

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Foundations of Special Education
Course Code: SEBS-262
(3 Credit Hours)

Fifth Semester
Course Outline

Pre-requisites course requirements/skills

Course Code	Course Title
SEBS-112	Differentiated Practices in Assessment

Learning Outcomes

On successful completion of this course the students will be able to:

1. Trace the link between society and disability as it relates to economic, social and cultural conditions of the country
2. Review the ways to combat the challenges created by disability and environment in which disability is understood and dealt with
3. Study the global response to disability for welfare of persons with disabilities across culture
4. Evaluate the legal framework to protect the rights to education of children with disabilities
5. Explore the strengths of the social norms that can help in planning a proactive change about disability.

Contents

Unit-1: Introduction

- 1.1 Introduction and definition of special education.
- 1.2 Sociological basis and Islamic perspectives of special education in Pakistan.
- 1.2 Need for special education in Pakistan
- 1.3 Impairment, disability and handicap.
- 1.4 Scope of special education

1.5 Rehabilitation; the ultimate goal.

Unit-2: Historical roots and development of special education.

2.1. Special education in Pakistan.

2.2. Primitive and ancient period.

2.3. Evaluation in the status of the disabled persons.

2.4. Pathological and sociological approaches to special education.

2.5. Islam and special education.

Unit-3: Policy and

3.1. Legislation in Pakistan.

3.2. International legislations and their impact on disabled children.

3.3. National policies of special education.

Unit-4: Special population and special programs

4.1 Basic data on disability.

4.2 Prevalence of disability and statistics of children's population.

4.3 Implication for planning

Unit-5: Current trends and issues in special education

5.1 Issues in identification, diagnosis, assessment and placement.

5.2 Segregation vs. integration vs. inclusion.

5.3 Special education vs. regular education.

5.5 Special education as right vs. privilege.

5.6 Special curriculum vs. regular curriculum.

5.7 Individualized education program.

Unit-6: Organization of services for the special education and rehabilitation or handicapped children

Unit-7: cascade model of special education services.

6.2 Consultation model.

6.3 Multidisciplinary team

Unit-8: Early identification assessment and early intervention of special children

7.1 Review of research on early identification.

7.2 Review of research on early assessment.

7.3 Review of research on early intervention.

7.4 Basic assumptions and principles of intervention.

7.5 Models of early interventions Parent outreach program Portage model.

Unit-9: The careers and future of special education

8.1 Career in special education.

8.2 The role of technology in special education

Teaching-learning Strategies

Lecturing, text book reading, group discussion.

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

Adams, F. (1990). *Special Education in the 1990*. Longman Group LTD.

Farrell, M. (2009). *Foundations of Special Education, an introduction*. John Wiley & Sons

Gleason, J J. (1992). *Special Education in change*, London: David Eulton Pub Ltd.

Gulli Ford, R. (1992). *Special Education Needs*. London: Routledge.

Ministry of Social Welfare and Special Education (2002). *National policy for persons with disabilities in Pakistan*. Directorate General of Special Education Islamabad

Ministry of Social Welfare and Special Education (2006). *National plan for action for national policy for persons with disabilities in Pakistan*. Directorate General of Special Education Islamabad

- National Policy for Persons with Disabilities (2002). Retrieved from <https://siteresources.worldbank.org/PAKISTANEXTN/Resources/pdf-Files-in-Events/Pak-Disabled-Policy.pdf>. Web. 15 February 2018.
- Pakistan. Bureau of Statistics. (1998). *Census of Pakistan 1998*. Islamabad: The Bureau.
- Smith, D. d., & taylor, C. N. (2010). *Introduction to special education: making a difference, student value edition* (7th ed.). loose leaf (e book)
- The Salamanca Statement and Framework for Action on Special Needs Education (1994). Adopted by the World Conference on Special Needs Education: Access And Quality. Retrieved from http://www.unesco.org/education/pdf/SALAMA_E.PDF. Web. 22 March 2018.
- The Special Citizens' Act, (2008). Retrieved from <http://nasirlawsite.com/laws/scitizen.htm>. Web. 25 March 2018.
- United Nation Convention on the Rights of Persons with Disabilities (UNCRPD), 2006. Retrieved from <http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>. Web. 28 March 2018.
- United Nations (2007). *The Convention on the Rights of Persons with Disabilities*. United Nations: Institute of Economic and Social Affairs and the Office of the High Commissioner for Human Rights
- Yesseldyke, E., Algozzine, B. & Thurlow, L(2000). *Critical Issues In Special Education* (3rd ed.). New Yark: Boston. Houghton Mifflin Company