lang, H.G., & Albertini, J.A. (2002). *Educating deaf students: From research to practice*. New York: Oxford University Press.

Reddy. G. L (2004). Hearing Impairment: An Educational Consideration, New Delhi: Discovery Publishing House.

Yu..E.Baek,M.J., Ahn,S.W.,et al.(2013) Educating hearing impaired student: Theory and Practice. Seoul: Hakjisa.

**Mid-West University
Graduate School of Education
Surkhet, Nepal**



**Bachelor of Special Needs Education (BEd- SNE)
Fifth Semester Curriculum
2023**

Bachelor of Special Needs Education (BEd- SNE)

Fifth Semester

S.N.	Course Code	Subjects	Credit hours
1	SNE 451	Teaching Students with Intellectual Disability and Developmental Disorders	3
2	SNE 452	Teaching Students with Autism Spectrum Disorders (ASD)	3
3	SNE 453	Teaching Students with Emotional, Behavioral Disorders (EBD) and ADHD	3
4	SNE 454	Teaching Students with Learning Disability	3
5	SNE 455	Teaching Students with Language and Communication Disorders	3
Total			15

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (BEd- SNE)

Course Title: **Teaching Students with Intellectual Disability and Developmental Disorders**

Course No: SNE 451

Nature of Course: Theoretical/Practical

Level: B.Ed.

Credit Hours: 3

Semester: V

Teaching hour: 48 hrs.

1. Course Introduction

The course aims at providing fundamental understanding on developmental disorders; and general characteristics, causes, and prevalence of intellectual disabilities. It also provides detailed information in some prominent types of intellectual disabilities. The course further deals with important educational approaches and instructional methods for learners with intellectual disabilities. Furthermore, the course provides an insight into placement alternatives, issues of transition, and support needs and services to the concerned learners. In general, the course intends to provide a holistic knowledge and skills concerned with developmental disabilities; mainly focused on intellectual disability, related educational issues, placement options and related services.

2. Course Objectives

The objectives of this course are:

- To introduce general understanding of intellectual disabilities and developmental disorders
- To familiarize the students with some specific types of intellectual disabilities
- To provide the students with knowledge and skills on different educational approaches and instructional methods applicable for learners with intellectual disabilities.
- To orient the students with different placement options for learners with intellectual disabilities
- To develop the students with knowledge and skills for placement alternatives, after school transition, and support services for learners with intellectual disabilities

3. Course Contents

Specific Objectives	Contents
• Describe developmental disorders with its major identifying characteristics • Classify intellectual disability on the basis of Intellectual quotient (IQ) • Describe major characteristics of ID • List out the major causes of ID • State the prevalence of ID in Nepal • Construct a chart stating preventive measures of ID	Unit I: Understanding and Developmental Disorders (DD) and Intellectual Disability (ID) (10 hrs) 1.1. Concept of Developmental Disorders 1.2. Identifying Characteristics of DD 1.3. Characteristics of Intellectual Disabilities • Physical characteristics • Cognitive ability and IQ testing • Learnability • Educational achievement • Behavioral aspect and social relation 1.4. Causes (Environmental, Biological) 1.5. Prevalence 1.6. Practice of Early Identification in Nepal
• List out the major causes of Down Syndrome, Fragile X Syndrome, Phenylketonuria, Williams Syndrome, Fetal Alcohol Spectrum Disorders • List out and explain the characteristics of Down Syndrome, Fragile X Syndrome,	Unit II: Prevalent Intellectual Disabilities Types (Characteristics and Causes) (8 hrs) 2.1. Down Syndrome 2.2. Fragile X Syndrome 2.3. Phenylketonuria 2.4. Williams Syndrome

Phenylketonuria, Williams Syndrome, Fetal Alcohol Spectrum Disorders	2.5. Fetal Alcohol Spectrum Disorders (FASD)
• Explain different educational approaches applicable for teaching students with ID • List out instructional methods for ID. • Create a work composed of different tasks and demonstrate the process of task analysis • Select the best instructional methods applicable for students with ID	Unit III: Educational Approaches and Instructional Methods (10 hrs) 3.1. Educational Approaches • Teaching functional academics • Teaching adaptive, behavioral and social skills • Teaching self-determination skills 3.2. Instructional Methods • Task analysis • Community based learning • Play based learning • Transfer of stimulus control • Direct and frequent measurement
• Apply different assessment methods for students with intellectual disabilities • Follow the steps applied in monitoring progress • Identify the sub-areas of assessment in functional skills • Assess functional skill areas of children with ID	Unit IV: Major Assessment Processes for Students with ID (10 hrs) 4.1. Curriculum Based Measurement 4.2. Alternative Assessment 4.3. Portfolio Assessment 4.4. Performance Assessment 4.5. Monitoring Progress • Identifying target behavior/needs • Measuring the target behavior • Introducing an intervention 4.6. Assessment by Functional Skills Area • Daily living skills • Communication skills • Social skills • Basic academic skills • Vocational skills
• List out and explain different placements alternatives for students with ID • Identify the issues of transition and suggest the workable solutions • Design a support service plan for an individual student with ID • Choose the best type of support needs for the ID students	Unit V: Placement Alternatives, and Issues of Transition and Support Services (10 hrs) 5.1. Placement Alternatives • General education classrooms • Resource classrooms • Special schools • Residential care facilities • Itinerant school 5.2. Transition Issues for Students with ID 5.3. Support Services for Students with ID • Target areas of support activity • Measuring support needs and supports planning • Types of support needs

4. Instructional Techniques

- Class discussion

- Presentation
- Quiz
- Group work/pair work
- Project work
- Self-study

5. Specific Instructional Techniques

Units	Instructional Strategies	Detailed Activities
II	Group Presentation	Divide students into groups of 3-5. Assign each groups with a type of intellectual disability as mentioned in the unit. Students will visit special school for the ID students and prepare PowerPoint Presentation (PPT) on school report regarding students' nature, number, education and behavioral aspect.
III	Simulation of the Instructional Strategies	Already formed group of students will work on different instructional strategies as mentioned in the unit and teacher will help them to do some rehearsal. Finally, students will form a model classroom, simulate various instructional methods in the classroom and teachers will provide necessary feedback.
IV	Project Work	Groups of 3 to 5 students will visit nearest special school for students with intellectual disabilities choose one student for the study. Get permission either from school administrator or from their parents. Collect information on identification and placement practices of students with ID in Nepal.

5. Evaluation Scheme

Internal – 40%

External – 60%

Internal Evaluation will be based on the Following Criteria:

- Attendance and Class Presentation 5%
- Project Work/Assignment/Seminar 10%
- Preparation of IEP 10%
- Mid-term Exam/Project 15%

External Evaluation will be Based on the Following Criteria:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks

5. Reference Books

- Heward, L. W. (2012). *Exceptional children: An introduction to special education*. New York: Pearson Education, Inc.
- Taylor, R. L., Richards, S. B., & Brady, M.P. (2005). *Mental retardation: Historical perspectives, current practices and future direction*. Pearson Education Inc.
- Harris, J. C. (2010). *Intellectual disability: A guide for families and professionals*. USA: Oxford University Press.
- Algozzine, B. & Ysseldyke, J. (2006). *Teaching students with mental retardation: A practical guide for every teacher*. USA: Corwin Press.
- Wehmeyer, M. L. & Shogren, K. A. (2017). *Handbook of research based practices for educating students with intellectual disability (Edited)*. Routledge.

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (BEd- SNE)

Course Title: **Teaching Students with Autism Spectrum Disorders (ASD)**

Course No: SNE 452

Level: B. Ed

Semester: V

Nature of Course: Theoretical

Credit Hours: 3

Teaching hours: 48

1. Course Description

The course aims at providing fundamental concept, knowledge, skills, and understanding of autism spectrum disorders. The course deals with the concept of ASD, its prevalence, early signs, causes, characteristics, early identification, assessment and instructional delivery system used for students with autism spectrum disorders. Furthermore, it also incorporates the family support mechanism and its practices in the Nepalese context.

2. General Objectives

The general objectives of this course are:

- To develop the student's knowledge and understanding regarding the concept, causes, and characteristics of ASD.
- To provide hands-on experience in the early identification and assessment process used for students with autism spectrum disorders.
- To acquaint the students with the concept of best instructional strategies applied in the classroom teaching for students with ASD.
- To enhance students' knowledge about educational approaches used for students with ASD.
- To explore the role of the family in promoting, supporting, and encouraging children with autism spectrum disorders.

3. Specific Objectives and Contents

Specific Objectives	Contents
▪ Explain the meaning and definition of autism spectrum disorders. ▪ Analyze the prevalence of ASD. ▪ Describe the early sign of ASD.	Unit I: Understanding Autism Spectrum Disorders (ASD) (10) 1.1 Meaning and Definition of Autism Spectrum Disorders 1.1.1 Autistic Disorder 1.1.2 <i>Asperger's Syndrome</i> 1.1.3 Rett Syndrome 1.1.4 Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS) 1.1.5 Childhood Disintegrative Disorder 1.2 Prevalence of Autism 1.3 Early Signs of Autism
▪ Identify the diagnosis process of ASD in DSM-V. ▪ Explain the characteristics of ASD ▪ Describe the cause of ASD. ▪ Clarify the present situation and practices of ASD in Nepal.	Unit II: Characteristics and Causes of ASD (10) 2.1 Diagnostic Criteria of Autism Through DSM-V 2.2 Characteristics of ASD 2.2 Causes of Autism Spectrum Disorders 2.2.1 Genetic Inheritance 2.2.2 Biological Cause (Neurology and Brain development) 2.4 Present Scenario of ASD in Nepal
▪ Explain the different kinds of educational responses for students with ASD. ▪ Elaborate on the educational placement system of ASD.	Unit III: Educational Responses and Placement (10) 3.1 Educational Responses for Students with ASD 3.1.1 Early Intensive Behavioral Intervention (EIBI) 3.1.2 Visual Supports 3.1.3 Functional Behavior Assessment (FBA) 3.1.4 Positive Behavior Supports (PBS)

	3.1.5 Instructional Technologies 3.2 Educational Placement 3.2.1 General Education Classroom 3.2.2 Special Classroom 3.2.3 Resource Room
- Define the concept of effective instruction. - Illustrate the instructional guideline for students with ASD. - Describe the instructional practices used for students with ASD in Nepal. - Illustrate the barriers to effective instruction for students with ASD in Nepal.	Unit IV: Instructional Strategies for Students with ASD (8) 4.1 Effective Instruction 4.2 Instructional Strategies for students with ASD 4.2.1 Assess Preferences 4.2.2 Establish a Classroom Routine 4.2.3 Teach Academic Skills 4.2.4 Teach Communication Skills 4.2.5 Teach Social Skills 4.3 Instructional Practices for Students with ASD in Nepal 4.4 Barriers to Effective Instruction for Students with ASD in Nepal
- Explain the concept of family support. - Describe the principle of family support. - List out and explain the types of family support. - Describe the necessity the family support - Illustrate the family support practices in Nepal.	Unit V: Family Support to ASD Children (10) 5.1 Family Support to ASD Children 5.2 Principle of Family Support 5.3 Types of Family Support 5.3.1 Professional-Centered Model 5.3.2 Family-Allied Model 5.3.3 Family-Centered Model 5.4 Necessity of Family Support 5.5 Family Support and Individualized Family Service Plan (IFSP) 5.6 Family Support Practices in Nepal

Note: The figures within the course outline indicate tentative lecture hours allocated for the respective units.

4. Instructional Techniques: General and specific instructional approaches are suggested for this course.

4.1 General Instructional Techniques: The general instructional techniques are as given below:

- Participatory interactive lecture method,
- Guest Lecture
- Group Discussion
- Question Answer,
- Home Assignment, and
- Self-Study.

4.2 Specific Instructional Techniques:

In this course, to ensure the student's active participation in the teaching-learning process the following specific instructional techniques are suggested.

Units	Activities and Instructional Techniques
II	Presentation by Guest Lectures or Resource Persons - Invite the expert or a resource person in the classroom to clarify the content matter. - The teacher will organize a short discussion panel between resource persons and students. - Students will interact on the given topic according to the course with professionals.
	Lecturer and Discussion The teacher will deliver the contents in the classroom.

III	- Individuals or groups of students will be assigned for discussion on various aspects of ASD. - A group of students will prepare the report based on the discussion and present it in the classroom. - Students will ask questions related to the subject matter and the teacher will respond to each query respectively.
V	Presentation and Group discussion - Students will be divided into groups and division the content for each group. - All the students are requested to prepare their presentation on the given topic and present it in the classroom. - All the group members should listen carefully and ask some questions after finishing the presentation. - The teacher will guide and make them clear on the confusion portion of their presentations. - After finishing the presentation, both the teacher and students will be seated together and discuss their presentation and make a conclusion. - Furthermore, all the group members should have submitted their presentation materials to their subject teacher.

5. Evaluation Scheme

Internal – 40%

External – 60%

Internal Evaluation will be based on the Following Criteria:

- Attendance and Class Presentation 5%
- Project Work/Assignment/Seminar 10%
- Preparation of IEP 10%
- Mid-term Exam/Project 15%

External Evaluation will be Based on the Following Criteria:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks

6. Recommended Books

Heward, W. L. (2013). *Exceptional Children: An introduction to Special Education* (10th ed.). USA: Pearson Education, Inc.

Jung, D. Y., Kong, N. H., Park, E. M., Kim, Y. A., Lee, D. S., Ha, J. S., & Choi, J. A. (2015) *Educating students with autism spectrum disorders*. South Korea: Leading University Project for International Cooperation, Changwon National University.

Kirk, S., Gallagher, J., & Coleman, M. R. (2015). *Educating exceptional children* (14th ed.). USA: Cengage Learning.

Wheeler, J. J., Mayton, M. R., & Carter, S. L. (2015). *Methods for teaching students with autism spectrum disorders: Evidence based practice*. Upper Saddle River, NY: Pearson Education Inc.

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (BEd- SNE)

Course Title: **Teaching Students with Emotional, Behavioral Disorders (EBD) and ADHD**

Course No: SNE 453

Nature of Course: Theoretical

Level: B.Ed.

Credit Hours: 3

Semester: V

Teaching Hours: 48

1. Course Description

This course aims at developing basic understanding of students on concept, prevalence, types, characteristics, and causes of children with emotional and behavior disorders (EBD) and attention deficit/hyperactivity disorders (ADHD), tools useful for assessing EBD and ADHD, and educational interventions need to be provided to these children. Students are also expected to have fundamental skills required to use assessment tools to diagnose children with EBD and ADHD. Finally, this course will be helpful to inculcate basic competencies that educators need to provide quality educational services to the children with EBD and ADHD either in general, integrated, or special educational settings in Nepal.

2. General Objectives

This course aims at providing basic knowledge and skills to students for educating students with EBD and children with ADHD. The general objectives of the course are as follows:

- To acquaint the students with concept, types, prevalence, causes, and characteristics of children with emotional and behavior disorders.
- To develop students' knowledge and skills to use assessment tools to identify children with emotional and behavior disorders.
- To enable students to provide educational services to the children with emotional and behavior disorders at classroom level.
- To familiarize the students with concept, prevalence, assessment, causes, and characteristics of children with attention deficit/hyperactivity disorders.
- To strengthen students' knowledge and skills for providing educational services for children with attention-deficit/hyperactivity disorders in Nepalese classrooms.

3. Specific Objectives and Contents

Specific Objectives	Contents
• Define emotional and behavior disorder. • Explain major problems in defining emotional and behavior disorders. • Notify the number of children with emotional and behavior disorders in Nepal. • Describe different types of children with emotional and behavior disorders in short. • State main characteristics of children with emotional and behavior disorders in brief. • Explain major causes of emotional behavior and disorders.	Unit I: Introduction to Emotional and Behavior Disorders [EBD] (10) 1.1 Concept of EBD/Psychosocial Disability 1.2 Problems in Conceptualizing EBD 1.3 Prevalence of EBD Children 1.4 Types of Children with EBD (Psychiatric and dimensional) 1.5 Characteristics of Children with EBD (Internalizing and Externalizing) 1.6 Causes of EBD 1.7 Attitude towards EBD
• Clarify the needs of early diagnosis of children with emotional and behavior disorders. • Use different tools and techniques to identify children with emotional and behavior disorders.	Unit II: Identification of Children with Emotional and Behavior Disorders (6) 2.1 Needs of Early Identification 2.2 Tools and Techniques for Assessing Children with EBD

Find out the practices especially made in Nepal to diagnose children with emotional and behavior disorders.	- Child behavior checklist (CBCL) - Direct observation and measurement of behavior - Indirect functional behavior assessment 2.3 Practices of Diagnosing Children with EBD in Nepal
- Clarify major curricular goals that need to be formulated for children with EBD. - Apply different research-based instructional techniques to educate children with EBD. - Use different types of differential reinforcement to shape positive behaviors of children with EBD. - Play an imperative role to strengthen the relationship between teachers and children with EBD. - Analyze the problems and possibilities of providing educational supports to the children with EBD in Nepal.	Unit III: Educational Supports for Children with Emotional and Behavior Disorders (12) 3.1 Determine Valid Curricular Goals - Developing academic skills - Inculcating social skills 3.2 Use of Research-based Instructional Techniques - Positive behavior support - Self-management - Proactive classroom management - Peer tutoring - Time out - Token economy 3.3 Provide Differential Reinforcements (DRA, DRO, DRL, DRI) 3.4 Strengthen Teacher-Student Relationship 3.5 Educational Services for Children with EBD in Nepal: Problems and Prospects
- Introduce attention deficit/ hyperactivity disorders. - Use DSM-V to screen children with ADHD. - Tell the number of children with attention deficit/ hyperactivity disorders. - Describe main characteristics of children with ADHD briefly. - Explain major causes of ADHD. - Investigate the practices made in Nepal to identify the children with ADHD.	Unit IV: Introduction to Attention-Deficit/Hyperactivity Disorders [ADHD] (8) 4.1 Concept of ADHD 4.2 Identification of Children with ADHD [DSM-V] 4.3 Prevalence of Children with ADHD 4.4 Characteristics of Children with ADHD 4.5 Causes of ADHD 4.6 Practices of Identifying Children with ADHD in Nepal
- Use different instructional supports need to be provided to children with ADHD. - Accommodate time schedule to address the individual learning needs of children with ADHD. - Differentiate assignments as per the learning needs of children with ADHD. - Analyze educational supports made available for children with ADHD in Nepal.	Unit V: Educational Supports for Children with Attention Deficit/Hyperactivity Disorders (12) 5.1 Instructional Supports - Positive-behaviour supports - Task analysis - Use graphic organizers - Provide concrete experiences - Direct instruction - Computer-mediated learning - Token economy 5.2 Accommodating Time - Maximize academic engaged time - Short breaks for movement - Time out 5.3 Accommodating Assignments - Provide short assignment with immediate feedback - Match assignments to student's ability

	5.4 Educational Supports for Children with ADHD in Nepal
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Note: The figures within the course outline indicate tentative teaching hours allocated for the respective units.

4. Instructional Techniques

Different types of instructional techniques will be used to develop basic knowledge and skills on the contents incorporated within the course. Generally two types of instructional techniques – general instructional techniques and specific instructional techniques – will be followed to provide a set of learning experiences to the learners for inculcating the knowledge and skills intended. The brief introduction of these techniques is given below respectively:

4.1 General Instructional Techniques

Generally; lecture method, question-answer method, problem solving method, individual study, cooperative instructional techniques, brain-storming, and discussion methods will be used to clarify the prescribed curricular contents to the students. However, priority will be given on student-oriented, collaborative, and project-oriented instructional techniques to ensure active participation of all students in teaching-learning process. Curricular contents will be taught by relating them with the services provided to the children with emotional and behavior disorders and attention deficit/hyperactivity disorders in Nepal. After completing each unit, different types of works either individual or group will be assigned to the students for providing ample opportunities to practice the behavior intended. In this regard, instructor will work as a facilitator rather than as a transmitter of knowledge while implementing this course in real classroom situations.

4.2 Specific Instructional Techniques

Unit-specific activities will be carried out to develop basic knowledge and skills within the learners to enable them to provide quality educational services for children with EBD and ADHD. For this purpose, ample opportunities will be provided to the students to practice the behaviors intended through specific instructional techniques. These instructional techniques will be helpful for ensuring students' active participation at the classroom to develop clear concept on the contents prescribed. The subject teacher will work as a facilitator at the classroom while conducting these instructional activities. The major specific instructional techniques intended to be applied while implementing this course are given in the table below:

Units	Specific Instructional Techniques
Unit II	A number of pair of students will be made and then each pair will be asked to explore the tools especially used in Nepal to identify the children with emotional and behavior disorders. They will be asked to visit any institution (either educational or administrative) to collate required data either through short interview, document analysis, or both. Finally, an opportunity will be provided to each of them on a random basis to share their findings in the class for a constructive discussion.
Unit III	Students will be classified into different groups composed of 4/5 members in each and they will be asked to identify the problems and possibilities of providing educational supports to the children with emotional behavior disorders in Nepal by consulting some authentic persons (special education experts, NGO representatives, or other reliable people for example). Then, an opportunity will be provided to each group to share their findings in the class for additional discussion and clarification.
Unit V	Students will be classified into different groups consisting of 4/5 members in each and they will be asked to visit any school where children with ADHD are studying for the purpose of exploring educational interventions especially provided to children with ADHD. They can also find such type of children in general schools

	by using assessment tools to garner required information. After school visit, a chance will be provided to each group to share their findings in the class for detail discussion.
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Note: Subject teacher can assign these activities as a part of internal assignment and then s/he can determine grade as per the quality of the product.

5. Evaluation Scheme

Internal – 40%

External – 60%

Internal Evaluation will be based on the Following Criteria:

- Attendance and Class Presentation 5%
- Project Work/Assignment/Seminar 10%
- Preparation of IEP 10%
- Mid-term Exam/Project 15%

External Evaluation will be Based on the Following Criteria:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks

6. References

- Farrell, M. (2017). *Educating special children: An introduction to provision for pupils with disabilities and disorders*. New York: Routledge Tayler and Francis Group.
- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2012). *Exceptional learners: An introduction to special education* (10th edition). New Jersey: Pearson Education, Inc.
- Heward, W. L. (2013). *Exceptional children: An introduction to special education* (10th edition). USA: Pearson Education, Inc.
- Kirk, S., Gallagher, J., & Coleman, M. R. (2015). *Educating exceptional children* (14th edition). USA: Cengage Learning.
- Millichap, J. G. (2010). *Attention deficit hyperactivity disorder handbook: A physician's guide to ADHD* (2nd edition). London: Springer Science+Business Media.
- Wender, P. H., & Tomb, D. A. (2017). *ADHD: A guide to understanding symptoms, causes, diagnosis, treatment, and changes over time in children, adolescents, and adults* (5th edition). USA: Oxford University Press.
- Yell, M. L., Meadows, N. B., & Shriner, J.G. (2013). *Evidence-based practices for educating students with emotional and behavioral disorders* (2nd edition). New York: Pearson Education, Inc.

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (BEd- SNE)

Course Title: **Teaching Students with Learning Disability**

Course No: SNE 454

Level: B. Ed.

Semester: V

Nature of Course: Theoretical

Credit Hours: 3

Teaching hours: 48

1. Course Description

The course on Teaching Children with Learning Disabilities (LD) is an introductory course for bachelor's level students who are specializing in Special Needs Education. This course offers students to develop an understanding of fundamental theories and practice in LD. The main purpose of the course is to develop students' multi-face learning disabilities. The contents included start from the understanding of LD to an assessment of LD, instructional approach and early learning supports for at-risk children. Similarly, the course encourages the students to identify appropriate strategies for inclusion in the educational process.

2. General Objectives of the Course

This course is designed to achieve the following general objectives:

- To prepare the students with deep understanding about the learning disabilities with relation to history, criteria for identification, causal factors and its prevalence,
- To enhance and the students to have knowledgeable about the basic concepts, principles and practices of assessment process in assessing learning disabilities,
- To prepare the students to select and apply appropriate instructional approach for children with learning disabilities,
- To identify and apply appropriate strategies for inclusion of children with learning disabilities in education

3. Course Outlines

● Define LD with reference to general and national legal definition and its types ● Relate students' characteristics with general and specific learning disabilities ● Explore the history of educational practice in different early times ● Identify causes of LD ● Illustrate the prevalence of LD from previous studies	Unit I: Introduction to Learning Disability (LD) (8 hrs.) 1.1 Definition and types of LD 1.2 History of Learning Disabilities 1.3 Criteria for identification: Exclusionary and inclusionary 1.4 Characteristics 1.5 Causes 1.6 Prevalence
● Elaborate general concept and types of assessment for LD ● Explore the ways of different assessment for LD ● Describe the procedural requirements for the assessment of children with LD	Unit II: Assessment of Learning Disability (10 hrs.) 2.1 Concept and principles of LD 2.2 Assessment of learning disability 2.2.1 reading and comprehension 2.2.2 writing 2.2.3 reading 2.2.4 mathematical skills 2.2.5 general cognitive abilities 2.2.6 associated behavioural disorders 2.3 Procedural requirements 2.3. 1 Parental consent 2.3. 2 Appropriate test selection and administration 2.3. 3 Use of multi-traits and multi-methods 2.3. 4 Nondiscriminatory testing 2.3. 5 Full individual evaluation 2.3. 6 Reevaluation

● Identify techniques of using differentiated Instruction for children with LD ● Differentiate UDL from differentiated instructional ● Determine academic placement for children with LD ● Identify the challenges of academic placement of children with LD	Unit III: Instructional approach for children with LD (10 hrs.) 3.1 Concept of differentiated instruction and its type Differentiating the learning environment, content, process, products 3.2 Universal Design for Learning (UDL) for effective learning of children with LD 3.2.1 Meaning of UDL 3.3 Comparison of UDL with Differentiated Instruction 3.1.3 Implication of UDL 3.4 Academic placement and its challenges
● Define the at risk children and support services ● List different educational services at different developmental stages (i.e., interpersonal interactions, physical environment, program support & structure, oral communication skills) ● Derive educational implications from the levels of RTI in terms of identification of children with special needs and need of delivery service and supports	Unit-IV: Early Learning Support for At-Risk Children (8 hrs.) 4.1 Identification and types of at-risk children 4.2 Early supports for literacy learning 4.3 Early childhood speech and literacy learning 4.5 Response to Intervention (RtI) and its Implication in terms of delivery and supports
● Discuss about the concept of classroom management regarding children with LD ● Identify different ways and ideas of classroom management for children with ID ● Define instructional and curriculum adaptations in classroom ● Explore the ways and techniques for differentiating in instruction and curricula in classroom in terms of inclusive instruction, additional supports, remedial classes, communication methods and strategies and peer teaching strategies ● Analyze challenges of inclusive strategies for educating children with LD in Nepal	Unit-V: Inclusive strategies for educating children with learning disabilities (12 hrs.) 5.1 Classroom Management 5.1.1 Creating an attractive and useful classroom 5.1.2 Planning activities 5.1.3 Behavioral management 5.1.4 Using rewards, contracts, tokens and reinforcers 5.2 Differentiation and adaptation in instruction and curricula 5.2.1 Regular instruction with inclusive manner 5.2.2 Additional supports 5.2.3 Remedial class 5.2.4 Communication methods and strategies 5.2.5 Peer teaching strategies 5.3 Challenges of teaching children with ID in Nepal

4. Instructional Techniques

4.1 General instructional strategies

It recommends conventional teaching practice as mostly used in higher education and general theoretical subjects of education. However, it is recommended that active participation of students should be ensured while using these general strategies to make the teaching interactive and effective. For this course, general and specific instructional techniques are recommended; general and specific techniques as follow:

- Lecture
- Discussion
- Demonstration
- Home assignment and self-guided study

4.2 Specific Instructional Techniques

Specific instructional techniques are expected to apply in the overall instructional planning by teachers. It recommends specific instructional techniques for this course as follow:

- Classroom presentation by the students,
- Individual study,
- Field visit (i.e., special school or resource classes, community, related community-based organizing/NGO, project work, assignment)
- Interaction and discussion

5. Evaluation Scheme

Internal – 40%

External – 60%

Internal Evaluation will be based on the Following Criteria:

- | | |
|-------------------------------------|-----|
| • Attendance and Class Presentation | 5% |
| • Project Work/Assignment/Seminar | 10% |
| • Preparation of IEP | 10% |
| • Mid-term Exam/Project | 15% |

External Evaluation will be Based on the Following Criteria:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks

Recommended Resources

Bender, W. N. (1998). *Learning Disabilities: Characteristics, identification, and teaching strategies* (3rd eds.). Boston: Ally and Bacon

Bos, C., & Vaughn, S. (2006). *Strategies for Teaching Students with Learning and Behavior Problems* (6th Ed.) Boston: Pearson Press.

Crawford, Glenda. (2007). *Brain-Based Teaching with Adolescent Learning in Mind* (2nd Ed.). Thousand Oaks, CA.: Corwin Press.

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

Thomas, D., & Wook, H. (2003). *Working with People with Learning Disabilities: Theory and Practice*. Jessica Kingley Publishers: London and NewYork.

Overton, T. (2012). *Assessing Learners with Special Needs: An Applied Approach* (7th ed.) Boston Columbus, OH: Pearson.

Harwell, J. M., & Jackson, R. W. (2008). *The complete learning disabilities handbook: Ready-to-use strategies and activities for teaching students with learning disabilities*. Francisco, CA: John Wiley & Sons.San

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (BEd- SNE)

Course Title: **Teaching Students with Language and Communication Disorder**

Couse No: SNE 455

Level: B.Ed.

Semester: V

Nature of Course: Theoretical

Credit hours: 3

Teaching Hours: 48

1. Course Description

This course aims to equip students with the knowledge of language development pattern, disorders associated with language development, screening and identification of language and communication disorder and the selection of appropriate instructional approaches and pedagogy to support learners with language and communication disabilities learning. Furthermore, it also equips students with the knowledge and skills of basic therapies and medications for learners with language and communication disorder.

2. General Objectives:

- To provide students with the knowledge of language and communication disorder.
- To equip students with the knowledge of early screening tools (Washington Groups of Questions, Child functioning Model) and their use in flagging learners's disabilities.
- To develop the students' knowledge of the concept and types of Augmentative and Alternative Communication (AAC) and their use to support learners's language and communication development.
- To provide students with the knowledge and skills of instructional strategies and pedagogy to engage learners with language and communication disabilities in learning.
- To enable students with the knowledge and skills of basic therapies provided to learners with language and communication disabilities.

3. Specific objectives and contents

Specific Objectives	Contents
• Describe the pattern of language development. • Identify the concept of language and communication disorder. • Explain the concept and types of language disorder. • Spell out the meaning of communication disorder • Describe the early screening tools (Washington Groups of Questions, Child functioning Model) • Use the early screening tools (Washington Groups of Questions, Child functioning Model) in flagging learners's language and communication disorder.	Unit 1. Understanding the Concept of Language Development Stages and Language and Communication Disorder (12). 1.1 Concept and Stages of Language Development 1.2 Concept of Language Development Disorder 1.2.1. Mixed receptive-expressive language disorder 1.2.2. Expressive language disorder. 1.2.3. Receptive language disorder 1.2.4. Speech-Sound and Language Disorders. (Stuttering or Childhood-onset fluency disorder, Repetitions, Blocks, prolongation 1.2. Concept of Communication Disorder 1.2.1. Social Communication Disorder

Describe the causes of Language and communication disorder	Unit 2 Causes of Language and Communication disorder. (6) 2.1 Physical or the Problems in Brain Development 2.2. Exposure to Toxin during Pregnancy 2.3. Genetic Problems 2.4 Other Environmental Problems
- Explain the concept and types of Augmentative and Alternative Communication(AAC) and their uses - Describe ways to use No technology, Low Technology and High Technology in AAC.	Unit 3. Augmentative and Alternative Communication (AAC) (10) 3.1. Concept of Augmentative and Alternative Communication (AAC) 3.1.1 Types of Augmentative and Alternative Communication (AAC) 3.1.2. Gestures and Facial Expressions 3.1.3 Writing and Drawing, 3.1.4 Spelling Words by Pointing to Letters 3.1.5 Use of Photos, Pictures, or Written Words. 3.1.6 Use of No Tech, Low Tech and High tech Augmentative in Alternative Communication
- Describe instructional strategies in teaching learners with language and communication disorder - Explain the inclusive pedagogy and its use in teaching learners with language and communication disorder. - Clarify the concept and processes of counseling in language and communication disorder.	Unit 4 Instructional Strategies in Teaching Learners with Language and Communication Disorder. (10) 4.1. Use of Multi-Senses in Teaching and Instruction Repetition 4.2. Use of Task Analysis and Division of Tasks into Small Steps 4.3. Allocation of more time in Instruction and Practice, Use of Visual Aids, Language Modification, Chunk Information and Vocabulary Teaching, 4.4. Use of Modeling and Manipulatives 4.5. Concept of Counseling in Language and Communication Disorder 4.6. Strategies of Counseling to Learners with Language and Communication Disorder 4.6.1 Attentive listening to Individual with Language and Communication Disorder 4.6.2 Encourage Individual with Language and Communication Disorder to Express 4.6.3 Translation of Information into Successful Action.
Describe basic therapies and medication for learners with language and communication disorder.	Unit 5 Therapies in Language and Communication Disorder. (10) 5.1. Speech Therapy 5.2. Behaviour Therapy 5.3 Occupational Therapy 5.4. Music Therapy 5.5. Gaming Therapy 5.6. Art Therapy

	5.7 Stimulant Medications 5.8. Environmental Modification
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4 Instructional Techniques: General and specific instructional techniques need to be applied in delivering the contents of this course.

4.1. General Instructional Techniques: General instructional techniques to be applied in this course are given below:

- Participatory Interactive Lecture Method,
- Group Discussion and Question Answer,
- Home Assignment, and
- Self-Study.

4.2. Specific Instructional Techniques:

In this course, the following specific instructional techniques are suggested to ensure the students' active participation in teaching learning process. Instructional Techniques:

Units	Activities/ Techniques
Unit 1	• Disability Assessment Tools (Washington Group of Questions, Child Functioning Model) will be distributed to groups of students in the class. • Groups of students will discuss the processes of identification and assessment of learners with language and communication disorder and issue around them. • Groups of students will prepare the report based on the discussion and present it in the classroom.
Unit 2	• A classroom observation visit to a resource class of learners with intellectual disabilities or autism spectrum disorder will be organised for a week. Students will make a report on classroom activities, focussing on Augmentative and Alternative Communication and present in the class.
Unit 3	• Every student will teach their peers in the class using each of the instructional strategies listed in the unit 4.
Unit 4	• A classroom observation visit to a resource class of learners with intellectual disabilities or autism spectrum disorder will be organised. Students will make a report on the the classroom observation with a focus on therapies provided to the students.
Unit 5	• Groups of students will prepare papers on the basic therapies provided to learners with language and communication disorders and present in the class.

5. Evaluation Scheme

Internal – 40%

External – 60%

Internal Evaluation will be based on the Following Criteria:

- | | |
|-------------------------------------|-----|
| • Attendance and Class Presentation | 5% |
| • Project Work/Assignment/Seminar | 10% |
| • Preparation of IEP | 10% |
| • Mid-term Exam/Project | 15% |

External Evaluation will be Based on the Following Criteria:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks

6. Recommended Books and Reference

- Holland, A. A., & Nelson, L., R. (2020). *Counselling in communication Disorder; A wellness perspective*. Plural Publishing. Retrieved from <https://books.google.com.np/books?hl=en&lr=&id=PDFtDwAAQBAJ&oi=fnd&pg=PR7&dq=teaching+students+with+language+and+communication+disorder>.
- Kuder, S., J. (2017). *Teaching Students with Language and Communication Disorder (5th Edition)*. The Pearson Communication Sciences and Disorders Series. ISBN 0134471881.
- L, James., Dennis, J.A., & Charlton, J.JV. (2017). Speech and language therapy interventions for learners with primary speech and/or language disorders. *Pub Med Central*. Retrieved from Cochrane Database Syst Rev. 2017 Jan 9;2017(1):CD012490. doi: 10.1002/14651858.CD012490. PMCID: PMC6464758.
- M, Farrell. (2008). *Educating special children. An introduction to provision for pupils with disabilities and disorders*. Routledge (1st Edition). Routledge London. eBook ISBN 9780203927632.

**Mid-West University
Graduate School of Education
Surkhet, Nepal**



**Bachelor of Special Needs Education (BEd-
SNE)
Sixth Semester Curriculum
2023**

**Bachelor of Special Needs Education (BEd-
SNE)**
Sixth Semester

S.N.	Course Code	Subjects	Credit hours
1	SNE 461	Teaching Gifted and Talented Learners	3
2	SNE 462	Guidance and Counseling for Students with Special Needs	3
3	SNE 463	Parental and Community Support for Children with Disabilities	3
4	SNE 464	Transition Management for Students with Special Needs	3
5	SNE 465	Therapeutic Services for Students with Disability	3
Total			15

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (BEd- SNE)

Course Title: **Teaching Gifted and Talented Learners**

Course No.: SNE 461

Level: B. Ed.

Semester: VI

Nature of course: Theoretical

Credit Hours: 3 cr. hrs.

Teaching Hours: 48 hours

1. Course introduction

This course provides the students with deeper understanding of gifted and talented learners from educational perspectives. The course further provides knowledge of prevalence and assessment of gifted and talented learner. The course also deals about the instructional models and methods, educational placement and ability grouping of gifted and talented learner. This course also informs about assessment and educational approaches of gifted and talented learner.

2. General Objectives of the course

The general objectives of this course are as follows:

- To make the students familiar with the general understanding of gifted and talented learner
- To expose the students with the prevalence and assessment of gifted and talented learner
- To enable the students apply the educational approaches of gifted and talented learner
- To provide the students with deeper understanding of the instructional models and methods to be applied to gifted and talented learner
- To familiarize the students with the educational placement alternative and ability grouping of gifted and talented learner.

3. Course Outlines

Specific Objectives	Contents
• Describe the concept of gifts and talents • Explain the major characteristics of students with gifts and talents • Explain the major determinant of children with gifts and talents.	Unit I: Understanding Gifted and Talented Learner (10 hours) 1.1 Concept of Special Gifts and Talents 1.1.1 Meaning, Definition and Characteristics 1.1.2 One Gift or many/Multiple? 1.1.3 Children with Extraordinary Ability 1.2 Major Determinants of Children with Gifts and Talents 1.2.1 Genetic and Hereditary Factors 1.2.2. Familial Background 1.2.3. Environmental Factors 1.2.4. Brain and Neurological Development 1.2.5 Social and Emotional Development
• Identify the individual differences among gifted and talented learners • To identify the existing of status of gifted and talented students • Describe the assessment of children with gifts and talents	Unit II: Educational Assessment for Gifted and Talented Learner (8 hours) 2.1. Individual Differences among Gifted and Talented Learner • Measuring Intelligence 2.2. Prevalence of Gifted and Talented Learner 2.3 Identification and Assessment 2.3.1 Multicultural Assessment and Identification 2.3.2 Gifted and Talented by Gender 2.3.3 Gifted and Talented Children with Disabilities

• Explain the basic concept of Educational approaches for gifted and talented learner • Explain the educational approaches of differentiating curriculum and instruction • Describe the concepts of lesson differentiation in the regular classroom • Identify the curriculum differentiation outside the classroom for gifted and talented	Unit III: Educational Approaches for Gifted and Talented Learner (12 hours) 3.1. Educational Approaches 3.1.1. Differentiating Curriculum and Instruction • Acceleration • Enrichment 3.1.2. Lesson Differentiation in the Regular Classroom • Curriculum Compacting (Adjustment) • Tiered lessons 3.1.3. Curriculum Differentiation Outside the Classroom • Internships and Mentor programs • Special Course • Junior Great Books • International Experiences (Exposure/Orientation)
• Describe concept of the School Wide Instructional Model for gifted and talented learner • Explain the Instructional models for Maker's Active problem solver model. • Describe the problem based learning methods for gifted and talented learner • Explain the three basic RTI approaches for students with special Gifts and talents	Unit IV: Instructional Models and Methods for Gifted and Talented Learner (10 hours) 4.1 Instructional Models 4.1.1 The School wide Enrichment Model 4.1.2. Maker's Active Problem Solver Model • Content Modification • Process Modification • Product Modification • Environment Modification 4.2 Problem-based Method of Instruction 4.3 RTI Approaches for Children with Special Gifts and Talents 4.3.1 Universal Tier-I 4.3.2 Targeted Tier-II 4.3.3 Intensive Tier- III
• Describe the fundamental concept of educational placement alternative • Explain the basic concept of ability grouping for gifted and talented learner	Unit V: Alternative and Ability Grouping for Gifted and Talented Learner (8 hours) 5.1 Special Schools 5.2 Self-contained Classroom 5.3 Resource Room or Pull-out Programs 5.4 Regular Classroom 5.5 Grouping of Learner 5.5.1 XYZ Grouping or Tracking 5.5.2 Within Class Grouping 5.5.3 Cross Grade Grouping

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

4. Modes of Instructional Delivery

The following modes of delivery can be used by the teacher besides general lecture modes as instructional strategies in the classroom

4.1 General instructional strategies

- Lecture with discussion
- Demonstration
- Home assignment and self-study
- Question answer
- Guest lecture

4.2 Specific Instructional Techniques

Unit	Activity and Instructional Techniques
I	• Divide the students into groups • Let the group of students study the basic concept of gifted and talented children in terms of eminence, one Gift or many and children with extraordinary ability from the book • Let the groups of students visit some schools to interview basic school teachers and students to get information regarding the assigned topics • Let the groups prepare comparative report • Report presentation in the classroom followed by discussion
IV	• Divide the students into groups • Let the groups of students study RtI Approaches for Students with Special Gifts and Talents in relation to Universal Tier-I, Targeted Tier-II, and Intensive Tier- III from the book • Let the groups of students prepare the report and present in the classroom followed by discussion
V	• Divide the students into groups • Let the groups of students study ability grouping in term of XYZ grouping or tracking, within class grouping, and cross grade grouping from the book • Let the groups of students prepare the report and presentation in the classroom followed by discussion

5. Evaluation Scheme

Internal – 40%

External – 60%

Internal Evaluation will be based on the Following Criteria:

- | | |
|-------------------------------------|-----|
| • Attendance and Class Presentation | 5% |
| • Project Work/Assignment/Seminar | 10% |
| • Preparation of IEP | 10% |
| • Mid-term Exam/Project | 15% |

External Evaluation will be Based on the Following Criteria:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks

6. Recommended and Supplementary Books

6.1 Prescribed/ Recommended Books

Kirk, S., Gallagher, J., & Coleman, M.R. (2015). *Educating exceptional children* (14th Ed.). USA: Cengage Learning.

William, L.H. (2006). *Exceptional Children: an introduction to Special Education*. The Ohio State University (8th Ed.). New Delhi: Pearson

6.2 Supplementary books

Hallahan, D.P., Kauffman, J.M. & Pullen, P.C. (2014). *Exceptional learners: An introduction to special education* (12th edition) New Delhi: Pearson

William, L. H. (2012). *Exceptional Children: An introduction to Special Education* (10th Ed.). New Delhi: Pearson

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (BEd- SNE)

Course Title: **Guidance and Counseling for Students with Special Needs**

Course No: SNE 462

Level: B. Ed

Semester: VI

Nature of Course: Theoretical

Credit Hours: 3

Teaching hours: 48

1. Course Description

The main emphasis of this course is to familiarize the students regarding the prominence of guidance and counseling in students life. Specially, the course discusses nature, principles, purposes, importance and needs of guidance and counseling. Furthermore, it also deals with guidance services as well as counseling services at school as per the learners' special needs such as the needs of learners with developmental disabilities, physical and neurological disabilities; and sensory impairments. Additionally, it also helps the students to understand the importance and current status of guidance and counseling services in schools with reference to Nepal. Thus, guidance and counseling services are integral part of overall education process.

2. Course Objectives

After going through the course, students will be able to:

- Introduce the guidance and guidance services for the learners
- Overview the counseling and counseling services for the learners at school level
- Familiarize the learners about the counseling measures for the students with developmental disabilities
- Develop skills to the learners in counseling learners with physical and neurological disabilities
- Explore the guidance and counseling skills for the students with sensory impairments and to sketch out the importance and current status of guidance and counseling skills in the schools in Nepal

3. Specific Objectives and Content

Specific Objectives	Contents
• Explain the meaning and definition of guidance • Explain the nature principles and purpose of guidance • Discuss the guidance services related to personal and group guidance	Unit I: An Introduction: Guidance and Guidance Services (9 hrs.) 1.1. Guidance: 1.1.1. Meaning and Definition 1.1.2. Nature, Principles, and Purpose 1.2. Guidance Services: 1.2.1. Personal Guidance: • Concept and Personal/Psychological Needs • Guiding Students' Special Needs: - Students with Disabilities - Gifted and Creative Students 1.2.2. Group Guidance; • Concept and Needs • Principles of Group Guidance • Major Group Guidance Activities

• Explain counseling with reference to its meaning, definition, essential, principles, goals, and ethics • Explore the types and major approaches to counseling • Differentiate the various areas of counseling services with reference to individual and group counseling	Unit II: An Overview: Counseling and Counseling Services (9 hrs.) 2.1. Counseling: 2.1.1. The Meaning and Definition 2.1.2. Essentials and principles 2.1.3. Goals and Ethics 2.1.4. Types of Counseling: • Child-centered • Supportive • Family 2.1.5. Major Approaches to Counseling (Concept, Characteristics, Advantages, and Implications) • Directive Approach: • Non-directive Approach • Eclectic Approach 2.2. Counseling Services (Concept, Nature, Advantages, and Needs) 2.2.1. Individual Counseling 2.2.2. Group Counseling
• Overview the characteristics and types of developmental disabilities • Describe the characteristics and needs for the counseling to the learners with: learning disabilities, emotional behavior disorders and intellectual disabilities	Unit III: Counseling for Students with Developmental Disabilities (10 hrs.) 3.1. Students with developmental Disabilities (Characteristics, and Types) 3.1.1. Learning Disabilities: • Characteristics and Needs • Counseling Students with Learning Disabilities 3.1.2. Emotional Behavior Disorder: • Characteristics and Needs • Counseling Students with Emotional Disturbances 3.1.3. Intellectual Disabilities: • Characteristics, and Needs • Counseling Students with Intellectual Disabilities
• Discuss the characteristics and types of learners with physical and neurological disabilities and counseling to those learners • Clarify the characteristics and categories of learners with Attention Deficit Hyper-activity and the counseling for them • Explore the characteristics and types of learners with autism spectrum disorder and counseling for them	Unit IV: Counseling for Students with Physical and Neurological Disabilities (10 hrs.) 4.1. Learners with Physical and Neurological Disabilities (Characteristics, and Types) 4.1.1. Learners with Orthopedic Impairments and Counseling 4.1.2. Learners with Multiple Disabilities and Counseling 4.2. Learners with Attention Deficit Hyper-activity Disorder (ADHD) (Characteristics and Categories) and Counseling 4.3. Learners with Autism Spectrum Disorder (ASD) (Characteristics, and Types) and Counseling
• Explore the characteristics and types of learners with sensory impairments	Unit V: Guidance and Counseling for Learners with Sensory Impairments (10 hrs.) 5.1. Students with Sensory Impairments (Characteristics, and Types) 5.1.1. Students with visual Impairments 5.1.2. Students with Hearing Impairments

• Discuss the major socio-emotional challenges of learners with sensory impairments • Discover the guidance and counseling measures in coping the socio-emotional challenges of learners with sensory impairments • Find out the importance of guidance and counseling services in Nepalese school contexts • Explore the current status of guidance and counseling services in the school context of Nepal • Describe the personnel providing guidance and counseling services to the learners with special needs.	5.2. Major Socio-emotional challenges of Learners with Sensory Impairments: • Stigmatization and withdrawal • Emotional Problems • Problems in Inter-personal Relations and Social Adjustment • Communication Problems • Negative Self-concept 5.3. Guidance and Counseling for Coping the Socio-emotional Challenges 5.4. Importance of Guidance and counseling services in the Nepalese School Context: • Academic achievement and progress • Social relations • Vocation and career selection 5.5. Current Status of Guidance and Counseling in the School Context of Nepal with reference to Students with Special Needs: • Curriculum • Learning • Discipline 5.6. Personnel serving for the Guidance and Counseling to Students with Special Needs: • Special Educators • General Teachers • Parents • Counselors
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Note: The figures within the course outline indicate tentative lecture hours allocated for the respective units.

4. Instructional Techniques: General and specific instructional approaches are suggested to this course.

4.1 General Instructional Techniques: The general instructional techniques are as given below:

- Participatory interactive lecture method
- Guest Lecture
- Group Discussion
- Question Answer
- Home Assignment
- Quiz
- Self-Study.

4.2 Specific Instructional Techniques:

In this course, to ensure the students' active participation in teaching learning process the following specific instructional techniques are suggested.

Units	Activities and Instructional Techniques
I	Group Activity Divide the students into groups (4-5 members in each) and visit any school (general/mainstream, integrated, special and inclusive) and explore and prepare a report on the following points: - Educational Awareness among students - Adjustment problems regarding school/home/peer-group etc. Present the report in the classroom followed by the discussion and feedback of the peers and the teacher.

II	Presentation by Guest Lectures or Resource Persons - Invite the expert or a resource person in the classroom to clarify the guidance services and curriculum. - Teacher will organize the short discussion panel between resource persons and students. - Students will interact on the given topic according to the course with professionals.
III & IV	Individual Activity - Identify any student with special needs requiring help through counseling in any school/ staying home. - Select appropriate counseling approach - Describe the techniques you will use to help the student - State the reasons for selecting the particular approach and technique - Prepare a report on your work - Present the report in the classroom followed by feedback of the class-mates and the teacher.
V	Presentation and Group discussion - Students will be divided into groups and the content will be chosen by the groups through picking up the lottery of the topic - The group members will be requested to prepare their presentation on chosen topic and present in the classroom. - The teacher will guide and make them clear on confusion on their presentations. - After presentation, both the teacher and students will discuss on the presentation and the teacher will clarify the doubts and confusions. - Furthermore, all the group members should have to submit their presentation materials to their subject teacher.

5. Evaluation Scheme

Internal – 40%

External – 60%

Internal Evaluation will be based on the Following Criteria:

- Attendance and Class Presentation 5%
- Project Work/Assignment/Seminar 10%
- Preparation of IEP 10%
- Mid-term Exam/Project 15%

External Evaluation will be Based on the Following Criteria:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks

6. Prescribed Text Books with Particular Unit

Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.

[DEDU502 GUIDANCE AND COUNSELING ENGLISH.pdf \(Unit I, II\)](#)

EDCN-805E-Guidance _ Counselling in Education.pdf [\(Unit I, II\)](#)

Counseling_With_Exceptional_Children.pdf

William, L. H. (2012). Exceptional Children: An introduction to Special Education (10th Ed.). New Delhi: Pearson (Unit III, IV, and V)

7. References

- Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Philippines.
- Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
- Shah, A. (2008). Basics in Guidance and Counselling. Global Vision Publishing House.
- Barki, B. G., & Mukhopadhyay. (1989). Guidance and Counseling. New Delhi: Sterling Publishers Pvt. Ltd.

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (BEd- SNE)

Course Title: **Parental and Community Support for Children with Disabilities**

Course No: SNE 463

Level: B. Ed

Semester: VI

Nature of Course: Theoretical

Credit Hours: 3

Teaching hours: 48

8. Course Description

The course is aimed at providing the learners with fundamental knowledge, understanding and skills to comprehend about parental and school support services and case management of children with disability. Further, it focuses on the areas of family systems, functions, cross-cultural issues of disability, principles of disability case management, family advocacy, individualized guidance service and disability related legal provision to ensure equal access to education as well as meeting unique needs of children with special needs. In addition to the theoretical input, this course intends to expose learners to the practical experiences of managing children with special needs.

9. General Objectives

The general objectives of this course are:

- To provide the students with general information regarding family with disability, family systems and functions.
- To develop the learners' knowledge about family and school based support service for the satisfactory growth and development of child with disability.
- To offer the the students regarding theoretical knowledge and practical skills for managing an individual case of the child with disability.
- To facilitate the students for mapping out the legal provision and protection for ensuring the human rights of a child with disability in Nepal.
- To deliver the students in- depth knowledge regarding the importance of guidance services for addressing individual needs of child with disability.

10. Specific Objectives and Contents

Specific Objectives	Contents
• Elucidate the concept of family system, functions, types, and family life cycle. • Describe the ecology of a child in context with home, school and community. • Explain the multicultural or cross-cultural meaning of disability and ways to overcome cultural stigma and discrimination related to a person with a disability. • Describe the impact of disability in family in relation with socio economics status and emotional experiences.	Unit I: Understanding Family With Disabilities (10 hrs) 1.1 Concept of Family System 1.2 Family Functions and Types 1.3 Family Life Cycle 1.4 Ecology of Child : Home, School and Community 1.5 Cross-Cultural Meaning of Disability 1.6 Cultural Stigma and Discrimination 1.7 Child-Family Interaction 1.8 Impact of Disability in family
• Define the concept of family based support services on the basis of health care, daily living functional activities and Individualized Support Plan of child with disability • Explain the concept of school support services in terms of educational, assistive technology and family counselling services for child with disability.	Unit II: Family and School Support Services (12hrs) 2.1 Concepts of Family Based Support Services 2.1.1 Health Care and Concerns 2.1.2 Supports of Daily Living Activities 2.1.3 Individualized Family Support Plan 2.2 School Based Support Services 2.2.1 Educational Services 2.2.2 Assistive Technological Services 2.2.3 Family Counselling Services

• Elaborate the importance of the three types of service delivery models: LRP, PCP and TP. • Differentiate the concepts of the service delivering placement options such in relation with resource classroom, special school and inclusive education setting. • Highlight the importance of collaboration among the stakeholders such family, professional and DPOs or local agencies for empowering a child with disability. • Explain the existing issues and challenges of support services in Nepal.	2.3 Model of Service Delivery 2.3.1 Least Restrictive Principle (LRP) 2.3.2 Person Centered Planning (PCP) 2.3.3 Transitional Planning (TP) 2.4 Service delivery placement options 2.4.1 Resource Classroom Setting 2.4.2 Special Education School Setting 2.4.3 Inclusive Education Classroom Setting 2.5 Collaboration of family, professional and DPOs 2.6. Issues and Challenges of Supports Services in Nepal
• Explain the concept and principles of disability case management. • Describe the current issues and challenges of disability case management in relation with family advocacy, need assessment, referral services childcare and positive parenting. • List out the the role of family and school for managing a child with disability. • Explain the role of family and school for raising disability awareness.	Unit III: Disability Case Management (10 hrs) 3.1 Concept of Case Management 3.2 Principles of Case Management 3.3 Issues and Challenges of Disability Case Management 3.3.1 Family Advocacy 3.3.2 Need Assessment 3.3.3 Referral Services 3.3.4 Childcare 3.3.5 Positive Parenting 3.4 Family and School Role in Disability Case Management 3.5 Family and School: Disability Awareness
• Illuminate the major constitutional provision for person with disability. • List out the major features of Human Rights for persons with Disability Act (2017). • Explain the key provision of support and services for person with disability in UNCRPD -2006. • Highlights the inclusive education provision in National Education Policy 2019 for students with disability.	Unit IV: Legal Protection and Disability Policy in Nepal (8) 4.1. Constitutional Provision for person with disability 4.2. Major Features of Human Rights for Persons With Disability Act(2017) 4.3. Provision of support and services in UNCRPD -2006 4.4. Inclusive Education Provision in National Education Policy 2019
• Explain the concept, importance and types guidance services for students with special needs. • Describe the needs of guidance services for students with special needs, disability, gifted and creative students. • Highlight the core issues of personal guidance in relation with social, emotional and financial management for students with disability. • Explain level of educational guidance in terms of preschool stage and basic school level.	Unit V: Guidance Services to Students with Disability (8 Hrs.) 5.1 Concept and Importance of Guidance Services 5.2 Types of Guidance Services 5.2.1 Personal Guidance 5.2.2 Educational Guidance 5.2.3 Vocational Guidance 5.3 Need of Guidance Services for Students with Disability: 5.3.1 Guiding Students with Disabilities 5.3.2 Guiding Gifted and Creative Students 5.4 Personal Guidance: 5.4.1 Socialization 5.4.2 Emotional Adjustment 5.4.3 Financial Management 5.5 Level of Educational Guidance: 5.5.1 At preschool Stage

Note: The figures within the course outline indicate tentative lecture hours allocated for the respective units.

11. Instructional Techniques: General and specific instructional approaches are suggested to this course.

4.1 General Instructional Techniques: The general instructional techniques are as given below:

- Participatory interactive lecture method,
- Guest Lecture
- Group Discussion
- Question Answer,
- Home Assignment, and
- Self-Study.

4.3 Specific Instructional Techniques:

In this course, to ensure the students' active participation in teaching learning process the following specific instructional techniques are suggested.

Units	Activities and Instructional Techniques
II	Community Visit and Reflection Student will organize a short community visit to a family having a child with disability. The objective of this activity is for the student to listen and understand the first-hand experience of an individual and/or family about their lives and living with a disability and challenges of support services. Students will identify indigenous practices in caring and supporting a child with disability. And students will individually write a report of their reflection and prepare PPT Slide to present in classroom as followed by teacher feedback.
Unit III	Brainstorming and Presentation Teacher will conduct a short-lived brainstorming activity in class on the practices and challenges of case management of a child with disability. The students will be asked to work in group about the need assessment for meeting unique educational needs of children with disability. Thus a group will present their ideas on specific disability case management strategies in preparing PPT as followed by teacher's feedback and comments.

12. Evaluation Scheme

Internal – 40%

External – 60%

Internal Evaluation will be based on the Following Criteria:

- | | |
|-------------------------------------|-----|
| • Attendance and Class Presentation | 5% |
| • Project Work/Assignment/Seminar | 10% |
| • Preparation of IEP | 10% |
| • Mid-term Exam/Project | 15% |

External Evaluation will be Based on the Following Criteria:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks

6. Recommended Resources

6.1. Essential Reading

- Roulstone, A., Thomas, C., & Watson, N. (2013). *The Changing Terrain of Disability Studies :Routledge Handbooks of Disability Studies*.(1st ed). London: Routledge, Inc. **(for Unit I)**
- George S., David B., Patricia C. (2012). *Family Support and Family Caregiving across Disabilities*. (1st Edition) London: Routledge, Inc. **(For Unit II)**
- Henry, H., Liz, S (2005). *Comprehensive Disability Management* (1st Ed). © Newzeland: Churchill Livingstone, ISBN: 9780443101137**(For Unit III)**
- United Nations. (2006). *Convention on the Rights of Persons with Disabilities (CRPD)*. Geneva, Switzerland: Author. Retrieved from <http://www.un.org/disabilities/default.asp?id=260> **(For Unit IV)**
- Constitution of Nepal (2015). Retrieved from www.wipo.int/edocs/lexdocs/laws/en/np/np029en.pdf **(For Unit IV)**
- Ocansey, S. K. & Gyimah, E. K. (2019). *Guidance And Counselling For Pupils With Special Educational Needs In Accra, Ghana: implications for inclusive education*. Teacher Education Through Flexible Learning, 1(1), 104-121. **(for Unit V)**
- Lunenburg, F. C. (2010). *School Guidance And Counselling Services* (Electronic Version). schooling, <http://www.nationalforum.com> **(for Unit V)**

6.2 Recommended Reading

- Eliamani, M.P., Richard, M.L., & Peter. (2014). Access to guidance and counseling services and its influence on Students' school life and career choice. *African Journal of Guidance and Counselling*, 1 (1), 007-015
- George S., David B., Patricia C. (2012). *Family Support and Family Caregiving across Disabilities*. (1st Edition). London: Routledge
- Leavitt, R. (2006). *Cross-cultural meaning of disability*. In Royeen, M. & Crabtree, J. (Eds.), *Culture in rehabilitation: from competency to proficiency*. (pp. 274-292). Upper Saddle River, NJ: Pearson Prentice Hall.
- Leavitt, R. (2006). *Cross-cultural meaning of disability*. In Royeen, M. & Crabtree, J. (Eds.), *Culture in rehabilitation: from competency to proficiency*. (pp. 274-292). Upper Saddle River, NJ: Pearson Prentice Hall.
- Pierangelo, R., & Giuliani, G. A. (2012). *Assessment in special education: A practical approach (4th Ed.)*. USA: Pearson Education, Inc.
- United Nations, Convention on the Rights of Persons with Disabilities and Optional Protocol, 2006.
- Watson N., Roulstone A., Thomas C. (Eds) (2012). *The Routledge Handbook of Disability Studies*. London: Routledge

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (BEd- SNE)

Course Title: **Transition Management for Students with Special Needs**

Course No.: SNE 464

Level: B. Ed.

Semester: VI

Nature of course: Theoretical

Credit Hours: 3 cr. hrs.

Teaching Hours: 48 hours

1. Course Description

This course is designed for the students to provide in-depth understanding of theories and practices of transition management for children with special educational needs. It intends to enable students to make preparation for transition planning and work out ways to develop appropriate management strategies for their transition from one setting to the other-resource class to general class to outside the class situation. The course, therefore, plans to engage the students to explore ways of facilitating smooth transition for children with special needs from one setting to another for the purpose of developing their competence and independence. Further, it indicates the departure of students from one type of setting to the other in order to facilitate the process of transition.

General Objectives

The general objectives of this course are as follows:

- To promote students' understanding about the basic concepts of transition management and services
- To provide them with wider knowledge on parents, schools and teacher's role in transition management
- To prepare them to discuss about different aspects of professional collaboration for transition management.
- To enable them to explore suitable strategies for managing the transition process.
- To develop their networking capacity to work with professionals and paraprofessionals for facilitating the transition process

3. Course Outlines

Specific Objectives	Contents
• Overview transition management process with its importance • Describe the principles of transition management. • Explore the role of family and school in transition management. • Describe transition management models. • Identify barriers to transition management for students with disability	Unit I: Overview of Transition Management (10) 1.1 Concept and importance of transition management 1.2 Factors affecting transition management. 1.3 Resource management for transition 1.4 Major principles governing transition management. 1.5 Family and school's role in transition management 1.6 Transition management models: • Halpons transition education model • Clark's comprehensive transition education model • Tinto's model of student departure 1.7 Barriers to transition management: attitudinal, institutional, and legislative barriers

• Explain transition planning along with its characteristics. • Explore transition time and level for students with special needs • State strategies for bringing service providers and organizations for collaboration. • Identify curricular framework for transition • State ways to promote home school collaboration and home-based intervention.	Unit II: Transition Planning (10) 2.1 Transition planning: Concept and characteristics 2.2 Transition service in the Individualized Education Plan and Individualized Teaching Plan 2.3 Transition preparedness and supports: transition time and level • Home to school, resource class to general class • Lower grade and level to upper grade and level • School to higher education up to career development 2.4 Collaboration with service providers and organizations for school transition 2.5 Curricular framework for transition management 2.6 Home- based intervention for transition
• Describe management strategies to facilitate the process of transition such as from resource to general class to work. • Explain guidance strategies to manage time for leisure and work. • Explore ways to effectively monitor the process of transition. • Describe ways of establishing network between educational and business organizations for transition purpose	Unit III: Transition Management Strategies (9) 3.1 Management Strategies: • Screening and referral process • Creating disability accepting environment • Adjusting curriculum • working out strategies to facilitate transition from study to work. 3.2 Guidance for managing time for leisure and work activities. 3.3 Effective monitoring and follow-up system. 3.4 Networking between educational and business organizations for transition purpose.
• Explore ways to raise stakeholders' awareness toward transition needs and process. • Describe the roles of professionals and parents in facilitating the process of transition. • Work out strategies for placing the target students in appropriate education and work setting. • Explore strategies for providing life skills training to students with special needs.	Unit IV: Dimensions of Transition Management (9) 4.1 Raising stakeholders' awareness toward transition need and process. 4.2 Parental role in pre-referral interventions 4.3 Professionals in facilitating transition between educational settings. 4.4 Eligibility and planning for suitable placement: education and work. 4.5 Life skills training strategies
• Prepare a plan for teachers, professionals/ paraprofessionals and other human resources for facilitating students' life skills training. • Apply appropriate support services to facilitate transition. • Explore ways of applying transition models in classroom settings.	Unit V: Transitioning from Specific Educational Setting to General Education Setting (10) 5.1 Preparing teachers, professionals, paraprofessionals, and other human resources for students' life skills training. 5.2 Using appropriate support services to facilitate transition. 5.3 Applying transition model into classroom setting

• Help prepare the stakeholders to adopt disability specific measures for transition. • Explore the availability of support services and their management practice in Nepal for transition purpose.	5.4 Preparing stakeholders to help adopt disability specific measures for transition. 5.5 Transition support services and their management practices in Nepal
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Note: The figures in the parenthesis indicate approximate hours allotted to each unit.

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

4.1. General instructional techniques

As this course is theoretical in nature, directive method with project-based approach is the effective instructional technique. In addition, discussion and question-answer methods are suggested in delivering the contents to engage students in exploring suitable ways for facilitating the process of transition. While using general instructional techniques, active participation of the students should be ensured.

4.2. Specific instructional techniques

Specific instructional techniques such as classroom presentation by the students, guided individual study, field work and project works are suggested. The following specific instructional techniques are suggested for selected units to ensure students' active participation in the teaching-learning process and provide hands-on experience to the students.

Units	Specific Instructional Techniques
Unit 1 Overview of Transition Management	Report Writing Divide the class into groups of students to write a report on the need of transition management with a focus on resources, barriers and dimensions of transition management. Present the reports in the class to be followed by discussion and feedback
Unit 2 Transition Planning	Group Work • Provide a framework to the students to prepare a preliminary draft plan for transition planning before dividing them into manageable groups. • Ask the groups to develop the framework into a draft plan for presentation in the class. • Present the draft plan before the class for discussion and feedback.
Unit 4 Dimensions of Transition Management	Group Work • Divide students into manageable groups. • Ask the groups to explore the roles of parents, schools and professionals in facilitating the process of transition including the areas of life skills training.

	• Make the students' groups present their group work followed by discussion and feedback.
Unit-5 Moving from Specific Educational Setting to General Education Setting	Field Studies • Engage groups of students for exploring two types of educational settings: specific and general by visiting the related schools. • Ask them to prepare their observation notes and present them before the class for wider discussion and feedback.

5. Evaluation Scheme

Internal – 40%

External – 60%

Internal Evaluation will be based on the Following Criteria:

• Attendance and Class Presentation	5%
• Project Work/Assignment/Seminar	10%
• Preparation of IEP	10%
• Mid-term Exam/Project	15%

External Evaluation will be Based on the Following Criteria:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks

5. Recommended Books and Reading Materials

Recommended Books

- Samuel. K., James G., May, R. C. & Nick, A. (2009). *Educating exceptional children*. Upper Saddle River, New Jersey. (For unit I, II)
- Wehmeyer, M. (2000). *Transition principles and access to the general education curriculum*. In C. A. Kocher-Bryant & D Bassett (Eds.). *Aligning transition and standard based education: Issues and strategies*. Arlington, VA: Council for Exceptional Children.
- Robert, W. F., J. S., Pamela, L. & Robert, M. B (2005). *Transition planning for secondary students with disabilities* (2nd ed.). Canada: Pearson Education, Inc.
- Roger, P. & George, A. G. (2004). *Transition Service in special education: A practical approach*. USA: Pearson Education, Inc.
- Pierangelo, R. & Giuliani, G. (2004). *Transition Services in Special education: A practical approach*. Arlinton Street, Boston, MA: Pearson A and B

Reading Materials

- शिक्षा मन्त्रालय, (२०५४) उच्चस्तरीय राष्ट्रिय शिक्षा आयोगको प्रतिवेदन, काठमाडौं: लेखक।
- शिक्षा विभाग, (२०६३) समाहित शिक्षा परिचय, भक्तपुर: लेखक।
- शिक्षा मन्त्रालय, (२०४९) राष्ट्रिय शिक्षा आयोगको प्रतिवेदन, काठमाडौं: लेखक।
- Ministry of Education. *Inclusive education policy for persons with disability 2072*.

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (BEd- SNE)

Course Title: **Therapeutic Services for Students with Disability**

Course No: SNE 465

Level: B.Ed.

Semester: VI

Nature of the Course: Theoretical/Practical

Credit Hours: 3

Teaching hours:48Hrs

1. Course Introduction

This course aims at providing basic theoretical knowledge as well as some hands on experience of therapeutic services that are common in practice for children with disabilities in diverse settings. The course deals on the concepts, Purpose, and benefits and process of different therapeutic services for children with different types of disabilities. Furthermore, it aims to introduce some of the emerging therapies along with the best practice therapies. This course will also discuss on the frame work of development of service delivery model with different service delivery modes that can be useful in the context of Nepal. The course equally aims students to think creatively about the management of therapeutic services with the better informed knowledge on the role of special needs education teacher on management of therapeutic services with the collaboration of home school and service providers in the context of Nepal.

2. Course Objectives

The objectives of this course are:

- To introduce the concept, purpose, importance and best practice therapy.
- To orient common and emerging therapeutic services for youngsters having disabilities
- To guide students about development of therapeutic service delivery model in Nepal.
- To provide students the indepth knowledge about
- To provide students necessary skills to organize seminar and prepare seminar report on Individualized education plan.
- To make them skillful to develop individualized education plan for one or two types of students with disabilities.

3. Specific objective and content

Specific objectives	Contents
• Describe the concept and purpose of therapeutic services to children with disabilities. • Identify importance of therapeutic services • Describe some of the best practice therapies such as physio-therapy, occupation therapy and speech therapy. • Introduce philosophy, mode and setting of best practice therapies. • List out some of the emerging therapies and the best beneficiary target children in Nepalese context.	Unit One: Introduction to Therapeutic services to children with disabilities (15 hrs.) 1.1. Concept of therapeutic services 1.2. Purpose of therapeutic services 1.3. Importance of therapeutic services 1.4. Best practice therapy: Physio therapy, occupation therapy and Speech Therapy 1.5. Best practice therapy: Phylosophy, mode and setting 1.6. Introduction to emerging therapies: parent-children interaction therapy(PCIT), music therapy, dance therapy, play therapy,

Analyze prospect and challenges of yoga therapy	sensory therapy, ABA therapy, art therapy and horticulture therapy 1.7. Yoga therapy: Prospect and challenges
- Develop the conceptual framework frame work for therapy service delivery model - List out the factors influencing therapy selection - Identify the service delivery mode of therapeutic services - Justify different modes of therapeutic services - Describe different team approach of therapeutic services - Analyse the therapeutic service development in Nepal	Unit Two: Development of Therapy service delivery model (10 hrs.) 2.1. Developing conceptual framework 2.2 Factors influencing therapy selection 2.3. Service delivery mode: Home based, hospital based and school based 2.4. Direct, indirect and consultative modes 2.5. Therapy teams: Collaborative approach: Interdisciplinary, transdisciplinary and multidisciplinary team approach 2.6. Therapeutic services development in Nepal
- Justify legal provisions on management of therapeutic services - Describe therapeutic service settings commonly practiced in Nepal. - Define collaboration approaches. - Identify the best practices on management of therapeutic services - Analyse the challenges of management of therapeutic services in Nepal.	Unit Three: Management of therapeutic services (12 hrs.) 3.1. Legal provisions 3.2. Therapeutic service settings 3.3. Collaboration: Family- Schools- Professional 3.4. Best practices 3.5 Challenges of management of therapeutic services in Nepal
- Describe the role of SNE teacher on therapeutic service delivery - Investigate ways of writing therapeutic services in IEP - Identify the ways of managing therapeutic services in Inclusive education setting. - Identify the therapeutic practices in Nepal - Describe effective partnership to provide therapeutic services	Unit Four: (8hrs.) 4.1 Role of SNE teacher on Therapeutic service delivery 4.2 Therapeutic services and IEP 4.3 Management of therapeutic services in Inclusive setting: as an opportunity 4.4 Therapeutic practices in Nepal 4.5 Partnership

4. Instructional Techniques

4.1 General instructional techniques

- Class discussion
- Presentation
- Quiz
- Group work/pair work
- Project work
- Self-study

4.2 Specific instructional techniques

Units	Specific instructional techniques

II	Students will be encouraged to visit nearby institution to observe the practices and service delivery modality of available therapeutic services. Alternatively they can perform web based search or online search to identify some selected therapeutic practices to grab some practical knowledge about the therapies for persons with disabilities. They will prepare a short power point presentation on the basis of the activity performed for group sharing.
III	Students will prepare a report followed by power point presentation on how original and locally available knowledge can be used to gain the benefit of different therapies in a group after enough internet searches and group discussion among the members of a team. They will present the report in a team

5. Evaluation Scheme

Internal – 40%

External – 60%

Internal Evaluation will be Based on the Following Criteria:

- Attendance and Class Presentation 5%
- Project Work/Assignment/Seminar 10%
- Preparation of IEP 10%
- Mid-term Exam/Project 15%

External Evaluation will be Based on the Following Criteria:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks

5. Prescribed Texts

6. Reference Book

- a) American Speech-Language-Hearing Association (ASHA). (2006b). Guidelines for speech-language pathologists in diagnosis, assessment, and treatment of autism spectrum disorders across the lifespan. Rockville, MD: Author.
- b) Ballinger, C. & Wiles, R. (2001). A critical look at evidence-based practice. British Journal of Occupational Therapy 64(5): 253-255.
- c) Cup, E., Pieterse, A. J., Knuijt, S., Hendricks, H. T., van Engelen, B. G. M., Oostendorp, R. A. B. et al. (2007). Referral of patients with neuromuscular disease to occupational therapy, physical therapy and speech therapy: Usual practice versus multidisciplinary advice. Disability and Rehabilitation, 29(9): 717-726.
- d) Bundy, A., Hemsley, B., Brentnall, J., & Marshall, E., (2008). Therapy Services in the Disability Sector: Literature Review. NSW Department of Ageing, Disability and Home Care.

**Mid-West University
Graduate School of Education
Surkhet, Nepal**



**Bachelor of Special Needs Education (B.Ed. SNE)
Seventh Semester Curriculum
2023**

Bachelor of Special Needs Education (B.Ed. SNE)

Seventh Semester

S.N.	Course Code	Subjects	Credit hours
1	SNE 471	Learners' Diversity Management in Education	3
2	SNE 472	Basic Research in Special Needs Education	3
3	SNE 473	Positive Behavior Support	3
4	SNE 474	Disability Inclusive Development	3
5	SNE 475	Issues and Challenges in Special Needs and Inclusive Education	3
Total			15

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (B.Ed. SNE)

Course Title: **Learners' Diversity Management in Education**

Course No.: SNE 471

Level: B. Ed.

Semester: VII

Nature of course: Theoretical

Credit Hours: 3 cr. hrs.

1. Course Description

This course is designed for the students to provide in-depth knowledge, and understanding, and develop skills for adapting a multiplicity of learners' management in education. The course deals with the concept of individual differences, and familiarizes the concept of diversity and the learning environment; for students with special needs and special education. Furthermore, it aims to provide the knowledge and skills to manage multiculturalism as well as inclusive education for accommodating and respecting diversity in the present context of the classroom, schools, and the wider society. Furthermore, the course also discusses the approaches to promoting inclusive education. Finally, it describes the contemporary issues and challenges for inclusion in Nepal as well.

2. Course Objectives

The course is designed to fulfill the following general objectives:

- To enable the students to conceptualize individual differences, diversity, and learning environment
- To provide students with a deeper understanding of learners with special needs and the basics of special education
- To develop the skills regarding the management of diverse learners by clarifying the concept of multicultural education
- To strengthen the knowledge and skills of students in managing diverse learners in inclusive education
- To provide skills and knowledge for promoting inclusive education in Nepal

3. Specific Objectives and Content

Specific Objectives	Contents
• Describe the concept of individual differences • Recognize the diversity dimensions • Explain the learners and their learning environments	Unit I: Understanding Individual Differences, Diversity, and Learning Environment (9 Hrs.) 1.1. Concept of Individual differences 1.1.1.Unique characteristics 1.1.2.Enculturation 1.1.3.Marginality 1.1.4.Stigmatization 1.1.5.Flexibility 1.2. Diversity: 1.2.1.Concept and Meaning 1.2.2.Dimensions: - Psycho-Social Environment - Physical/remoteness Environment 1.3. Learners and Learning Environments 1.3.1.Environments Within-Culture Variations 1.3.2.Individuation and Environment 1.3.3.Adopted Environments

• Explore the priorities to special education services • Explain the special needs education	Unit II: Students with Special Educational Needs (9 Hrs.) 2.1. Priorities to Special Education Services 2.1.1. Zero Rejection 2.1.2. Free and Appropriate Public Education (FAPE) 2.1.3. Non-discriminatory Identification and Evaluation 2.1.4. Individualized Education Plan (IEP) 2.1.5. Least Restricted Environment (LRE) 2.1.6. Parents' Engagements 2.1.7. Collaborating in Utilizing Communities resources 2.2. Special Needs Education 2.2.1. Labeling students: Advantages and Disadvantages 2.2.2. Continuum of service
• Analyze the concept of multicultural classroom for incorporating diversity • Explore the dimensions of culturally responsive pedagogies for accommodating diverse learners • Describe the approaches of classroom management for addressing multiplicity • Explore the accommodation of diversity in the education system of Nepal	Unit III: Managing Diverse Learners: Multicultural Education Approach (10 Hrs.) 3.1. Multicultural Classroom: Concept of multiculturalism and Incorporating Diversity 3.1.1. Assimilation – Melting-pot 3.1.2. Differentiation – Valuing difference/unique Characteristics 3.1.3. Interculturalism/Multiculturalism – Cultural Pluralism 3.2. Dimensions of Culturally Responsive Pedagogy 3.2.1. Instructional Dimension - (How does instruction become culturally responsive?) 3.2.2. Institutional Dimension – (What must the educational system do?) 3.2.3. Personal Dimension – (How do teachers become culturally responsive?) 3.3. Classroom Management Approach 3.3.1. The Self-discipline Approach 3.3.2. The Instructional Approach 3.3.3. The Desist Approach 3.4. Accommodating Diversity in the Education System of Nepal 3.4.1 Local 3.4.2 Regional 3.4.3 National
• Identify the ability differences of learners with reference to communication disorders, ADHD and Cerebral Palsy. • Explain the diverse need of gifted and talented students. • Describe the strategies of managing diverse need of student at risk. • Analyze the need of learners with culturally and linguistically diverse.	Unit IV: Inclusive Education for Managing Diverse Learners (10 Hrs.) 4.1. Ability Differences and Teaching 4.1.1. Students with Communication Disorders 4.1.2. Students with Attention Deficit Hyperactivity (ADHD) 4.1.3. Students with Cerebral Palsy 4.2. Gifted and Talented Students 4.3. At Risk Students 4.3.1. Defining at Risk (Family poverty, Homelessness, and Child Abuse and Neglected) 4.3.2. Managing Needful Remedial learning 4.4. Learners with Culturally and Linguistically Diverse: 4.4.1. Bilingual Educational: Concept and Characteristics 4.4.2. Cultural and Linguistic Diversity and Special Education
• Explain the ecological system theory in students' learning outcomes • Explore the approaches to	Unit V: Promoting Inclusive Education (10 Hrs.) 5.1. Ecological System Theory in Students' Learning Outcomes 5.1.1. The Microsystem 5.1.2. The Mesosystem 5.1.3. The Exo-system

achieving inclusive education • Analyze the relationship between inclusive education and sustainable development • Discuss the contemporary issues and challenges for inclusion in Nepal	5.1.4. The Macro-system 5.2. Approaches to Achieving Inclusive Education 5.2.1. Understanding and Overcoming Barriers to Inclusive Education 5.2.2. Legislative and Policy Approach 5.3. Inclusive Education and Sustainable Development: 5.3.1. Goal no. 4 of the Sustainable Development 5.3.2. Targets for Goal 4 5.4. Contemporary Issues and Challenges for Inclusion in Nepal
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Note: The figures within the course outline indicate tentative lecture hours allocated for the respective units.

4. **Instructional Techniques:** General and specific instructional approaches are suggested to this course.

4.1 General Instructional Techniques: The general instructional techniques are as given below:

- Participatory interactive lecture method
- Guest Lecture
- Group Discussion
- Question Answer
- Home Assignment
- Quiz
- Self-Study.

4.2 Specific Instructional Techniques:

In this course, to ensure the students' active participation in teaching learning process the following specific instructional techniques are suggested.

Units	Activities and Instructional Techniques
I	Individual Activity The individual student will visit his/her neighborhood to explore the culture of at least two different ethnic groups. Then each student will write an essay on his/her observation (500 words). Each student will present the essay in the classroom followed by the discussion and feedback of the peers and the teacher.
II	Group Activity Students will be divided into groups. The topic will be provided to the groups. Then the group members will take the parts of the topic to be prepare individually. Each group member will present own topic in the class followed by the discussion and feedback of the peer groups and the teacher. Finally, the group presentation report will be submitted by each group integrated individual topics in one as a project-work. The teacher will sum-up the unit topic by clarifying the needful of the students.
III	Guest Lecture • Invite the expert or a resource person in the classroom to clarify the unit details • Teacher will organize the short discussion panel between resource persons and students. • Students will interact and clarify their queries about the topic with the expert.
IV	Individual Activity • Visit any school (special, integrated or inclusive school). • Prepare a case study report on a child (a boy or a girl with any type of special needs) by observing. • Find out his/her present situation.

	• Suggest ways of classroom adaptation for the child. • Present in the class followed by the teacher's feedback.
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5. Evaluation System

Internal – 40%

External – 60%

Internal Evaluation will be based on the Following Criteria:

• Attendance and Class Presentation	5%
• Project Work/Assignment/Seminar	10%
• Preparation of IEP	10%
• Mid-term Exam/Project	15%

External Evaluation will be Based on the Following Criteria:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks

6. Prescribed Text Books with Particular Unit

Banks, J. (1989). Multicultural education: Characteristics and goals. In J. Banks & C. Banks (Eds.), Multicultural education: Issues and perspectives. Boston: Allyn and Bacon. (Unit III)

Heward, W. L. (2013). Exceptional children: An introduction to special education (10th edition). USA: Pearson Education, Inc. (Unit II & IV)

Joyce, B., Weil, M., & Calhoun, E. (2009). Models of Teaching. (8th Edition). New Delhi: PHI Learning Pvt. Ltd. (Unit I)

Reid, G. (2005). Learning Styles and Inclusion. London: Sage Publication Ltd. (Unit V)

UNESCO (2003). Education in a multilingual world, Education Position Paper, Paris: UNESCO, ED-2003/WS/2 (Unit III)

Westwood, P. (2011). Commonsense Methods for Children with Special Educational Needs. (6th ed.), London: Routledge Falmer, Taylor & Francis Group. (Unit IV)

William, L. H. (2012). Exceptional Children: An introduction to Special Education (10th Ed.). New Delhi: Pearson (Unit III, IV, and V)

Woolfolk, A. (2008). Educational Psychology (9th Edition). Dorling Kindersley (India) Pvt. Ltd., licensee of Pearson Education in South Asia. (Unit I, III, & IV)

[39273_3.pdf \(sagepub.com\)](#) (Unit III)

7. References

Gargiulo, R. M., & Metcalf, D. (2013). Teaching in today's inclusive classrooms (2nd edition). USA: Wadsworth, Cengage Learning.

[Inclusive-Education.pdf](#)

[inclusive_education .pdf](#)

Werts, M. G., Culatta, R. A., & Tompkins, J. R. (2007). Fundamentals of Special Education: What Every Teacher Needs to Know. (3rd ed.). New Delhi: PHI Learning Private Limited.

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (B.Ed. SNE)

Course Title: **Basic Research in Special Needs Education**

Course No.: SNE 472

Level: B. Ed.

Semester: VII

Nature of course: Theoretical

Credit Hours: 3 cr. hrs.

1. Course Description

This course intends to provide fundamental knowledge and skills that students require to carry out research in their field of special needs education. By the end of this course, students will have gained a foundational theoretical understanding with basic practical skills necessary to conduct research in the field of special needs education. Additionally, they will become acquainted with the necessary procedures for developing research proposals and reports. The primary objective of this course is to provide students with essential knowledge and skills that will serve as a solid foundation for pursuing more advanced research at the Master's level.

2. Course Objectives

This course aims to achieve the following general objectives:

- Introduce students to the key concepts and terminology used in research.
- Familiarize them with various research designs employed in conducting research in special needs education.
- Provide learners with a clear understanding of different sampling methods utilized to select samples from the study population.
- Equip students with basic knowledge and skills in utilizing data collection methods suitable for research in the field of special needs education.
- Enable students to effectively explain the concept and structure of research proposals and reports.

3. Specific Objectives and Contents

Specific Objectives	Contents
• Explain meaning and importance of conducting research in the field of special needs education. • Provide an introduction to independent, dependent, and intervening variables, along with their respective definitions. • Establish the process of identifying and defining a research problem to carry out research in the field special needs education. • Develop research objectives by taking into consideration the statement of the problem. • Construct hypotheses and research questions based on the identified research problem. • Highlight the importance and necessity of conducting a literature review in research related to special education. • Distinguish quantitative and qualitative research methods in brief.	Unit I: Introduction to Research in Special Needs Education (12) 1.1 Meaning and Definitions of Research 1.2 Importance of Research in Special Needs Education 1.3 Operational Terms in Research 1.3.1 Variables in Research (concept and types) 1.3.2 Statement of the Problem (concept and sources) 1.3.3 Research Objectives 1.3.4 Hypothesis and Research Questions (concept and importance) 1.3.5 Limitations of Research 1.3.6 Literature Review (concept and need) 1.4 Quantitative and Qualitative Research (concept and differences)

• Introduce research design with its key components. • State the concept of A-B design with its benefits and limitations. • Enumerate the advantages and drawbacks of A-B-A design. • Describe various types of multiple baseline designs in short. • Apply multiple baseline designs in the context of special needs education. • Introduce survey, case study, and phenomenological designs. • Choose suitable research design for conducting single-subject research in the field of special needs education.	Unit II: Research Designs in Single Subject Research (10) 2.1 Concept and Elements of Research Design 2.2 Withdrawal Designs (Brief introduction, advantages, and limitations) 2.2.1 A-B Design 2.2.2 A-B-A Design 2.3 Multiple Baseline Designs (Introduction, advantages, and limitations) 2.3.1 Multiple Baseline Design across Behaviors 2.3.2 Multiple Baseline Design across Subjects 2.4 Some other designs 2.4.1 Survey 2.4.2 Case Study 2.4.3 Phenomenology
• Define population, sample, and sampling in research. • Explain probabilistic and non-probabilistic sampling methods with examples. • Use simple random, stratified, and cluster sampling techniques appropriately while choosing sample. • Select sample by using various non-probabilistic sampling methods. • Elaborate ethical considerations that need to be adhered while conducting research in the field of special needs education. • Define questionnaire with guidelines need to be considered while constructing questionnaire. • Introduce interview schedule with its major types. • Describe different types of observation with guidelines need to be considered to conduct observation. • Explain the guidelines need to be considered while conducting FGD. • Introduce Likert Scale in brief. • Construct questionnaire, interview schedule, and opinionnaire to collect data in special education research.	Unit III: Population and Sampling in Research (8) 3.1 Concept of Population, Sample, and Sampling 3.2 Sampling Methods (Basic concept) 3.2.1 Probabilistic Sampling Methods • Simple Random Sampling • Stratified Sampling • Cluster Sampling 3.2.2 Non-probabilistic Sampling Methods • Purposive sampling • Convenience sampling • Quota sampling • Snowball sampling 3.3 Ethical Considerations in Research Unit IV: Data Collection Tools/Techniques in Research (8) (Concept, types, and construction of each tool/technique) 4.1 Questionnaire 4.2 Interview Schedule 4.3 Observation 4.4. Focus Group Discussion 4.5 Opinionnaire (Likert scale only) 4.6 Achievement Test
• Explain the meaning and importance of research proposal. • State major elements of proposal with short description. • Prepare an outline of research proposal to carry out research in the field of special needs education. • Describe different sections of research report briefly.	Unit V: Research Proposal and Report Writing (10) 5.1 Proposal Writing 5.1.1 Meaning and Importance of Proposal 5.1.2 Elements of Proposal 5.1.3 Preparing an Outline of Proposal 5.2 Report Writing 5.2.1 Preliminary Section 5.2.3 Main Section 5.2.3 Reference Section

Note: The figures within the course outline indicate tentative teaching hours allocated for respective units.

4. Instructional Techniques

Various instructional techniques will be employed to provide fundamental knowledge and skills in the research topics covered in the course. The instructional methods will encompass two main types: general and specific. Through the implementation of these techniques, a range of learning experiences will be offered to cultivate the desired behaviors within learners pursued specialization in Special Needs Education. A brief overview of general and specific techniques is provided below separately.

4.1 General Instructional Techniques

Various instructional techniques, encompassing teacher-oriented, student-oriented, and interactive methods, will be employed to effectively convey course contents to the students. Specifically, lectures, question-answer sessions, problem-solving activities, individual study, project-based learning, cooperative instructional methods, brain-storming sessions, and discussions will be utilized to elucidate the suggested materials to the learners. It is recognized that no single approach can universally apply to all teachers or all content levels. Therefore, these instructional techniques will be implemented based on students' needs, the nature of the content, and the available instructional materials at the college, with the aim of enhancing the effectiveness and productivity of the teaching process. However, emphasis will be placed on employing student-oriented and cooperative instructional techniques to ensure active participation of all students in their learning journey. At the end of each unit, students will be presented with various contexts related to the topic, followed by problem-solving exercises aimed at finding appropriate solutions within the given context.

4.2 Specific Instructional Techniques

The learners will engage in unit-specific activities aimed at fostering their knowledge and skills through the use of specialized instructional techniques. Abundant opportunities will be offered to the learners to actively practice desired behaviors, facilitated by specific instructional methods. The subject teacher will assume the role of a facilitator in the classroom during the implementation of these instructional activities. The table below outlines the key instructional techniques to be employed for this course.

Units	Specific Instructional Techniques
Unit I	Every student will be required to choose a suitable research problem within the field of special needs education. Once they have made their selection, they will be expected to define the problem, formulate objectives based on chosen problem, and develop hypotheses or research questions related to the chosen problem. Once the assignment is finished, each student will present their work to the class and receive feedback as needed.
Unit II	The students will be divided into groups of 4 or 5 members each. They will be instructed to visit a nearby special or integrated school in order to carry out experimental activities on a case (single subject) for a minimum of one week. They will apply a specific research design included in the curriculum. Following their research, they will present their findings to the class together. Finally, the teacher will then summarize the research results of each group for additional clarification.
Unit III	Facilitator will request every student to decide on the study population and sample for their research problems identified in the initial unit. Subsequently, each student will present their findings to their peers, providing the rationale behind their choices. The teacher will also offer opportunities for other students to raise questions regarding the presented content during the class. Lastly, the teacher will clarify the study population and potential sampling methods that can be utilized when determining the research sample for each research problem.
Unit IV	The students will be divided into five groups, and each group will be assigned the task of preparing a data collection tool, which could include a questionnaire, interview schedule, observation form, focus group discussion guideline, or Likert scale. Afterwards, the students will share prepared tools in the class. The teacher will then provide valuable feedback to help

	enhance and correct any errors identified in the tools.
Unit V	Students will be required to develop an outline of research proposal either related to the problem posed in the initial unit or a different problem they have chosen. Once the deadline passes, the teacher will collect all the submitted proposals and distribute them individually among the students for peer review. Lastly, each student will be expected to offer suggestions to their peers based on the proposals they have reviewed.

Note: Subject teacher can assign these activities as a part of internal assignment and then s/he can determine students' grade as per the quality of the product.

5. Evaluation System

Internal – 40%

External – 60%

Internal Evaluation will be based on the Following Criteria:

- Attendance and Class Presentation 5%
- Project Work/Assignment/Seminar 10%
- Preparation of IEP 10%
- Mid-term Exam/Project 15%

External Evaluation will be Based on the Following Criteria:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks

References

- Barlow, D. H., Nock, M. K., & Hersen, M. (2009). *Single case experimental design: Strategies for studying behavior change* (3rd edition). United States of America: Pearson Education, Inc.
- Creswell, J. W. (2009). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. USA: Pearson Education Inc.
- Gast, D. L. (2010). *Single subject research methodology in behavioral sciences*. New York: Routledge.
- Kennedy, C. H. (2005). *Single-case designs for educational research*. United States of America: Pearson Education, Inc.
- Koul, L. (2009). *Methodology of educational research* (4th edition). New Delhi: Vikas Publishing House Pvt. Ltd.
- Mertens, D. M., & McLaughlin, J. A. (2004). *Research and evaluation methods in special education*. Corwin Press.
- Skinner, C. H. (2004). *Single-subject designs for school psychologists*. The Haworth Press. Inc.

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (B.Ed. SNE)

Course Title: **Positive Behavior Support**

Course No.: SNE 473

Level: B. Ed.

Semester: VII

Nature of course: Theoretical

Credit Hours: 3 cr. hrs.

1. Course Description

This course is designed to equip students with comprehensive knowledge, understanding, and practical skills related to positive support behavior for effectively managing challenging behaviors exhibited by students. The course deals with the concept, principles and components of positive behavior support and its importance in schools for promoting positive behavior and addressing challenging behaviors of students. Moreover, the students are also expected to be familiarized with school-wide positive behavior support and behavior support plans for managing problematic behaviors of the students in the classroom setting. Finally, the course also describes strategies for promoting positive behavior and addressing the challenging behaviors of students.

2. General Objectives

The course is designed to accomplish the following general objectives:

- To provide the students with knowledge and skills about positive behavior support.
- To develop an understanding of behavior support plans and their importance in addressing challenging behaviors of students.
- To help the students to design and implement effective BSPs that meet the individual needs of students.
- To deliver knowledge and skills in various evidence-based strategies for promoting positive behavior and preventing challenging behaviors of students.
- To enhance the students' capacities to collaborate with colleagues, families, and other professionals to support positive behavior.
- To acquaint the students with addressing challenging behaviors of students in school settings.

3. Specific Objectives and Contents

Specific Objectives	Contents
▪ Define the concept of Challenging Behavior ▪ Clarify the concept of positive behavior support. ▪ Explain the development process of positive behavior support. ▪ Elucidate the importance of positive behavior support. ▪ Identify the need for positive behavior support to student learning. ▪ Describe the barriers to implementing positive behavior support.	Unit I: Introduction to Positive Behavior Support (12) 1.1 Concept of Challenging Behavior 1.1.1 Internalizing 1.1.2 Externalizing 1.1.3 Academic 1.2 Concept of Positive Behavior Support 1.3 Development of Positive Behavior Support 1.3.1 Behavior Management 1.3.2 Behavior Modification 1.3.3 Applied Behavior Analysis 1.3.4 Positive Behavior Support 1.4 Importance of Positive Behavior Supports 1.5 Needs of Positive Behavior Support to Student Learning 1.6 Barriers to the Implementation of Positive Behavior Supports
	Unit II: Positive Behavior Support in Schools (8) 2.1 Concept of School-Wide Positive Behavior Supports

- Clarify the concept of school-wide positive behavior supports. - Explain the process of teaching school-wide positive behavior support to students. - Elucidate the importance of implementing school-wide positive behavior supports. - Explain the need for assessment of School-Wide Positive Behavior Support.	2.2 Teaching School-Wide Positive Behavior Support to Students 2.4 Implementing School-Wide Positive Behavior Support 2.4 Assessment of School-Wide Positive Behavior Support
- Clarify the concept of the behavior support plan. - Explain the importance of a behavior support plan. - List out the components of a behavior support plan. - Describe the concept of different behavior support models. - Elucidate the uses of behavior models for students' potential interventions. - Explain the need for a comprehensive model of a behavior support plan.	Unit III: Behavior Support Plans (10) 3.1 Concept of Behavior Support Plan 3.2 Importance of Behavior Support Plan 3.3 Components of Behavior Support Plan 3.4 Behavior Support Models 3.4.1 Biophysical Model 3.4.2 Behavioral Model 3.4.3 Functional Behavior Assessment (FBA) 3.4.4 The A-B-C Model (Antecedent, Behavior and Consequence) 3.5 Uses of Behavior Model for Students' Potential Interventions 3.5.1 Universal Intervention 3.5.2 Secondary Intervention 3.5.3 Tertiary Intervention 3.6 Comprehensive Model of Behavior Support Plan
- Clarify the concept of need analysis. - Define the concept of differential reinforcement. - Explain the concept of teaching replacement behaviors - Describe the importance of social skills training. - Explain the need for collaboration with families and other professionals.	Unit IV: Strategies for Promoting Positive Behavior (10) 4.1 Need Analysis 4.2 Differential Reinforcement 4.2.1 Differential Reinforcement for Alternative Behavior (DRA) 4.2.2 Differential Reinforcement for Incompatible Behavior (DRI) 4.2.3 Differential Reinforcement for Other Behavior (DRO) 4.3 Teaching Replacement Behaviors 4.4 Social Skills Training 4.5 Collaborating with Families and Other Professionals
- Clarify the concept of addressing challenging behavior. - Explain the need of addressing the challenging behaviors of the students. - Describe the different strategies for addressing the challenging behaviors of students. - Analyze the existing practices used for addressing challenging behaviors of students in Nepalese schools.	Unit V: Addressing Challenging Behaviors of Students (8) 5.1 Concept of Addressing Challenging Behaviors 5.2 Needs to Addressing Challenging Behaviors of the Students 5.3 Strategies for Addressing Challenging Behaviors of the Students 5.3.1 Self-Management 5.3.2 The Premack Principle 5.3.3 Praise 5.3.4 Group Reinforcement System 5.3.5 Token Economy 5.4 Practices of Addressing Challenging Behaviors of Students in Nepalese Schools

Note: The figures within the course outline indicate tentative lecture hours allocated for the respective units.

4. Instructional Techniques: General and specific instructional approaches are suggested for this course.

4.1 General Instructional Techniques: The general instructional techniques are as given below:

- Participatory interactive lecture method,
- Guest Lecture
- Filed visit
- Group Discussion
- Question Answer,
- Home Assignment, and
- Self-Study.

4.3 Specific Instructional Techniques:

In this course, to ensure the student's active participation in the teaching-learning process the following specific instructional technique is suggested for unit III.

Units	Activities and Instructional Techniques
III	Hands-on Experience ▪ The teacher will deliver the content in the classroom about the behavior support plan. ▪ Students will be classified into groups to prepare behavior support plans. ▪ Each group of students will be assigned to discussion on various aspects of the behavior support plan. ▪ The student will visit the nearest special school/inclusive school/resource room. ▪ A group of students will prepare the report of the behavior support plan based on the field visit and present it in the classroom. ▪ The teacher will give constructive suggestions to improve the plans.

5. Evaluation Scheme

Internal – 40%

External – 60%

Internal Evaluation will be based on the Following Criteria:

- Attendance and Class Presentation 5%
- Project Work/Assignment/Seminar 10%
- Preparation of IEP 10%
- Mid-term Exam/Project 15%

External Evaluation will be Based on the Following Criteria:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks

6. Recommended Books

- O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional assessment and program development for problem behavior: A practical handbook*. Pacific Rim Research Press. (Unit III)
- Scheuermann, B. K., & Hall, J. A. (2016). *Positive behavioral support for the classroom* (3rd ed.). Pearson. (Unit I, III, IV and V)
- Storey, K., & Post, M. (2017). *Positive behavior supports in classrooms and schools: Effective and practical strategies for teachers and other service providers* (2nd ed.). Charles C. Thomas Publishers Ltd. (Unit I, II and III)

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (B.Ed. SNE)

Course Title: **Disability Inclusive Development**

Course No.: SNE 474

Level: B. Ed.

Semester: VII

Nature of course: Theoretical

Credit Hours: 3 cr. hrs.

1. Course Description

This course is designed to provide students with an understanding of disability-inclusive development, its approaches, and barriers. In addition, the course equips students with an understanding of the importance of disability-inclusive development. It enables students with the skills of the policies and programs of the review from the viewpoint of disability-inclusive development. Furthermore, the course develops students' ability to critically analyze relationships between disability-inclusive development and sustainable development goals, as well as the skills to find ways to strengthen disability inclusion in SDG. The course provides students with the knowledge of Sustainable Development Goal 4: Education 2030 Nepal National Framework. In the same vein, the course equips students with the understanding of the concept, process, and techniques of monitoring and reporting of disability-inclusive development and its indicators.

• Course Objectives

Subsequent to the completion of the course, students will be able:

- To identify disability inclusive development, its importance as well as elements and approaches.
- To describe the barriers to disability inclusive development and its intensities.
- To critically analyze relationships between disability inclusive development and the sustainable development goals.
- To explain Sustainable Development Goal 4: Education 2030 Nepal National Framework.
- To describe the ways to strengthen disability inclusion in SDG implementation.
- To explain the process of disability inclusive monitoring and evaluation.
- To describe the indicators of disability inclusive monitoring and evaluation.

• Specific Objectives and Content

Specific Objectives	Contents
• Describe the Concept of and Importance of Disability Inclusive Development. • Recognize the Elements of Disability Inclusive Development. • Explain the Theories of Disability Inclusive Development.	Unit I: Understanding Disability Inclusive Development (12 Hrs.) 1.4. Concept and Importance of Disability Inclusive Development : 1.5. Elements of disability-inclusive development 1.2.1 Improvement of data and information about persons with disabilities. 1.2.2 Inclusive early childhood development and Inclusive education. 1.2.3 Inclusive health and care services. 1.2.4 Community-based development and rehabilitation. 1.2.5 Support in independent living. 1.2.6 Access to decent work and employment for persons with disabilities. 1.2.7 Inclusive emergency preparedness and Response. 1.3 Principles of Disability Inclusive Development 1.3.1 (Human-centered, awareness, participation, non-discrimination to diversity, accessibility, gender equity). 1.3.2 (Gross domestic product, employee productivity, healthy life expectancy, job placement, employment

	and entrepreneurship development, culture and practice of inclusion).
1. Describe the Approaches to Disability Inclusive Development. 2. Explore the Universal Design or Frameworks 3. Explain the Twin track Approach 4. Explore Specific and Disability Inclusive Development.	Unit II: Approaches to Disability Inclusive Development (9 Hrs.) 2.1 Multi-sectoral, life-cycle approach: 2.1.1 Enablement and empowerment of organizations of the persons with disabilities in disability inclusive development. 2.1.2 Universal Design (equitable and flexibility in use, simple and intuitive, perceptible information, tolerance for error, Low physical effort, size and space for approach and use, twin track approach).
1. Describe the Barriers to Disability Inclusive Development 2. Explore the Intersectionality of the Barriers to Disability Inclusive Development.	Unit III Barriers to Disability Inclusive Development (8 Hrs.) 3.1 Discriminatory laws and policies. 3.2 Negative attitudes and stigma. 3.3 Lack of access to physical facilities. 3.4 Lack of access to assistive technology. 3.5 Poverty. 3.6 Multiple and intersectional vulnerability. 3.7 Senior (aged) persons and disability. 3.8 Violence and disability.
• Identify Sustainable Development goals • Critically Analyze the Relationships Between Disability Inclusive Development and Sustainable Development Goals • Explain the Ways to Strengthen Disability Inclusion in SDG. Implementation. • Describe Sustainable Development Goal 4 : Education 2030 Nepal National Framework	Unit IV: Strengthening Disability Inclusion in Sustainable Development Goals (10 Hrs) 4.1 Goal No 3 Good health and wellbeing: 4.1.1 Health and Human Rights 4.1.2 Poverty and inequality reduction 4.1.3 Inclusive growth 4.1.4 Employment and livelihood 4.1.5 Use of technology 4.2 Goal No 4 Inclusive and quality education and lifelong learning: 4.2.1 Inclusive pedagogy 4.2.2 Universal design for learning Goal No 6 Clean water and sanitation Goal No 7 Decent work 4.2.3 Governance and peace building 4.2.4 Rule of Law 4.2.5 Sustainable Development Goal 4: Education 2030 Nepal National Framework.
• Describe the Evaluation and Monitoring of Disability Inclusive Development. • Explain the Process of Evaluation and Monitoring. • Describe the Indicators of Disability Inclusive Development. • Explore the Techniques of Explicit Reporting and Evaluation.	Unit V: Evaluation and Monitoring of Disability Inclusive Development (9 Hrs.) 5.1 Concept of evaluation and monitoring of disability inclusive development 5.2 Processes of evaluation and monitoring of disability inclusive development 5.2.1 Encapsulation of inclusive development baseline 5.2.2 Development of quantitative and qualitative Indicators 5.2.3 Collection of disaggregated monitoring data 5.2.4 Use of mix methods in data collection 5.2.5 Encouragement of the voiced participation of stakeholders 5.2.6 Establishment of beneficiary feedback mechanism 5.2.7 Concept of upholding ethical and safety consideration 5.2.8 Concept of explicit reporting and evaluation of inclusion

*Total expenditure as the percent of GDP to persons with disabilities and the contribution of persons with disabilities to GDP

4. Instructional Techniques: General and specific instructional approaches are suggested to this course.

4.1 General Instructional Techniques: The general instructional techniques are as given below:

- Participatory interactive lecture method
- Guest Lecture
- Group Discussion
- Question Answer
- Individual and Group Activities and presentation
- Home Assignment
- Quizzes
- Self-Study.

4.4 Specific Instructional Techniques:

Following specific instructional techniques are suggested to student's engagement in learning processes.

Units	Activities and Instructional Techniques
I	Individual Activity Individual student is required to review a policy or program of any organizations (government or non-governmental) and develop a review report (500 words). Each student will present the review report in the classroom. Teachers and peers are required to provide feedback to the presentation.
II	Group Activity Students will be divided into groups. The presentation topic from the course units will be provided to the groups. Each student is required to contribute to the group presentation. The groups are required to present and their peers will provide feedback. The teacher will summarize the presentation.
III	Guest Lecture • Invite experts or resource persons in the classroom to clarify the unit details. • Teacher will organize the short discussion panel between resource persons and students. • Students will interact and clarify their queries about the topic with the expert.
IV	Individual Activity • Students are required to visit any organization (government or non-governmental organization) to study policies, practices and culture of inclusive development. Teachers are required to support students to develop simple indicators of policies, practices and culture of the respective organization. • Each student will prepare a case study report on the disability inclusive policy, practice and culture of inclusion in the organization they visit. • They are required to present the report in the class. The teacher and peers will provide feedback to the report.

5 Evaluation System

Internal – 40%

External – 60%

Internal Evaluation will be based on the Following Criteria:

- | | |
|-------------------------------------|-----|
| • Attendance and Class Presentation | 5% |
| • Project Work/Assignment/Seminar | 10% |
| • Preparation of IEP | 10% |
| • Mid-term Exam/Project | 15% |

External Evaluation will be Based on the Following Criteria:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks

6 Prescribed Books and References for a particular unit**6.1 Prescribed Book**

Cobley, D. (2023). *Disability and international development. A guide for students and practitioners*. (2nd ed). Taylor & Francis.

6.2 Reference Materials

Asian Development Bank. (2022). *Strengthening disability inclusive development. 2021-2025 roadmap*. doi: <http://dx.doi.org/10.22617/TCS220055-2> (Unit I and Unit IV)

Dörfel, C & Schuhmann, S. (2022). What is Inclusive Development? Introducing the Multidimensional Inclusiveness. *Index Social Indicators Research* (2022) 162:1117–1148 <https://doi.org/10.1007/s11205-021-02860>. (Unit IV)

Falkenburg, N. (2021). A beginner's guide to inclusive monitoring and evaluation: from talking to doing. Retrieved from <https://www.bing.com/search?pglt=41&q=haw+can+we+evaluate+inclusive+development&cvid=739d07720a2c46479e9ea7c53c8f2264&aqs=edge..69i57j0l8.25748j0j1&FORM=ANNTA1&P=C=DCTS> (Unit V)

Makuwira, J. (2022). *Disability-inclusive development*. In *The Routledge Handbook of Global development* (pp. 480-492). Routledge. (Unit I)

Ministry of Education, Science and Technology (MOEST). (2019) *Sustainable Development Goal 4: Education 2030 Nepal National Framework*. <https://www.collegenp.com/uploads/pdf/2020/07/apf-nepal-published-the-written-exam-result-for-the-post-of-asi.pdf>. (Unit IV)

UNDP. (2018). *Disability inclusive development in UNDP*. Retrieved from <https://www.undp.org/publications/disability-inclusive-development-undp> (Unit III).

United Nations Evaluation Group. (2018). *Development of culturally responsive criteria for evaluations concept note*. (Unit V).

Williamson, B. (2020). *Accessible America: a history of disability and design*. New York. Retrieved from <https://www.worldcat.org/oclc/1126545082> (Unit II).

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (B.Ed. SNE)

Course Title: **Issues and Challenges in Special Needs and Inclusive education**

Course No.: SNE 475

Level: B. Ed.

Semester: VII

Nature of course: Theoretical

Credit Hours: 3 cr. hrs.

1. Course Description

This course intends to provide students with a comprehensive understanding of the philosophical, practical and legal issues and challenges related to special needs and inclusive education (SNE/IE). Similarly, it helps to develop them to work effectively with individuals with special needs in a variety of settings. Further, the course introduces students to persisting philosophical dilemmas and debates, different assessment tools and techniques used, approaches to professional development, and legal and policy frameworks in special needs and inclusive education in Nepalese context.

2. General Objectives of the Course

This course is designed to achieve the following general objectives:

- To develop students' critical understanding about the general definitional and services on the framework of philosophical dilemmas and debates of special needs and inclusive education,
- To provide knowledge for critically examining the challenges associated with assessing and diagnosing individuals with special needs,
- To develop an understanding of the challenges allied with planning, organizing, labeling and placement in SNE/IE,
- To enable students with advance knowledge to identify different challenges of professional development working in special needs education,
- To familiarize students to challenging matters of legal and policy frameworks of SNE/IE

3. Course Outlines

Specific Objectives	Contents
• Identify issues related to definition and classification of disabilities • Explore issues related to inclusion practice of children with special needs in mainstream educational setting in terms of partial and full inclusion • Delineate the pull-in and pull-out services regarding planning and delivering educational services • Discuss attitudinal and behavioural issues addressing education for children with SNE/IE • Explore the situation of acceptance of children with SNE/IE in mainstream school education system • Identify the situation of instructional resources and resource room • Discuss about the transitional issues in terms of from one school to another, and school to adult life • Identify measures to deal with issues related to SNE/IE	Unit - I: Issues Related to Definition and Service Delivery (8 hrs.) 1.1 Definition and classification 1.2 Inclusion practice 1.3 Pull-in and pull-out services 1.4 Attitudes and behaviour 1.5 Acceptance of children with SNE/IE 1.6 Availability of relevant resource, resource room 1.7 Transitional plan 1.8 Measures to deal with issues related to SNE/IE
• Discuss about the issues related to national and district assessment policy and practice regarding	Unit - II: Challenges in Assessment, Diagnosis and Fidelity (8 hrs.)

Early identification, labeling, intervention and referral system ● Explore the key challenges to development and adaptation of technologies in assessment and diagnosis of children with special needs ● Examine the inadequacy and challenges of developing reliable assessment policy and practices ● Discuss about the challenges related to challenges in assessment, diagnosis and fidelity	2.1 Early identification, labeling, intervention and referral system 2.2 Development and adaptation of technologies in assessment and diagnosis 2.3 Reliable assessment policy and practices 2.4 Measures to deal with challenges related to challenges in assessment, diagnosis and fidelity
● Identify key barriers that are unidentified yet in SNE/IE in terms of internal and external challenges ● Discuss about the challenges of curriculum and framework that flourishing the potentialities of children with SNE/IE ● Discuss the challenges of IEP in terms of development, use, uniformity and continuation, and updating (regular or periodic) and implementation challenges ● Explore key challenges and problems of school organization, labeling and placement of children with SNE/IE ● Discuss the impact of Multi and intercultural issues and manage them in teaching and SNE/IE ● Explore the major challenges of mainstreaming children with SNE/IE ● Examine the major challenges and lacking in current planning and practice of remedial teaching and transition education ● Identify the challenges of multi-sectorial and parental collaboration in SNE/IE ● Measures to deal with challenges related to inclusive educational planning and implementation	Unit - III: Challenges in Inclusive Educational Planning and Implementation (12 hrs.) 3.1 Unidentified barriers to SNE/IE 3.2 Curriculum and rigidity 3.3 Development and use of IEP 3.4 Issue of school organization, labeling and placement 3.5 Multi and intercultural issues 3.6 Challenges of mainstreaming children with SNE/IE 3.7 Remedial teaching and transition plan 3.8 Multi-sectorial and parental collaboration 3.9 Measures to deal with challenges
● Explore key challenges and problems concerning teacher preparation and human resource management ● Identify key barriers in leadership development and management for effective implementation of SNE/IE ● Analysis the major challenges and issues of licensing system for SNE/IE professionals ● Explore major challenges of mainstreaming professional employment opportunities, security and facilities in Nepali context ● Discuss about lacking institutionalized training and professional growth in the field of SNE/IE ● Identify the major factors narrowing recognition/acceptance and attitudinal issues in SNE/IE professionals ● Discuss about the measures to deal with challenges related of professional development of SNE/IE professionals and practitioners	Unit-IV: Challenges of Professional Development (8 hrs.) 4.1 Teacher preparation and human resource management 4.2 Leadership development and management at schools 4.3 Licensing system and recruitment of teachers 4.4 Employment opportunities, security, facilities and benefits 4.5 Continuous teachers' professional development, training and growth 4.6 Recognition /acceptance and attitude 4.7 Measures to deal with challenges related of professional development
● Analyze the major gaps on effective implementation of the Act Relating to Rights of Persons with Disabilities 2074	Unit-V: Challenges of Legislation and Policy Stability (12 hrs.) 5.1 Implementation of the Act Relating to

- Identifying major obstacles for policies and programmes stability to achieve national demands and aspiration in terms of Inclusive education policy 2073 and its disappearance, National Education Policy 2076, School Education Sector Plan 2079-2088 and National Curriculum Framework 2076 - Discuss about the involvement of stakeholders in implementing SNE/IE policy (Teachers, Schools, Community, local government) - Explore state duality roles regarding financing and state responsibilities to SNE/IE - Synthesis key barriers to effectively implement international protocols and commitments in terms of Salamanca Statement and Framework for Action, UNCRRPD, SGD 2020-30 and 10th National Plan - Explore effective measures to deal with challenges related of legislation and policy stability	Rights of Persons with Disabilities 2074 5.2 Policy and programme stability 5.3 Involvement of stakeholders in implementing SNE/IE policy 5.4 Duality of State role in terms of financing and responsibility 5.5 Implementing international protocols and commitments 5.6 Measures to deal with challenges related of legislation and policy stability
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4. Instructional Techniques

It recommends teaching practice as mostly used in higher education and general theoretical subjects of education. However, it is recommended that active participation of students should be ensured while using these general strategies to make the teaching interactive and effective. For this course, general and specific instructional techniques are recommended; general and specific techniques as follow:

4.1 General instructional techniques

- Lecture
- Discussion
- Demonstration
- Home assignment and self-guided study

4.2 Specific Instructional Techniques

Specific instructional techniques are expected to apply in the overall instructional planning and delivering by teachers. Recommended specific instructional techniques for this course are as follow:

Unit	Specific Instructional Techniques
Unit I Self-study	The teacher will assign the students to deeply identify issues related to service delivery regarding education of children with special needs education. He will motivate and encourage students for self-study and develop a paper based on their self-study highlighting key issues, their causal relationship and measures to deal with such issues. Eventually, the students will present their findings in class and receive comments and feedback from their peers and teachers.
Unit II Workshop	This unit will specifically be additionally extended through workshop technique. Thus, collective efforts between teacher and students is considered significant. The students and teachers will organize a workshop in in-campus setting which will focus on identifying key issues of diagnosis and referral system. Additionally, they work on a framework of physical and human resource related issues and challenges to current assessment policy and practice. In this regard, the key role for this activity will be of students while the teachers will help them in any manner as per the observed need.
Unit III Project Work	The students will develop a report on project work assigned by their class teacher as a part of their assignment. In order to maintain assignment requirements,

	students will meet an expert or education administrator responsible for SNE/IE and take interviews regarding SNE/IE planning and practice. Consequently, they will analysis collected data from interview and prepare a short report including major unidentified barriers, curriculum rigidity, situation of technological development and adaptation, school organization, placement and challenges, impact of multicultural issues in instructional, differentiated and remedial instructional and issues and problems of developing and use of IEP. The teachers will supervise and provide feedback over the reports presented by students.
Unit IV Group Discussion	The teacher will arrange a group discussion among the students. He/she will divide students into different groups consisting 3-5 in each one. He/she will introduce issues and challenges of professional development regarding SNE/IE. The issues will be focused on human resource, management and leadership development, licensing system, employment opportunities, secure facilities, social recognition and capacity development. Finally, they will present a conclusive note and improve or modify as per the feedback from their peers and teacher.
Unit V Presentation	This unit will be specifically taught by students' presentation. The presentation will be of each individual student and largely focused on legislation, policy, practice of SNE/IE related issues. In particular, the present will include the impact of instability of legislation, policy and practice. The students will prepare a presentation based on their self-study and present in the classroom using PowerPoint presentation and submit their final work to their class teacher for comments and feedback.

5. Evaluation system

Internal – 40%

External – 60%

Internal Evaluation will be based on the Following Criteria:

- Attendance and Class Presentation 5%
- Project Work/Assignment/Seminar 10%
- Preparation of IEP 10%
- Mid-term Exam/Project 15%

External Evaluation will be Based on the Following Criteria:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks

Recommended Resources

Blonk, L., Huijben, T., Bredewold, F., & Tonkens, E. (2020). Balancing care and work: A case study of recognition in a social enterprise. *Disability & Society*, 35(6), 972-992.

Gupta, N. (2017). Major Issues and Challenges in Special Education in India. ...: Horizon Books.

https://www.google.com.np/books/edition/MAJOR_ISSUES_CHALLENGES_IN_SPECIAL_EDUCA/mn9IDwAAQBAJ?hl=en&gbpv=1&dq=Issues+and+Challenges+in+Special&printsec=frontcover

By Winzer, M., & Mazurek, A. K. (Eds.) (2000). *Special Education in the 21st Century: Issues of Inclusion and Reform*. Washington: Gallaudet University Press, USA).

https://www.google.com.np/books/edition/Special_Education_in_the_21st_Century/xMVKVMAb8A4C?hl=en&gbpv=1

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Nepal Law Commission (2074). *The Act Relating to Rights of Persons with Disabilities, 2074 (2017), as Amended by the First Amendments of the Constitution*. Nepal Law Commission, Government of Nepal, Kathmandu, Nepal. Available from: <https://www.lawcommission.gov.np/en/wp-content/uploads/2019/07/The-Act-Relating-to-Rights-of-Persons-with-Disabilities-2074-2017.pdf>

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Rix, J. et al. (2013). Exploring provision for children identified with special educational needs: an international review of policy and practice. *European Journal of Special Needs Education*, 28(4): 375–391.

RIX, J. et al. (2009). What pedagogical approaches can effectively include children with special educational needs in mainstream classrooms? A systematic literature review. *Support for learning*, 24(2): 86–94.

Sheehy, K., Budiyanto, Kaye, H., & Rofiah, K. (2019). Indonesian teachers' epistemological beliefs and inclusive education. *Journal of Intellectual Disabilities*, 23(1): 39-56.

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Sheehy, K., Kaye, H., & Rofiah, K. (2020). Indonesian Educators' Knowledge and Beliefs about Teaching Children with Autism. *Athens Journal of Education*, 7(1): 77–98.

UN (2015). *Transforming our world: the 2030 Agenda for sustainable development*. Resolution adopted by the general assembly on 25 September 2015 (A/RES/70/1). New York: United Nations. Accessed on 28th July, 2022 from: https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_70_1_E.pdf

**Mid-West University
Graduate School of Education
Surkhet, Nepal**



**Bachelor of Special Needs Education (B.Ed. SNE)
Eighth Semester Curriculum
2023**

Bachelor of Special Needs Education (B.Ed. SNE)

Eighth Semester

S.N.	Course Code	Subjects	Credit hours
1	SNE 481	Policies and Practices of Educational Inclusion in Nepal	3
2	SNE 482	Practicum in Special Needs Education-I	3
3	SNE 483	Practicum in Special Needs Education-II	3
4	SNE 484	Student Teaching: On-Campus	3
5	SNE 485	Student Teaching: Off-Campus	3
Total			15

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (B.Ed. SNE)

Course Title: **Policies and Practices of Educational Inclusion in Nepal**

Course No.: SNE 481

Level: B. Ed.

Semester: VIII

Nature of course: Theoretical

Credit Hours: 3 cr. hrs.

1. Course Introduction

The course is designed to provide the students with in-depth knowledge of the policies and practices of SN/IE in Nepal. The aim of the course is to help students develop insight into the trends in the conceptual development of educational inclusion, UN provision of inclusive education, provisions stated in different education programs and commissions, legal documents, and practices of inclusive education. This course consists of five units. The first unit deals with the concept of education policy and the importance of policies of educational inclusion. The second unit focuses on international conventions and declarations on inclusive education and the third unit covers SNE/IE provisions in educational programs and commissions in Nepal. The national laws and policies supporting SNE and inclusive education are covered in the fourth unit. Finally, the last unit deals with national practices of special needs as well as inclusive education in the classroom, curriculum, and service delivery.

2. General Objectives of the Course

The general objectives of this course are as follows:

- To familiarize students with the concept of policy, education policy, and special needs/inclusive policy, and the importance of special needs education policies in Nepal
- To acquaint the students with the UN's policies/ initiatives/ emphasis on special/inclusion.
- To expose the students to legal provisions for children with special needs in Nepal
- To make the students cognizant of national practices of special needs/inclusive education
- To develop students' knowledge and perspectives regarding the sustainable development goals (SDG 2030)
- Describe the National Curriculum Framework 2019 with its curriculum, learning materials, pedagogy, and assessment provision.

1. Course Outlines

Specific Objectives	Contents
• Describe the conceptual development of policy • List out the different processes of the public policy-making process • Describe the essence of SNE and IE policy • Explain the needs and importance of policies of special needs education in Nepal.	Unit I: Concept and Importance of Special Needs/Inclusive Education Policy (10 hours) 1.1. Concept of Policy 1.2. Public Policy-Making Process 1.3. Special Needs and Inclusive Education Policy 1.4. Needs and Importance of Policies of Special Needs Education in Nepal

- Describe articles of UN Charter on/related to the non-discrimination and equal educational opportunities. - Explain the information regarding Special Needs /Inclusive education Salamanca Statement and Dakar Framework for Action 1994 and SDG goal 4. - Explain the Convention on the rights of people with disabilities (UNCRPD, 2006) - Describe Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)	Unit II: International Conventions and Declarations on Inclusive Education (10 hrs) 2.1. The UN Charter (Articles related to..... 2.1.1. Non-discrimination and equal educational opportunities 2.2. Salamanca Statement and Framework for Action (1994) 2.3. United Nations Convention on the Rights of People with Disabilities (UNCRPD, 2006) (Articles 3,5,7,9,12,13,24,26, and 30 only) 2.4. Sustainable Development Goal (SDG) Goal 4 2.5. Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)
- Describe the major educational provisions of special needs education in BPEP I and II in Nepal. - Describe the major educational provisions of special needs education in SSRP and SSDP in Nepal - Describe the major educational provisions of special needs education in SESP and TSSP in Nepal	Unit III: SNE/IE Provisions in Educational Programs in Nepal (10 hrs) 3.1. Educational Programs/plans in Nepal (SN/IE related provisions only) 3.1.1. The Basic and Primary Education Program I and II (1992-2004) 3.1.2. School Sector Reform Plan (2009-2015) 3.1.3. School Sector Development Plan (2016-2021) 3.1.4. School Education Sector Plan (2023-203) 3.1.5. TEVT Sector Strategies Plan (TSSP) (2023-32)
- Identify the constitutional rights and provisions related to persons with disabilities - Explain educational provisions for children with disabilities in Education Act 1971 and Free and Compulsory Education Act 2018 in Nepal - Review the provisions related to Special Needs/ inclusive education of National Education Policy 2019 - Identify the key features of Consolidated Equity Strategy, 2014	Unit IV: National Laws and Policies Supporting SNE and Inclusive Education (10 hrs) 4.1. Constitution of Nepal 2015 (Provisions related to rights and education of persons with disabilities) 4.2. Education Act, 1971 and Free and Compulsory Education Act, 2018 4.3. The Act Relating to Rights of Persons with Disabilities, 2017 4.4. Consolidated Equity Strategy, 2014 4.5. National Education Policy 2019 (Provisions related to Special Needs/ Inclusive Education) chronological
- Explain the approaches to educating child with a disability in relation to special, integrated, inclusive school. - Identify the mainstream, non-formal, and vocational education approaches to educating child with a disability - Describe the National Curriculum Framework 2019 with its curricular, learning materials, pedagogy and assessment provision. - Identify the teacher preparation, teacher development and training - Explain the school environment and infrastructure related to SNE/IE - Describe support service available for children with disabilities in Nepal	Unit V: Special Needs/Inclusive Education Practices in Nepal (10 hrs) 5.1 Practices to Educating children with disabilities in different classroom settings (Special School, Integrated School, Inclusive Model School, Mainstream Education, Non-Formal Education, Vocational Education, ECED classes) 5.1.1. 5.2. National Curriculum Framework 2019 (Special Needs/Inclusive Education related only) 5.2.1. Curricular Provision 5.2.2. Learning Materials Provision 5.2.3. Pedagogy and Assessment Provision 5.3. Teacher Preparation, Teacher Development and Training provision 5.4. School Environment and Infrastructure 5.5. Support Services Available (Health Service, Accessibility Service, Transportation Services)

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

4. Modes of Instructional Delivery

The following modes of delivery can be used by the teacher besides general lecture modes as instructional strategies in the classroom

4.1 General instructional strategies

- Lecture with discussion
- Demonstration
- Home assignment and self-study
- Question answer
- Guest lecture

4.2 Specific Instructional Techniques

Unit	Activity and Instructional Techniques
I	The Students will be divided into groups and certain topics of this unit will be assigned to prepare a brief report and they will present their report in the class preferably using PPT. The presentation will be supplemented by teacher's comments.
IV	Organize a round table discussion in the class and let every student participate in the discussion on national laws and policies supporting SNE. A team of 4 or 5 students in each group will work to draft of a model inclusive education policy of Nepal. They will present the draft in classroom and will get feedback from their peers and teachers.
V	Divide the students into groups and students study the inclusive education practices of SNE/IE from the e-book and others resource book then they prepare the report and presentation in the classroom followed by discussion

5. Evaluation System

Internal – 40%

External – 60%

Internal Evaluation will be based on the Following Criteria:

- | | |
|-------------------------------------|-----|
| • Attendance and Class Presentation | 5% |
| • Project Work/Assignment/Seminar | 10% |
| • Preparation of IEP | 10% |
| • Mid-term Exam/Project | 15% |

External Evaluation will be Based on the Following Criteria:

Nature of Questions	Total Questions to be Asked	Number of Questions to be Answered	Weightage
Multiple Choice Items	10	1 x 10 Marks	10 Marks
Short Answer Questions	6 with 2 'or' Questions	6 x 5 Marks	30 Marks
Long Answer Questions	2 with 1 'or' Question	2 x 10 Marks	20 Marks

6. Prescribed Books and References

- Gargiulo, R. M., & Metcalf, D. (2023). *Teaching in today's inclusive classrooms* (4th Ed.). USA. Wadsworth Cengage Learning.
- Hallahan, D.P. Kauffman, J.M., & Pullen, P.C. (2012). *Exceptional Learners: An Introduction to Special Education*. (12th edition). USA: Pearson Education Inc.
- Heward, W. L. (2013). *Exceptional Children: An introduction to Special Education* (10th Ed.). USA: Pearson Education, Inc.
- Jung, D. Y., & Shiwakoti, R. (2017). Special Education Policy in Nepal: A Critical Review from Policy Theory. *Journal of Educational Innovation Research* 27(4), 219-240. DOI:<http://dx.doi.org/10.21024/pnuedi.27.4.201712.219>.

Jung, D.Y., Song, M.J., Ha, C.W., Lee, S.R., Yang, M.H. & Dhungana, B.R. (2015, May). *An Introduction to Special Needs Education*. Changwon, South Korea: Leading University Project for International Cooperation, Changwon National University.

Kirk, S. A., Gallagher, J. J. & Anastasiow, N. J. (2012). *Educating exceptional children*. New York: Houghton Mifflin Company.

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- Armstrong, A. C., Armstrong, D., & Spandagou, I. (2009). *Inclusive education: International policy & practice*. Sage.
- Curriculum Development Center (2019). *National Curriculum Framework for School education in Nepal*. Authors. Sanothimi, Bhaktapur.
- Department of Education (2015). *Inclusive education in Nepal*. Sanothimi: Inclusive Education Division.
- Florian, L. (2011). *The SAGE Handbook of Special Education*. London: SAGE Publication Ltd.
- Grimes, P., et al. (2021). *Disability-Inclusive Education Practices in Nepal*, United Nations Children's Fund Regional Office for South Asia, Kathmandu, 2021. (<https://www.unicef.org/rosa/media/17006/file/Country%20Profile%20-%20Nepal.pdf>)
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- Nepal Law Commission (2015). *The Constitution of Nepal*. Retrieved from <http://www.lawcommission.gov.np/en/documents/2016/01constitution-of-nepal-2.pdf>
- Pokharel, B. (2022). *Examining the access to education for Learners with Disabilities in Nepal*
- Regmi, N.R. (2017). *Inclusive education in Nepal: from theory to practice*. Germany: Ludwig-Maximilians University. Retrieved from https://edoc.ub.uni-muenchen.de/20150/7/Regmi_Narayan_P.pdf
- UNICEF (2003). *Examples of inclusive education in Nepal*. Author: Regional Office for South Asia

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (B.Ed. SNE)

Course Title: **Practicum in Special Needs Education- I**

Course No.: SNE 482

Level: B. Ed.

Semester: VIII

Nature of course: Theoretical (1) + Practical (2)

Credit Hours: 3 cr. hrs.

1. Course Description

This course is designed based on the dual approach of theory and practice to provide students a comprehensive understanding of theoretical knowledge and practical skills needed for teaching children with disabilities at Special Needs and inclusive classroom. The course mainly covers the content areas of conceptualization and practicum on classroom diversity, seminar and report writing, community survey and parent meeting, inclusive aspect of school and preparatory teaching and class engagement.

2. General Objectives

The course is designed to realize the following general objectives:

- To provide students knowledge and skills regarding the preparation of guidelines for identifying diverse learning needs of children.
- To familiarize students with concepts and skills for conducting seminar and report writing.
- To enable students with knowledge and practical skills for conducting community Survey and Parent Meeting
- To enrich students with skills for developing Observation checklist to map the indicators of inclusive school.
- To provide students hands-on experience with specific instructional techniques of developing and delivering IEP.

3. Specific Objectives and Contents

Specific Objectives	Contents
• Explain the concept and importance of the diversity and ecology of classroom with references to teacher, students and classroom. • Prepare a guideline for identifying needs of learners with diversity.	Unit I: Understanding Classroom Diversity and Ecology (8 Hrs) 1.1 Classroom Diversity and Ecology :Concepts and Importance 1.1.1 Teacher ○ Qualities of an effective teacher ○ Creating Inclusive Learning Environment ○ Teacher in active classroom 1.1.2 Students ○ Identifying Diversity of learners ○ Addressing Learning style and needs 1.1.3 Classroom ○ Classroom Layout and Seating Arrangement ○ Social Culture and Rapport Building ○ Child Language and Communication 1.2 Preparation of Guidelines for Identifying Needs of Learners with Diversity
• Explain concept, purpose, components and types of seminar and report writing. • Organize a mock class seminar on the topic related with special needs and inclusive	Unit II: Seminar and Report Writing(10 Hrs) 2.1 Concept, Purpose and Component of Seminar and Report Writing. 2.2 Types of Seminar

education as provided teacher. • Write a brief report about the mock seminar conducted in class.	• Academic and Research Seminar • Business Seminar • Webinar 2.3 Types of Report Writing • Descriptive and Analytical • Critical and Persuasive 2.4 Planning and Conducting Mock Class Seminar 2.5 Preparation of a Brief Seminar Report
• Explain the meaning and purpose of community survey and Parent Meeting. • Discuss the techniques of conducting community survey. • Describe the process of planning and conducting parent meeting. • Conduct a mock parent meeting in class and rehearse the ways to keep records of the decision made in the meeting.	Unit III: Community Survey and Parent Meeting(10 Hrs) 3.1 Concept and Purpose of Community Survey and Parent Meeting 3.2 Techniques of Community Survey • Online Survey • In-person Interviews • Focus Groups Discussion • Mobile Apps Surveys • Mail and Telephonic 3.3 Planning Parent Meeting • Circulating Prior Notice • Scheduling Arranging Meeting • Setting Agenda • Minute Decision Writing 3.4 Conducting Class Mock Parent Meeting
• Explain observation as a way of mapping the indicators of inclusive school. • Highlight the concept, purpose, and types of observation. • Prepare guidelines of observation of Inclusive school on the basis of school or classroom observation. • Prepare checklist of observation. • Write a brief report in 1000 words about the reflection of the Observation of Inclusive School and Present with PPT in classroom.	Unit IV: Study of Inclusive Aspect of School(10Hrs) 4.1 Mapping Indicators of Inclusive School Through Observation 4.2 Concept, Purpose and Types of Observation 4.3 Preparation of Guidelines of Observation • School Observation • Classroom Observation 4.4 Developing Checklist of Observation 4.5 Sharing Reflection of Observation of Inclusive School
• Explain the specific instructional techniques used for teaching children with disability • Prepare teaching-learning materials needed for developing IEP. • Develop an IEP of a child with disability in the format of CERHD as provided by teacher. • Deliver the IEP developed in SNE/IE Class.	Unit V: Preparatory SNE/ IE Teaching Practice (10 Hrs) 5.1 Specific Instructional Techniques for Teaching children with disability • Multisensory Instruction • Scaffold Instruction • Task Analysis 5.2 Preparing teaching Learning Material for IEP 5.3 Developing an IEP of Child with Disability 5.3 Delivery of the IEP at SNE/IE Class

4. Modes of Instructional Delivery

The following modes of instructional delivery is expected to be employed by the teacher while delivering this course in the classroom:

- Lecture with discussion
- Demonstration
- Individual and group assignment
- Self-study
- Oral questioning
- Quiz contest

- Power point presentation by the students
- Seminar
- Report writing

5 Evaluation Scheme

S.N.	Activities	Marks
1	Preparing Guidelines for Identifying Learning Needs of children with Diversity	20
2	Planning and conducting a seminar and report preparation and presentation	20
3	Conducting Community survey and parent meeting; preparation of minute and reporting	15
4	Preparing Observation Guidelines to map the indicators of Inclusive School	15
5	Development of an Individualized Education Plan(IEP) of a child with disability	30
Total		100

6 Recommended Readings

- Clauss-Ehlers, C. S. (2006). *Diversity training for classroom teaching: a manual for students and educators*. Springer.
- Cohen, L., Menion, L., & Morrioson, K. (2010). *Teaching practice*. India: Routledge.
- Grace, S. & Gravestock, P. (2009). *Inclusion and diversity: meeting the needs of all students*. Routledge.
- Richards, J. C. and Farrell, T. S. C. (2011). *Practice teaching; a reflective approach*. Cambridge. Cambridge University Press.
- Siegel, L. M. (2007). *The complete IEP guide: How to advocate for your special education child*. Consolidated Printers, Inc.

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (B.Ed. SNE)

Course Title: **Practicum in Special Needs Education- II**

Course No.: SNE 483

Level: B. Ed.

Semester: VIII

Nature of course: Theoretical (1) + Practical (2)

Credit Hours: 3 cr. hrs.

1. Course Description

The course aims to provide hands-on experience and skills of classroom delivery by knowing and managing classroom diversity. The course serves the students to be competent in planning, conducting and reporting a seminar, conducting community survey, scheduling and arranging meeting with parents, and gaining knowhow on technicalities of the meeting. The course further includes practical aspects of studying inclusive aspects of schools and preparing a study report.

2. General Objectives

The course is designed to accomplish the following general objectives:

- To equip the students with skills with classroom diversity and prepare instructional strategies considering it
- To enhance skills of students with preparation and implementation of Individualized Education Plan (IEP)
- To develop skill on writing reports of study, events and related activities
- To provide the students with skills on planning and conducting educational seminars and drawing lesson out of the program
- To prepare the students with rapport building skills, community survey and working with community people
- To enable the students to conduct a study on inclusive aspects of a school and prepare report on a prescribed format

3. Specific Objectives and Activities

Part I: Study of Classroom Diversity and Preparation of IEP

Specific Objectives	Activity
• Build relationship with community people • Prepare portfolios of diverse learners • Analyze the nature of diversity of the students	1.1. Study Classroom Diversity (2 weeks) • Students will go to the prescribed special or integrated school and build relationship with school family • Know each of the children and make portfolios of each students • Prepare a brief report analyzing diversity of students of each classroom the student teacher works with
• Prepare individualized education plans in the prescribed format	1.2. Preparation of Individualized Education Plan (IEP) (2 weeks) • Prepare 2 IEPs of individual students in a prescribed format

Part II: Conducting a Seminar and Report Writing

Specific Objectives	Activities
- Plan a seminar and choose SNE theme for seminar - Prepare a seminar paper - Conduct a seminar independently	2.1 Planning and Conducting a Seminar (3 weeks) - A group of students (preferably 3 to 4) will plan and conduct a seminar on a particular theme related to special needs education/instruction/curriculum/classroom management etc. from SNE perspectives. - They will write a brief seminar paper (about 1200 words) on the theme they choose - They will be oriented by supervisor before planning for a seminar.
Prepare a brief seminar report in a given format and do presentation regarding their work	2.2 Preparation of a Brief Seminar Report (3 weeks) - Report should be written in the prescribed format. The format includes: - Title of the report - Background of the seminar - Significance of conducting seminar - Objective of conducting a seminar - Activities done in detail - Conclusion - Annexes (research note, attendance sheet, photographs etc.) - Presentation of the seminar report <i>Note: Each of the students should be participating in all aspects.</i>

Part III: Community Survey, Agenda Setting and Meeting with Parents

Specific Objectives	Activity
- Develop a study framework for community survey - Enable to conduct community survey - Prepare tools for survey and administer them - Draw finding from the study and set meeting agenda	3.1 Community Survey and Agenda Setting (3 weeks) - Students will select an issue to be surveyed - They will prepare a survey questionnaire - Students will visit a community and conduct survey - Collect data and organize them - Find and decide agenda for meeting with parents - Set and finalize agenda to be discussed
- Prepare a schedule for arranging a meeting. - Develop skills to maintain good relationship with school family, parents and students - Enable conducting a meeting and minute the meeting - Prepare report about the meeting conducted - Work in collaboration with their peer	3.2 Scheduling and Arranging Meeting (3 weeks) - Prepare and give prior written notice to parents for a meeting (Including objective, time and venue) - Prepare meeting agenda - Arrange a meeting - Facilitate meeting - Make a minute sheet of the meeting - Prepare a brief report of 500 to 800 words Note: - A group of three to four students can collaborate to conduct survey, schedule and arrange a meeting - Call their internal supervisor and head teacher in the meeting.

Part IV: Study of Inclusive Aspects of Schools

Specific Objectives	Activity
• To develop research skill regarding inclusive aspects of schools on the basis of prescribed guideline. • To prepare and implement observation guideline, collect information and organizing data • To prepare a study report in the prescribed format.	4.1 Study of Inclusive Aspects of School (4 weeks) ❖ Collect major indicators of inclusive education ❖ Prepare observation guidelines ❖ Prepare interview questions ❖ Collect information and organize them ❖ Write a brief report following guideline below: <i>Introduction</i> <i>Objectives of the study</i> <i>Literature review</i> <i>Methods</i> <i>Analysis and interpretation</i> <i>Findings</i> <i>Conclusion</i> <i>References</i> <i>Appendix</i>

Note: The figures within parenthesis indicate approximate teaching hours allocated to respective units.

4. Modes of Instructional Delivery

The following modes of instructional delivery is expected to be employed by the teacher while delivering this course in the classroom:

- Demonstration
- Home assignment/Group assignment
- Self-study and project work
- Students' presentation
- Field study
- Report writing

5. Evaluation Scheme

S.N.	Activities	Marks
1.	Study classroom diversity and preparation of report; preparation of IEP	20
2.	Planning and conducting a seminar; seminar report preparation and presentation	30
3.	Community survey, agenda setting, scheduling and conducting a meeting; preparation of minute and reporting	30
4.	Study of inclusive aspects of school and prepare report	20
Total		100

6. Recommended Readings

- CERID (2006). *Situation of inclusive classroom in Nepal*. Tribhuvan University: Authors.
- Clauss-Ehlers, C. S. (2006). *Diversity training for classroom teaching: a manual for students and educators*. Springer.
- Cohen, L., Menion, L., & Morrioson, K. (2010). *Teaching practice*. India: Routledge.
- Grace, S. & Gravestock, P. (2009). *Inclusion and diversity: meeting the needs of all students*. Routledge.
- Jackson, S. L. (2009). *Research methods and statistics: a critical thinking approach*. WADSWORTH, CENGAGE Learning.
- Richards, J. C. and Farrell, T. S. C. (2011). *Practice teaching; a reflective approach*. Cambridge. Cambridge University Press.
- Siegel, L. M. (2007). *The complete IEP guide: How to advocate for your special education child*. Consolidated Printers, Inc.

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (B.Ed. SNE)

Course Title: **Student Teaching: On-Campus**

Course No.: SNE 484

Level: B.Ed.

Semester: VIII

Nature of course: Theoretical (1) + Practical (2)

Credit Hours: 3 cr. hrs.

1. Course Introduction

This is a course designed to provide students an opportunity to get prepared for their practice teaching towards the end of the semester. The students will learn to make lesson plans and prepare the teaching-learning materials during the course work. In addition to this they will also do the micro-teaching and observe some of the classes in the special/inclusive schools and bring their comments on them. Finally, the students will go to the special/inclusive school and teach the assigned course.

2. Course Objectives

The objectives of the course are:

- a) to give students practical experience of preparing lesson plans
- b) to expose students to micro-teaching experience as a preparation to the real teaching in schools
- c) to provide students an opportunity to prepare teaching-learning materials for real teaching
- d) to develop in students class observation skills.
- e) to give them real teaching experience in schools.

3. Course Contents

The objective of the on-campus activities is to prepare students with the required skills for their real classroom teaching in special/inclusive schools. On-campus activities will have four major components viz. field observation and class seminars; preparation of lesson plans; preparation of teaching learning materials; and supervised micro-teaching. The details of each component are given below:

a) Field Observation and Class Seminars

Each student will be assigned a school and the internal supervisor at the beginning of the eighth semester. The student will visit the special/inclusive school, build a rapport with the teacher, discuss the ELT issues in the classroom and observe some of the lessons in class. The observation will focus on the key areas of inclusive pedagogy, classroom management, lesson sequence, activities, students' engagement patterns of classroom interaction etc. Prior to the special/inclusive school visit, the supervisor and the students will prepare an observation form and the students will be given due orientation at the campus on what to observe, how to observe and how to keep the record of what was observed in class. Each student will observe at least five lessons in certain interval and prepare a report for class seminar. The seminar will discuss the issues observed in special/inclusive schools and the students will draw implicative lessons from the discussion for their practice teaching. After the class seminar the students will submit an individual report of their observation along with their critical reflections in about 1000-1500 words.

b) Preparation of Lesson Plans

The students will prepare 20 lesson plans from different areas of general teaching. The supervisor will review the lesson plans and provide his/her feedback for their improvement before the students submit them for final grading. The grading of the lesson plan will be made based on the criteria such as the format of the lesson, learning goals, activities and lesson sequence.

c) Preparation of Teaching and Learning Materials

A weeklong materials preparation workshop will be organized on-campus and the students will prepare all the required materials for their real classroom teaching. Flash cards, posters, work-sheets, activities, audio recording, collection of pictures, drawing etc. will be prepared during the workshop. The supervisor will review the materials and sign them.

d) Supervised Micro-teaching

Students will teach five to ten micro-lessons during their supervised micro-teaching. All the micro-teaching sessions will be observed by the supervisor and necessary feedback will be provided to the students. After the micro-teaching post observation seminar will be organized in order to share the reflection of the students and the feedback of the supervisor and peers. Some of the classes will be videotaped and the students will be asked to make comments on their own lessons.

5. Evaluation Scheme

Field observation and class seminar	20marks
Preparation of lesson plan	20marks
Preparation of teaching learning materials	20marks
Supervised Micro-teaching	40marks

6. Prescribed Texts

- a) Cohen, L., Manion, L. and Morrison, K. (2008). *A guide to teaching practice*. Oxon. Routledge.
- b) Richards, J. C. and Farrell, T. S. C. (2011). *Practice teaching; a reflective approach*. Cambridge. Cambridge University Press.

Mid-West University
Graduate School of Education
Bachelor of Special Needs Education (B.Ed. SNE)

Course Title: **Student Teaching: Off-Campus**

Course No.: SNE 485

Level: B. Ed.

Semester: VIII

Nature of course: Practical

Credit Hours: 3 cr. hrs.

1. Course Introduction

This course is designed to provide skills to the prospective teachers of real teaching in the special/integrated classroom setting. The students will go to the assigned schools and work closely with the regular teachers. They plan the lessons in consultation with the regular teacher and deliver the lessons in class. They will prepare case study report, maintain a logbook of their work, construct test items and design extra-curricular activity from UDL perspective. The school teacher will be requested to observe the student-teacher's classes and other activities and provide their feedback.

2. Course Objectives

The objectives of the course are:

- a) to give students real teaching experience in special or integrated schools
- b) to expose students to the school environment so that they learn the school culture
- c) to acquaint them with writing reports, test item construction and designing extra-curricular activities from UDL perspectives

3. Course Contents

Off Campus Activities:

The students will go to the schools and start their real teaching. In addition to teaching, students will also learn other school activities such as test item construction, organizing and managing extra-curricular activities, case studies and so on. Major activities that the students will be engaged during this teaching are as follows:

a) Actual Teaching

Each student will be required to teach minimum of 30 lessons not exceeding one lesson per day. The students will prepare daily lesson plan and all the necessary teaching learning materials from inclusive perspective considering IEPs of the children. They will deliver and record all their work being at close coordination with school teacher and campus supervisor in advance. Out of thirty, at least five lessons will be observed by the campus supervisor in different time intervals.

b) Case Study

The student will identify a particular case for a detailed study. The case could be a student with special needs, a teacher who has been well experienced in teaching special, integrated or inclusive classroom, instructional differentiation the teachers use to make, disability friendly environment of school etc. The case should be studied in detail and a report of about 1500 words should be produced in the prescribed format and submitted to the campus supervisor.

c) Teaching Logbook and Test Item Construction

Students will be required to maintain a log book of their teaching every day. The logbook should record the class, the subject they teach and the main activities they carried out. Similarly, students will also prepare test items from the course they teach in the school. The test items will include at least 20 objective questions and 10 subjective questions of various types.

d) Extra-curricular Activities

Students should design and organize at least one extra-curricular event apart from their regular activity in the school. The activity needs to be designed in UDL perspective so that students with special needs also could participate along with their normal counterparts. Prospective teachers need to write a report of the event in the prescribed format and submit to the campus supervisor.

5. Evaluation Scheme

Classroom teaching	50 marks
Case study	20 marks
Logbook record	10 marks
Test items construction	10 marks
Extra-curricular activities event report	10 marks
Total	100 marks

6. Prescribed Texts

- a) Cohen, L., Manion, L. and Morrison, K. (2008). *A guide to teaching practice*. Oxon. Routledge.
- b) Richards, J. C. and Farrell, T. S. C. (2011). *Practice teaching; a reflective approach*. Cambridge. Cambridge University Press.
- c) Gargiulo, R. M. & Metcalf, D. (2013). *Teaching in today's classrooms*. WADSWORTH, CENGAGE Learning.