

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Inclusive Education
Course Code: SEBS-238

Sixth Semester
(3 Credit Hours)

Pre-requisites course requirements/skills

Course Code	Course Title
SEB.Ed-262	Foundations of Special Education

Learning Outcomes

After the completion of this course, the students will be able to:

1. Explain the philosophy of inclusion to accommodate human diversity
2. Describe the importance of inclusion to all aspects of life and service delivery
3. Evaluate the potential challenges and opportunities in inclusion
4. Formulate and apply the methods and strategies of promoting inclusion
5. Describe the roles of the community and society in general for successful inclusion
6. Interpret philosophy of inclusion with socio-political realities.

Contents

Unit-1: Introduction to Inclusive Education

- 1.1 Understanding Inclusive Education: Meaning and Definition
- 1.2 Benefits of Inclusion
- 1.3 Difference Between Special, Integrated and Inclusive Education
- 1.4 Sociological Foundations of Inclusive Education
- 1.5 Barriers to Inclusion: Systemic Barriers, Societal Barriers and Pedagogical Barriers

Unit-2: Reaching the Outreached

- 1.6 Fundamentals of Inclusive School
- 1.7 Strategies for Making Schools Inclusive
- 1.8 Need for Differentiation in Curriculum and Assessment

1.9 Classroom Management and Teaching Strategies – Cooperative Learning and Peer Tutoring

1.10 Physical Accessibility of Schools and Universal Design of Learning

Unit-3: Children with Disabilities in Regular Classroom

1.11 Identifying the Basis of Human Diversity

1.12 Educational Approaches to Address Human Diversity

1.13 Curriculum and Instructional Adaptations

1.14 Adaptations in Educational Assessment to Accommodate Disabilities

1.15 Use of Technology, Teaching Learning Material and Educational Aids

Unit-4: Networking for Inclusive Education

4.1 Developing Collaboration with Family and other Caregivers

1.2 Developing Collaboration within School Community

1.3 Collaborative Teaching and Team Work

1.4 Mobilizing Support from Voluntary Organizations, Community, Special School, Health Care Professional and Local Bodies

1.5 Understanding the Role of BRCs, CRCs and school Management Committees

Unit-5: National and International Movements for Inclusive Education

5.1 Convention on the Rights of Persons with Disabilities and other UN Initiatives

5.2 Islamabad and Lahore Declarations on Inclusive Education in 2003, 2005 and 2015

5.3 Role of NGOs in Promoting Inclusive Education

5.4 Punjab Inclusive Projects 2015 and Provincial Govt. Initiative

5.5 Financial Planning and Fund Raising for Inclusive Education

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements		Details
1.	Midterm Assessment		Written test at the mid-point of the semester.
2.	Formative Assessment		It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment		Written test at the end of the semester.

Suggested Readings

Bradley, D. F. (1997). *Teaching students in inclusive setting from theory to practice*. Boston: Allyn & Bacon.

Friend, M. & Bursuck, W. D. (2012). *Including students with special needs: a practical guide for classroom teachers* (6th ed.). Boston: Pearson.

Friends, M., Bursuck, W., & Hutchinson, N. (1998). *Including exceptional students: A practical guide for classroom teachers*. Ontario: Allyn and Bacon.

Ministry of Social Welfare and Special Education (2005). *Islamabad Declaration*. Retrieved from www.idp-europe.org/docs/islamabadDeclaration.pdf on July 28, 2016.

UN General Assembly, *Convention on the rights of persons with disabilities : resolution / adopted by the general assembly, 24 January 2007, A/RES/61/106*, available at: <http://www.refworld.org/docid/45f973632.html> [accessed 29 July 2016]

University of Management and Technology (2015). *Lahore declaration on inclusive education 2015*. Institute of Special Needs Education.

Waldon, K. A. (1996). *Introduction to special education: the inclusive classroom*. Albany: Delmar.

Westwood, P. (2007). *Commonsense methods for children with special educational needs* (5th ed.). London: Routledge

Winkelstern, J. A., & Jongsma, A. E. (2001). *The special education treatment planner*. New York: John Wiley & Sons.