

**Far Western University**

**Faculty of Education**

**Dean's Office, Mahendranagar, Nepal**

**23 Srawan 2075**

**Course Structure of Master of Education (M. Ed) Programme**

**in**

**Special Needs Education (SNE)**



## 1. Objectives

The objectives of the programme will be as follows:

- To prepare trained teachers in the field of special needs education for higher level of education.
- To prepare trained administrators, planners and researchers in the field of special needs education.
- To orient teachers in the field of modern trends and innovations in the field of special needs education.
- To transform educated manpower of other field of higher education to the higher level manpower of special needs education.
- To develop practical skills of addressing the educational needs of the students.
- To develop skill of screening, evaluation, curriculum planning and research among the students in the field of special needs education.

### 1. Structure of the courses

The Curriculum Structure will follow the standard guidelines of the Far Western University. In brief, the structure will be as follows:

| Course Number         | Course title                              | Credit hr. | Nature of the course |  |
|-----------------------|---|------------|----------------------|--|
| <b>First Semester</b> |   |            |                      |  |
| Ed. 511.              | 1. Dimension of Educational Thought       | 3          | Theoretical          |  |
| Ed. 512               | 2. Contemporary Issues in Education       | 3          | Theoretical          |  |
| SNE 511               | 3. Foundations of Special Needs Education | 3          | Theoretical          |  |

|                        |  |   |             |  |
|------------------------|--|---|-------------|--|
| SNE 512                | 4. Teaching Students with Special Needs in Inclusive Setting                         | 3 | Theoretical |  |
| SNE 513                | 5. Disability management in Education  | 3 | Theoretical |  |
| <b>Second Semester</b> |  |   |             |  |
| Ed.521                 | 1. Research Methods in Education   | 3 | Theoretical |  |
| SNE 521                | 2. Educating Students with Physical and Multiple disability                          | 3 | Theoretical |  |
| SNE 522                | 3. Applied Behavior Analysis   | 3 | Theoretical |  |
| SNE 523                | 4. Educating Students with Visual Impairment   | 3 | Theoretical |  |
| SNE 524                | 5. Educating Students with Hearing Impairments                                       | 3 | Theoretical |  |
| SNE 525                | 6. Assessing Students with Special Needs   | 3 | Theoretical |  |
| <b>Third Semester</b>  |  |   |             |  |
| Ed.531                 | 1. Educational Psychology  | 3 | Theoretical |  |
| SNE 531                | 2. Curriculum for the Students with Special Needs                                    | 3 | Theoretical |  |
| SNE 532                | 3. Research Methods in Special Needs Education (SNE 532)                             | 3 | Theoretical |  |
| SNE 533                | 4. Teaching Strategies for Students with Special Needs                               | 3 | Theoretical |  |
| SNE 534                | 5. Educating Students with Emotional Behavior Disorder and Autism Spectrum Disorders | 3 | Theoretical |  |
| SNE 535                | 6. Socialization and Communication Skills for  | 3 | Theoretical |  |

|   |   |    |                    |  |
|---|---|----|--------------------|--|
|   | Children with Special Needs                                     |    |                    |  |
| <b>Fourth Semester</b>  |   |    |                    |  |
| SNE 541   | 1. Assistive Technology in Special Needs Education              | 3  | Theoretical        |  |
| SNE 542   | 2. Educating students with Intellectual and Learning disability | 3  | Theoretical        |  |
| SNE 543   | 3. Practicum in Special Needs Education                         | 3  | Practical          |  |
| SNE 544   | 4. Thesis Writing   | 6  | Practical          |  |
| Total   | 17 Courses  | 54 |                    |  |
| Bridge courses for the students from the faculties other than Education |   |    |                    |  |
|   | 1. Fundamentals of Education                                    | 3  | <b>Theoretical</b> |  |
|   | 2. Curriculum and Assessment                                    | 3  | <b>Theoretical</b> |  |
| Total   | 2 Courses   | 6  |                    |  |

## 2. Eligibility for admission

A candidate seeking admission in M.Ed. Special Needs Education Program should have a Master's degree in any discipline. A candidate who is from the faculties other than education should have to read 6 credit hour course of general education equivalent to graduation in education.

## 3. Evaluation Scheme for the M.Ed. Course

There will be two types of evaluations: Internal Evaluation and External Evaluation for each of these courses. Distribution of marks for Internal and External evaluation will be as follows:

Internal Evaluation

40%

External Evaluation

60%

However, evaluation of courses such as Practice Teaching will be 60% Internal and 40% External.

External viva voce of Thesis will be conducted by a Research Committee comprising Research Supervisor, Head of Department, and an External Supervisor, expert from related field.

The pass marks for each core paper will be 50%. The students have to obtain minimum pass marks in both internal and final (external) examinations separately. Similarly, they also have to secure minimum pass marks both in theories and practicum courses separately. Internal and External evaluation of each course is mentioned in every course.

**Far Western University  
Mahendranagar, Kanchanpur  
Faculty of Education**

**Master of Education (M. Ed) in Special Needs Education (SNE)**

**Course Title: Foundations of Special Needs Education**

Course No.: SNE 511

Nature of course: Theoretical

Level: M. Ed.

Credit Hours: 3

Semester: First

Teaching Hours: 45

**1. Course Description**

This course is prescribed as a major course for the students of Master of Education in Special Needs Education. Specially, the course is designed to provide the students with general understanding of special needs education. The course further provides the knowledge about planning and providing special needs education services, introduction to high, low, and other kinds of exceptionalities, special education early intervention strategies, and transition education. Therefore, the course enables the student in drawing upon these concepts and approaches in their everyday teaching and professional practices.

**2. General Objectives**

The general objectives of this course are as follows:

- To make the students more knowledgeable about the basic concepts of special needs education.
- To prepare the students with a deeper understanding of planning and providing special needs education services.
- To provide the students to have wider knowledge of high, low, and other incidence of exceptionalities.
- To enhance the knowledge of students about special education early intervention strategies.
- To acquaint the students with transition planning and education for better quality of life.

**3. Specific Objectives and Contents**

| Specific Objectives  | Contents  |
|--|---|
| <ul style="list-style-type: none"> <li>• Define the concept of exceptional students.</li> <li>• Explain the concept and definition of special needs education.</li> <li>• Identify the evolution of special needs education.</li> <li>• Illustrate the labeling and eligibility</li> </ul> | <p><b>Unit I: Understanding of Special Needs Education (10)</b></p> <p>1.1 Concept of Exceptional Students</p> <p style="padding-left: 20px;">1.1.1 Educational Areas of Exceptional Students</p> <p style="padding-left: 20px;">1.1.2 Interindividual and Intraindividual Differences</p> <p>1.2 Concept and Definition of Special Needs</p> |

|  |  |
|--|--|
| <p>criteria for special needs education.</p> <ul style="list-style-type: none"> <li>• Analyze the evolution of special needs education.</li> <li>• Illustrate the timeline of special needs development in Nepal.</li> </ul> | <p>Education</p> <p>1.2.1 Mainstreaming, Integration, and Inclusive Education</p> <p>1.2.2 Special Education as Intervention</p> <p>1.2.3 Special Education as Instruction</p> <p>1.3 Labeling and Eligibility for Special Needs Education</p> <p>1.3.1 Benefits and Disadvantages of Labeling</p> <p>1.3.2 Alternatives to Labeling</p> <p>1.4 Evolution of Special Needs Education</p> <p>1.4.1 Rejection</p> <p>1.4.2 Segregation</p> <p>1.4.3 Integration to Inclusion</p> <p>1.5 Special Education in Programs and Projects in Nepal</p> <p>1.5.1 Special Education before 1971</p> <p>1.5.2 National Education System Plan (NESP), 1971</p> <p>1.5.3 Primary Education Project (PEP)</p> <p>1.5.4 Basic Primary Education Project (BPEP), 1996-2009</p> <p>1.5.5 Education for All (EFA), 1990</p> <p>1.5.6 School Sector Reform Program (SSRP), 2009-2015</p> <p>1.5.7 School Sector Development Program (SSDP) 2016-2023</p> |
|--|--|

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Describe the process of special needs education.</li> <li>• Define the concept of collaboration and teaming.</li> <li>• Explain the concept and determining criteria of least restrictive environment.</li> <li>• Clarify the large-scale, alternative, and ongoing assessment in brief.</li> <li>• Illustrate the principle, legal challenges, and related legislation of Individual with Disabilities Education Act.</li> </ul> | <p><b>Unit II: Planning and Providing Special Needs Education Services (10)</b></p> <p>2.1 Identification of Special Needs Education</p> <p>2.1.1 Pre-referral Process</p> <p>2.1.2 Referral Process</p> <p>2.1.3 Evaluation and Eligibility determination</p> <p>2.1.4 Program Planning</p> <p>2.1.5 Placement</p> <p>2.1.6 Progress Monitoring</p> <p>2.2 Collaboration, Teaming and Co-teaching</p> <p>2.3 Least Restrictive Environment (LRE)</p> <p>2.3.1 Continuum of Alternative Placement</p> <p>2.3.2 Determining LRE</p> <p>2.4 Accommodating assessment for all Learners</p> <p>2.4.1 Large scale Assessment</p> <p>2.4.2 Alternative Assessment</p> <p>2.4.3 Ongoing Assessment</p>                     |
| <ul style="list-style-type: none"> <li>• Explain the definition and characteristics of high-incidence exceptionalities.</li> <li>• Define the distinguish major characteristics of Low-incidence exceptionalities in the field of special needs education.</li> <li>• Clarify the concept and characteristics of other exceptionalities.</li> </ul>  | <p><b>Unit III: Introduction to Exceptionalities (10)</b></p> <p>3.1 Definition and Characteristics of High-Incidence Exceptionalities</p> <p>3.1.1 Intellectual Disabilities</p> <p>3.1.2 Autism Spectrum Disorders (ASD)</p> <p>3.1.3 Attention Deficit/Hyperactive Disorders (ADHD)</p> <p>3.1.4 Language and Communication Disorders</p> <p>3.2 Definition and Characteristics of Low-Incidence Exceptionalities</p> <p>3.2.1 Deaf and Hard of Hearing</p> <p>3.2.2 Visual Impairments</p> <p>3.2.3 Physical and Multiple Disabilities</p> <p>3.3 Definition and Characteristics of Other-Exceptionalities</p> <p>3.3.1 Gifted and Talented</p> <p>3.3.2 Students at Risk</p> <p>3.3.3 Students with Health</p> |



|  |   |
|--|---|
|  | Impairment(Asthma, Cancer,<br>HIV/AIDS, Diabetes)   |
| <ul style="list-style-type: none"> <li>• Define the concept of early intervention.</li> <li>• Show the importance of early intervention.</li> <li>• Describe basic criteria of early intervention suggested by IDEA.</li> <li>• Explain screening, identification, and assessment strategies.</li> <li>• Illustrate the service delivery alternatives for early intervention.</li> </ul> | <p><b>Unit IV: Early Interventions Strategies for Special Education (8)</b></p> <p>4.1 Concept of Early Intervention</p> <p>4.2 Importance of Early Intervention</p> <p>4.3 IDEA and Early Intervention</p> <p style="padding-left: 20px;">4.3.1 Early Intervention for Infants and Toddlers</p> <p style="padding-left: 20px;">4.3.2 Special education for Preschoolers</p> <p>4.4 Screening, Identification, and Assessment</p> <p style="padding-left: 20px;">4.4.1 Screening Tools</p> <p style="padding-left: 20px;">4.4.2 Diagnostic Tools</p> <p style="padding-left: 20px;">4.4.3 Program Planning and Evaluation Tools</p> <p>4.5 Service Delivery Alternatives for Early Intervention</p> <p style="padding-left: 20px;">4.5.1 Home-Based Programs</p> <p style="padding-left: 20px;">4.5.2 Hospital-Based Programs</p> <p style="padding-left: 20px;">4.5.3 Center-Based Programs</p> <p style="padding-left: 20px;">4.5.4 Combined Home-Center Programs</p> |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Define the concept of transition education in special needs education.</li> <li>• Describe the transition services suggested by IDEA mandates.</li> <li>• Illustrate the transition time in the life of an individual.</li> <li>• Explain the essential elements of transition.</li> </ul> | <p><b>Unit V: Transition Education (7)</b></p> <p>5.1 Concept of Transition Education</p> <p>5.2 IDEA and Transition Services</p> <p>5.3 Transition Time in the Life of an Individual</p> <p>5.3.1 Home to Kindergarten</p> <p>5.3.2 Lower-Grade to Upper-Grade</p> <p>5.3.3 Lower-Level to Upper Level</p> <p>5.3.4 Middle-Schools to High-School</p> <p>5.3.5 High-School to College Career</p> <p>5.3.6 Employment</p> <p>5.4 Essential Elements of Transition</p> <p>5.4.1 Students' Needs, Interests, and Preferences</p> <p>5.4.2 Outcome-Oriented Process</p> <p>5.4.3 Interagency Responsibility</p> <p>5.4.4 Movement from School to Post School Activities</p> |
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*Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.*

#### 4. Modes of Instructional Delivery

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

##### 4.1 General instructional strategies

- Participatory Lecture with Discussion
- Demonstration
- Home Assignment and Self Study
- Question Answer
- Guest Lecture

##### 4.2 Specific Instructional Techniques

Specific instructional techniques such as participatory lecture method, classroom presentation by the groups of students or individual, self-study, tutorial support based on the nature of contents, and home assignment or project works are suggested. In this course, to ensure the students' active participation in teaching learning process the following specific instructional techniques are suggested.

| Units | Activities/ Instructional Techniques  |
|-------|---|
| I     | <p><b>Lecturer and Discussion</b></p> <ul style="list-style-type: none"> <li>▪ Paper will be presented in the classroom for making concept clear and discussion.</li> <li>▪ Individual or group of students will be assigned for discussion on various aspects of assessment and its process.</li> <li>▪ Group of students will prepare the report based on the discussion and present it in the classroom.</li> <li>▪ Students will ask the different questions related to subject matter</li> </ul> |

|            |  |
|------------|--|
|            | and teacher will responds each query respectively.   |
| <b>III</b> | <p><b>Presentation and Group discussion</b></p> <ul style="list-style-type: none"> <li>▪ Students will be divide into a groups and division the content for each group.</li> <li>▪ All the students are requested to prepare their presentation on given topic and present it in the classroom.</li> <li>▪ All the group members should have listen carefully and ask some questions after finishing the presentation.</li> <li>▪ The teacher will guide and clear the confusion portion on their presentations.</li> <li>▪ After finishing the presentation teacher and students will sit together and discuss about their presentation and make a conclusion. Furthermore, all the group members should have submitted their presentation materials to their subject teacher.</li> </ul> |
| <b>V</b>   | <p><b>Home assignment and Presentation</b></p> <ul style="list-style-type: none"> <li>▪ Techer will provide reading materials related to given content.</li> <li>▪ Techer will give assignment to students on the topic of developmental assessment process and its principle.</li> <li>▪ Students will make a paper on given content and present in the classroom respectively.</li> <li>▪ Finally, teacher will guide and conclude the all assigned contents.</li> </ul>   |

## 5. Evaluation

### 5.1 Internal Evaluation 40%

The concerned teacher will carry out the internal assessment of the students based on the distribution of points as stated below:

|  |                  |
|--|------------------|
| 1) Attendance  | 05 points        |
| 2) Participation   | 05 points        |
| 3) First assignment/book review/written assignment/quizzes | 10 points        |
| 4) Second assignment/paper writing and or presentation     | 10 points        |
| 5) <u>Third assessment/ written test (1 or two)</u>        | <u>10 points</u> |
| Total  | 40 points        |

### 5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination will conduct semester/ final examination at the end of each semester. The distribution of points for the types of questions to be asked in final examination is as follows:

|   |                  |
|---|------------------|
| 1) Objective type question (Multiple choice items 10 x 1) | 10 points        |
| 2) Short answer questions (6 questions x 5 points)        | 30 points        |
| 3) <u>Long answer questions (2 questions x 10 points)</u> | <u>20 points</u> |
| <u>Total</u>  | <u>60 points</u> |

**Note:** There will be 6 short answer questions (1 to 6) and question no 6 contains one alternative question. There will be 2 long answer questions (7 and 8) and question no 8 contains one alternative question.

## 6. Recommended and Supplementary Books

### 6.1 Recommended Books

- Farrell, M. (2012). *New perspective in special education: Contemporary philosophical debates*. New York: Routledge, Taylor and Francis Group.
- Gargiulo, R. M., & Metcalf, D. (2013). *Teaching in today's inclusive classrooms* (2nd ed.). USA: Wadsworth Cengage Learning.
- Heward, W. L. (2013). *Exceptional Children: An introduction to Special Education* (10th ed.). USA: Pearson Education, Inc.
- Kirk, S., Gallagher, J., & Coleman, M. R. (2015). *Educating exceptional children* (14th ed.). USA: Cengage Learning.
- Pierangelo, R., & Giuliani, G. A. (2004). *Transition services in special education: A practical Approach*. USA: Pearson education Inc.

### 6.2 Supplementary books

- Flexer, R. W., Baer, R. M., Luft, P., & Simmons, T. J. (2013), *Transition planning for secondary students with disabilities* (4th ed.). Upper Saddle River, NY: Pearson Education, Inc.
- Hallahan, D. P., Kauffman, J. M. & Pullen, P. C. (2014). *Exceptional learners: An introduction to special education* (12th ed.). USA: Pearson Education, Inc.
- Jung, D. Y., Shiwakoti, R., Niure, D. P., & Shrestha, S. H. (2018). *Individualized education plan differentiated instruction, and transition planning*. South Korea: Changwon National University, LUPIC.
- Pierangelo, R., & Giuliani, G. (2008). *Teaching students with learning disabilities: A step-by-step guide for educators*. USA: Crown Press.

**Far Western University  
Mahendranagar, Kanchanpur  
Faculty of Education**

**Master of Education (M. Ed) in Special Needs Education (SNE)**

**Course Title: Teaching Students with Special Needs in Inclusive Setting**

Course No: SNE 512

Level: Master

Semester: First

Nature of Course: Theoretical

Credit Hours: 3

Teaching Hours: 45

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**1. Course Description**

This course has been designed to provide clear concepts on inclusive education, practices and processes of special and inclusive education, universal design for learning, planning instruction for all learners in inclusive setting, promoting inclusion with classroom peers, and strategies for adapting instructional setting as per the needs of students with disabilities to the students studying at Master level under the Department of Special Needs Education in Far-Western University. After the completion of this course, students are expected to have clear knowledge and skills required to provide conducive and supportive educational services to the students with disabilities in inclusive setting. As a whole, students are also intended to be familiar with common instructional techniques used in both special needs and inclusive educational settings. After being familiar on the contents within this course, students will be able to use effective instructional techniques in both special needs and inclusive educational environment.

**2. General Objectives**

The course has been designed to provide knowledge and skills useful to use effective instructional techniques in both special needs and inclusive settings to address the peculiar learning needs of gifted learners and learners with disabilities. The general objectives of the course are as follows:

- Students will be able to introduce special, integrated, and inclusive education.
- Learners will be able to use processes need to be followed while providing special and inclusive educational services to the children with special needs.
- Students will be able to obtain deeper understanding on Universal Design for Learning.
- They will be able to plan instruction in effective way for providing education for all learners in inclusive setting.

- Student will have clear understanding about the strategies for promoting inclusion with classroom peers.
- They will be able to use the strategies for adapting instructional settings as per the needs of students with disabilities.

### 3. Specific Objectives and Contents

| Specific Objectives  | Contents   |
|--|--|
| <ul style="list-style-type: none"> <li>• Define inclusive education with examples.</li> <li>• Describe the history of inclusive education in brief.</li> <li>• Introduce multicultural education in reference to Nepal.</li> <li>• Show the relationship between inclusive education and social justice.</li> <li>• Explain goals of inclusive education in short.</li> <li>• State the major characteristics of inclusive schools.</li> <li>• Discuss any five barriers to inclusive education in Nepal.</li> </ul> | <p><b>Unit I: Introduction to Inclusive Education (8)</b></p> <p>1.1 Concept of Inclusion and Inclusive Education</p> <p>1.2 History of Inclusive Education</p> <p>1.3 Multicultural Education</p> <p>1.4 Inclusive Education and Social Justice</p> <p>1.5 Goals of Inclusive Education</p> <p>1.6 Characteristics of Inclusive Schools</p> <p>1.7 Challenges of Inclusive Education in Nepal</p>   |
| <ul style="list-style-type: none"> <li>• Introduce Universal Design for Learning (UDL) in brief.</li> <li>• State different principles of UDL and explain each of them.</li> <li>• Explain the development process of UDL.</li> <li>• Elaborate implications of UDL in the classrooms.</li> <li>• Relate UDL to inclusive teaching for effective instruction.</li> <li>• Distinguish between UDL and DI with examples.</li> </ul>  | <p><b>Unit II: Universal Design for Learning (12)</b></p> <p>2.1 Concept of Universal Design for Learning</p> <p>2.2 Principles of Universal Design for Learning</p> <p>    2.2.1 Multiple Means of Representation</p> <p>    2.2.2 Multiple Means of Engagement</p> <p>    2.2.3 Multiple Means of Expression</p> <p>2.3 Development of Universal Design for Learning</p> <p>2.4 Implications of Universal Design for Learning in the Classrooms</p> <p>2.5 Connecting UDL for Inclusive Teaching</p> <p>2.6 Differences between UDL and Differentiated Instruction</p> |
| <ul style="list-style-type: none"> <li>•</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• Explain procedures need to be followed while identifying and assessing individual differences of the learners.</li> </ul>   | <p><b>Unit III: Practices and Processes for Special and Inclusive Education (6)</b></p> <p>3.1 Identification and Assessment of</p>  |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Introduce prereferral, referral, and assessment procedures need to be employed while choosing a student for special education services.</li> <li>• Describe the ways generally used to accommodate assessment procedures for all learners.</li> <li>• Illustrate instructional programming and placement processes for special and inclusive education.</li> <li>• Introduce Individualized Education Program (IEP) with its major elements in brief.</li> </ul>  | <p>Individual Differences</p> <p>3.2 Differentiated Instruction: Concept and Importance</p> <p>3.3 The Individualized Education Program</p> <p>3.4 Elements of an Individualized Education Program</p> <p>3.5 Related Services</p>  |
| <ul style="list-style-type: none"> <li>• Introduce peer supported social acceptance in brief.</li> <li>• Elaborate strategies for promoting social acceptance.</li> <li>• Describe strategies for enlisting peer assistance.</li> <li>• Explain advantages of peer tutoring in short.</li> <li>• Elucidate strategies for implementing a peer tutoring program.</li> <li>• Clarify different strategies for promoting learning with class wide peer tutoring.</li> <li>• Explicate the strategies for implementing cooperative learning.</li> <li>• List out the advantages of cooperative learning in Nepalese classroom.</li> <li>• State challenges of cooperative learning.</li> </ul> | <p><b>Unit IV: Promoting Inclusion among Classroom Peers (9)</b></p> <p>4.1 Strategies for Peer Supported Social Acceptance</p> <p>4.2 Strategies for Peer Assistance</p> <p>4.3 Peer Tutoring</p> <p>    4.3.1 Benefits of Peer Tutoring</p> <p>    4.3.2 Strategies for Implementing a Tutoring Program</p> <p>    4.3.3 Strategies for Promoting Learning through Class wide Peer Tutoring</p> <p>4.4 Cooperative Learning</p> <p>    4.4.1 Strategies for Implementation</p> <p>    4.4.2 Advantages and Challenges</p> |
| <ul style="list-style-type: none"> <li>• Apply the strategies applied to adapt instructional settings for the children with communication disorders.</li> <li>• Clarify approaches to adapting instruction for the students with intellectual disabilities.</li> <li>• Explain different techniques generally applied to accommodate the special needs of the children with autism spectrum</li> </ul>   | <p><b>Unit V: Strategies for Adapting Instructional settings (Physical environment, materials, instructional procedures and methods) (10)</b></p> <p>5.1 Making Adaptations for Students with Communication Disorders</p> <p>5.2 Making Adaptations for Students with Intellectual Disabilities</p> <p>5.3 Making Adaptations for Students with Autism</p>  |

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|--|--|
| <p>disorders.</p> <ul style="list-style-type: none"> <li>• Elaborate different strategies used to adapt instructional activities for the students with physical disabilities.</li> <li>• Elucidate the ways useful to accommodate instruction as per the needs of the students with visual impairments.</li> <li>• List out the methods generally applied to accommodate educational settings for the children with hearing impairment.</li> </ul> | <p>5.4 Making Adaptations for Students with Physical Disabilities</p> <p>5.5 Making Adaptations for Students with Visual Impairments</p> <p>5.6 Making Adaptations for Students with Hearing Impairments</p> |
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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 applied to develop basic knowledge and skills on the contents incorporated within the course. Primarily two types of instructional techniques – general instructional techniques and specific instructional techniques – will be used to provide a set of learning experiences to the learners for developing the behaviors intended. The brief introduction of these techniques is given below respectively:

##### **4.1 General Instructional Techniques**

Different types of instructional techniques such as teacher-oriented, student-oriented, and discussion-oriented strategies will be applied to convey the contents chosen to the students studying under Department of Special Needs Education. Especially; lecture method, question-answer method, problem solving method, individual study, cooperative teaching methods, brain-storming, and discussion methods will be used to clarify the suggested contents to the students. However, single methods cannot be applicable to all teachers for delivering all contents to the students attending at particular level. Various instructional techniques therefore will be applied by considering the students' needs, nature of the contents, and instructional materials available in the college to make instructional activities more effective and productive. However, priority will be given on student-oriented and cooperative instructional techniques to ensure active participation of the learners in teaching-learning process. Contents of this course will be taught by relating them with the context of disability and special needs as well as inclusive education in Nepal. After completing each unit, different types of assignments will be provided to the students for additional clarification. In this regard, teacher will work as a facilitator rather than transmitter of knowledge while implementing curriculum at the classroom.

##### **4.2 Specific Instructional Techniques**



Unit-specific activities will be carried out to develop proper knowledge and skills within the learners in the field of curriculum. For this purpose, ample opportunities will be provided to the learners to practice the behaviors intended through specific instructional techniques. These instructional techniques will be helpful for ensuring students' active participation at the classroom to make them clear on the contents suggested. The subject teacher will work as a facilitator at the classroom while conducting these instructional activities. The major specific instructional techniques, need to be applied while implementing this course, are given in the following table.

| Units   | Specific Instructional Techniques   |
|---------|---|
| Unit II | <p>a) Students will be classified into different groups and then they will be asked to visit any nearby special or integrated school for the purpose of identifying process that the school has been using for providing special educational services to the children with special needs. After visiting school, they will be assigned to prepare a report about the process applying for providing special educational services in the school and to present each group report inside the classroom. Finally, teacher and students will jointly identify gray areas need to be improved while selecting students for special education services.</p> <p>b) Each student will be asked to select a student with special needs from any integrated and special school and then assigned to prepare Individual Educational Program (IEP) as per the special learning needs of the sampled student. After preparing IEP, all of the students will be asked to present their IEP inside the classroom with main rationales behind it. Finally, teacher will provide necessary feedback to each student for further improvement.</p> |
| Unit VI | Students will be classified into different groups and then they will be asked to identify the strategies need to be accommodated as per the special needs of student with specific disabilities studying in special and integrated schools of Nepal. Finally, they will be assigned to discuss the identified strategies among the class with clear justification.  |

*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

Both internal and external assessments will be applied to evaluate the knowledge and skills of students intended by the course. Internal assessment will be used as a part of both formative and summative evaluation. Instructional activities of the classroom will be improved by considering the result of each internal assessment and the score obtained in the

assessment will be used to determine the grade of each student. Brief description of internal and external assignment is given below:

### 5.1 Internal Assessment

Subject teacher will conduct different type of internal assessment based on the taught content on the behalf of department/college. Teacher must use attendance, classroom participation, presentation, written exam, etc. as the major criteria of internal assignment. Thus, subject teacher will evaluate each student internally by using following criteria:

| <b>Criteria of Assessment</b> | <b>Points</b> |
|-------------------------------|---------------|
| • Attendance                  | 5             |
| • Classroom participation     | 5             |
| • First assignment            | 10            |
| • Second assignment           | 10            |
| • Third assignment            | 10            |
| <b>Total</b>                  | <b>40</b>     |

### 5.2 Final Examination

Office of the Controller of Examination, Far-Western University will conduct the external evaluation at the end of each semester. Both subjective and objective questions will be asked in the exam to assess the mastery of knowledge on the offered course. The structure of the final exam will be as follows:

| <b>Types of Questions</b>     | <b>Number of Questions</b> | <b>Marks</b>     |
|-------------------------------|----------------------------|------------------|
| • Objective questions         | 10 multiple choice items   | 10x1=10          |
| • Short answer-type questions | 6 questions                | 6x5 = 30         |
| • Long answer-type questions  | 2 questions                | 2x10 = 20        |
| <b>Total</b>                  | <b>18 questions</b>        | <b>60 points</b> |

**Note:** There will be 6 short answer questions (1to 6) and question no 6 contains one alternative question. There will be 2 long answer questions (7 and 8) and question no 8 contains one alternative question.

## **6. Recommended Books and References**

### **6.1 Recommended Books**

- Gargiulo, R. M., & Metcalf, D. (2013). *Teaching in today's inclusive classrooms* (2nd edition). USA: Wadsworth Cengage Learning.
- Mastropieri, M. A. & Scruggs, T. E. (2018). *The inclusive classroom: Strategies for effective differentiated instruction* (6th edition). New Jersey: Pearson Education, Inc.

### **6.2 Reference Books**

- Causton, J., & Tracy-Bronson, C. (2015). *The educator's handbook for inclusive school practices*. London: Paul H. Brookers Publishing Co. 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.
- Villa, R. A., & Thousand, J. S. (2016). *The inclusive education checklist: A self-assessment of best practices*. USA: Dude Publishing. A Division of National Professional Resources, Inc.

**Far Western University  
Mahendranagar, Kanchanpur  
Faculty of Education**

**Master of Education (M. Ed) in Special Needs Education (SNE)**

**Course Title: Disability Management in Education**

Course No: SNE 513

Level: Master

Semester: First

Nature of Course: Theoretical

Credit Hours: 3

Teaching Hours: 45

**1.Course Description**

This course has intended to provide generic understanding required for managing diverse needs of the students with disabilities in education. This course has been organized into five units. First unit provides basic understanding about perspective on disability and culture of exclusion and second unit clarifies the evolution of culture of inclusion nationally and internationally. Furthermore, third unit is concerned with educational program need to be provided to the children with disabilities and forth chapter is related to differentiated instruction and assessment that need to be applied in classrooms to accommodate special learning needs of the children with disabilities. Finally, this course intends to provide clear concept about professional responsibilities for students with disabilities to ensure their opportunities to get quality education.

**2. General Objectives of the course**

The general objectives of this course are as follows:

- Students will be familiar with different perspectives on disability and culture of exclusion based on particular types of disabilities.
- Students will obtain deeper understanding on evolution of culture of inclusion in the field of education.
- Students will be able to get broader understanding on educational programs need to be planned and implemented to the children with special needs.
- They will get deeper understanding on differentiated instruction and alternative assessment procedures need to used to accommodate special learning needs of the students with disabilities.
- Students will be clear about responsibilities of professionals for the children with disabilities in reference to Nepal.

**3. Specific Objectives and Contents**

| Specific Objectives                 | Contents                                    |
|-------------------------------------|---|
| • Clarify different perspectives on | <b>Unit I: Understanding Disability (8)</b> |

|   |  |
|---|--|
| <p>disability in Nepalese context.</p> <ul style="list-style-type: none"> <li>• Differentiate disability, impairment and handicap with examples.</li> <li>• Discuss how culture of exclusion affects to the children with disabilities.</li> </ul>  | <p>1.8 Perspective on Disability</p> <p>1.8.1 Culture and Discourse</p> <p>1.8.2 Disability, Impairment, and Handicap</p> <p>1.9 Cultures of Exclusion</p> <p>1.9.1 Disability as Burden</p> <p>1.9.2 Disability as Object of Dread</p> <p>1.9.3 Disability as Object of Pity</p> <p>1.9.4 Disability as Sub-human</p>   |
| <ul style="list-style-type: none"> <li>• Describe prominent disability rights movement in brief.</li> <li>• Explain major public policy for integrating to all children including the children with disabilities.</li> <li>• Describe the influence of paradigms on public policy made in the field of special needs education.</li> <li>• Clarify how popular culture affects on disability.</li> <li>• Discuss prominent special and inclusive education policy provision in Nepal</li> </ul>   | <p><b>Unit II: Evolution of Culture of Inclusion (10)</b></p> <p>2.1 The Disability Rights Movement</p> <p>2.1.1 Independent Living</p> <p>2.1.2 Organizing for Action</p> <p>2.2 Public Policy for Integration</p> <p>2.2.1 The Education for All Handicapped Children Act</p> <p>2.2.2 The Americans with Disabilities Act (ADA)</p> <p>2.2.3 Disability Rights and Education</p> <p>2.3 Influence of Paradigms on Public Policy</p> <p>2.4 Disability and Popular Culture</p> <p>2.5 Policy Provisions in Nepal</p> <p>2.5.1 Special Education Policy-1996</p> <p>2.5.2 National Policy and Plan of Action on Disability-2006</p> <p>2.5.3 Inclusive Education Policy for the Persons with Disability- 2017</p> |
| <ul style="list-style-type: none"> <li>• State different instructional designs for inclusive education.</li> <li>• Introduce universal design in education with examples.</li> <li>• Use different instructional methods and materials to accommodate special learning needs of the students with disabilities.</li> <li>• Explain the ways need to be followed to diversify curriculum content as per the needs of students with disabilities.</li> <li>• Describe the influence of attitude on disability in Nepalese context.</li> </ul> | <p><b>Unit III: Educational Program for Children with Disability (10)</b></p> <p>3.1. Instructional Designs for Inclusive Education</p> <p>3.1.1. Resisting Normative Practices</p> <p>3.1.2. Universal Design in Education</p> <p>3.1.3. Planning Curriculum as per Learning Needs</p> <p>3.1.4. Developing Materials and Instructional Methods</p> <p>3.1.5. Assessment and Reflective Practice</p> <p>3.2. Designing Curriculum to Account for Disability</p> <p>3.2.1. Diversifying Curriculum Content</p> <p>3.2.2. Disability Awareness Programs</p> <p>3.2.3. Influencing Attitudes toward Disability</p>   |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Clarify the concept and components of differentiated instruction in brief.</li> <li>• Explain the ways of differentiating instruction by using flexible grouping in the classroom.</li> <li>• Analyze the ways need to be followed to differentiate assessments as per the needs of students with disabilities.</li> <li>• Explain the preparing students for high stakes test and test taking skills</li> <li>• Describe the differentiating assessment and homework</li> </ul> | <p><b>Unit IV: Differentiating Instruction and Assessment for All Learners (8)</b></p> <p>4.1 Differentiating Instruction</p> <p>4.1.1 Concept of Differentiated Instruction</p> <p>4.1.2 Components of Differentiated Instruction</p> <p>4.1.3 Differentiated Instruction Using Flexible Grouping</p> <p>4.2 Differentiating Assessment</p> <p>4.2.1 Preparing Students for High-Stakes Test</p> <p>4.2.2 Helping Students Develop Test-Taking Skills</p> <p>4.2.3 Grading</p> <p>4.2.4 Differentiate Assessment and Homework</p>  |
| <ul style="list-style-type: none"> <li>• Clarify major responsibilities of professionals for students with disabilities in the context of Nepal.</li> <li>• Describe the methods of identifying students with disabilities.</li> <li>• Provide educational services to the students with disabilities as per their peculiar learning needs.</li> <li>• Discuss the challenges of Struggling Students in Nepalese context.</li> </ul>  | <p><b>Unit V: Responsibilities of Professionals for Students with Disabilities (9)</b></p> <p>5.1 Identifying Students with Disabilities.</p> <p>5.2 Understanding Goal of Special Education</p> <p>5.3 Recognizing Educational Rights of Students with Disabilities</p> <p>5.3.1 Ensuring a Free Appropriate Public Education</p> <p>5.3.2 Providing Instruction in the Least Restrictive Environment</p> <p>5.3.3 Using Effective Instructional Practices</p> <p>5.4 Responding to Students' Individual Learning Needs</p> <p>5.5 Identifying Challenges of Struggling Students</p> |

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

#### 4. Instructional Techniques

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 Lecture
- Question answer
- Guest lecture

#### 4.2. Specific Instructional Techniques

| Unit                    | Activity and Instructional Techniques   |
|-------------------------|---|
| I<br>Self<br>Study      | <ul style="list-style-type: none"> <li>• Divide the students into 5 groups</li> <li>• Let the group of students study the understanding of disability in terms of its perspectives, models, and culture of exclusion from consultation of possible reading materials from the available resources.</li> <li>• Let the groups of students will discuss in group and prepared report of the assigned topics and presentation in the classroom followed by discussion</li> </ul>         |
| II<br>Library<br>study  | <ul style="list-style-type: none"> <li>• Divide the students into 4 groups</li> <li>• Let the groups of students study the disability rights movement, public policy for integration, and disability policy provisions in the context of Nepal from available reading materials.</li> <li>• Let the groups of students prepare the report and presentation in the classroom followed by discussion</li> </ul>   |
| III<br>Self<br>Learning | <ul style="list-style-type: none"> <li>• Divide the students into 5 groups</li> <li>• Let the groups of students study understanding the instructional design for inclusive education and designing curriculum to account for disability from the book linking with the sub-unit of this unit</li> <li>• Let the groups of students prepare the report and presentation in the classroom followed by discussion</li> </ul>  |
| IV<br>Case<br>Study     | <ul style="list-style-type: none"> <li>• Divide the students into 4 groups</li> <li>• Let the groups of students visit integrated schools and they will be asked to the special education teachers on differentiating instruction for develop cases and the cases should include how the students are accommodated in the integrated setting</li> <li>• Let the groups of students prepare a brief report and present in the classroom followed by discussion and feedback</li> </ul> |
| V<br>School<br>Visit    | <ul style="list-style-type: none"> <li>• Divide the students into 5 groups</li> <li>• Let the groups of students visit residential (special or integrated) schools for observing the students with disabilities</li> <li>• Let the groups of students prepare report and present in the classroom followed by discussion and feedback.</li> </ul>   |

#### 5. Evaluation

Both internal and external assessments will be applied to evaluate the knowledge and skills of students intended by the course. Internal assessment will be used as a part of both formative and summative evaluation. Instructional activities of the classroom will be improved by considering the result of each internal assessment and the score obtained in the assessment will be used to determine the grade of each student. Brief description of internal and external assignment is given below:

### 5.1. Internal Assessment

Subject teacher will conduct different type of internal assessment based on the taught content on the behalf of department/college. Teacher must use attendance, classroom participation, presentation, written exam, etc. as the major criteria of internal assignment. Thus, subject teacher will evaluate each student internally by using following criteria:

| Criteria of Assessment    | Points    |
|---------------------------|-----------|
| • Attendance              | 5         |
| • Classroom participation | 5         |
| • First assignment        | 10        |
| • Second assignment       | 10        |
| • Third assignment        | 10        |
| <b>Total</b>              | <b>40</b> |

### 5.2. Final Examination

Office of the Controller of Examination, Far-Western University will conduct the external evaluation at the end of each semester. Both subjective and objective questions will be asked in the exam to assess the mastery of knowledge on the offered course. The structure of the final exam will be as follows:

| Types of Questions            | Number of Questions      | Marks            |
|-------------------------------|--------------------------|------------------|
| • Objective questions         | 10 multiple choice items | 10x1=10          |
| • Short answer-type questions | 6 questions              | 6x5 = 30         |
| • Long answer-type questions  | 2 questions              | 2x10 = 20        |
| <b>Total</b>                  | <b>18 questions</b>      | <b>60 points</b> |

**Note:** There will be 6 short answer questions (1to 6) and question no 6 contains one alternative question. There will be 2 long answer questions (7 and 8) and question no 8 contains one alternative question.

## 6. Recommended Books and References

### 6.2. Recommended Books



Baglieri, S., & Shapiro, A. (2017). *Disability studies and the inclusive classroom: Critical practices for embracing diversity in education* (2nd edition). New York: Routledge Tyler and Francis Group.

Brownell, M. T., Smith, S. J., Crockett, J. B., & Griffin, C. C. (2012). *Inclusive Instruction: Evidence-based practices for teaching students with disabilities*. USA: The Guilford Press.

Vaughn, S. R., Bos, C. S., & Schumm, J. S. (2018). *Teaching students: Who are exceptional, diverse, and at risk in the general education classroom* (7th edition). USA: Pearson.

### **6.3.Reference Books**

Causton, J., & Tracy-Bronson, C. (2015). *The educator's handbook for inclusive school practices*. London: Paul H. Brookers Publishing Co. Inc.

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

Villa, R. A., & Thousand, J. S. (2016). *The inclusive education checklist: A self-assessment of best practices*. USA: Dude Publishing. A Division of National Professional Resources, Inc.

**Far Western University  
Mahendranagar, Kanchanpur  
Faculty of Education**

**Master of Education (M.Ed) in Special Needs Education (SNE)**

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

Course No: SNE 521

Nature of course: Theoretical

Level: M. Ed.

Credit Hours: 3

Semester: 2nd

Teaching Hours: 45

### 1. Course Description

This course describes educational accommodations for individuals with physical and multiple disabilities with an emphasis on prevalence, characteristics, causes, and situation in Nepal. It entails models of disability and explores critical issues in the lives of persons with multiple disabilities. The course deals with the concept, classification, condition, diagnostic criteria, and medical treatment. Furthermore, the course also deals about the instructional planning for children with physical and multiple disabilities in relation to the alignment of general curriculum, its modification process, determining unique curriculum, and developing annual Individual Education Plan (IEP) goals.

### 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, and causes of physical disabilities
- To provide the students with a deeper understanding of the Cerebral Palsy, its classification, condition, diagnostic criteria, and medical treatment
- To familiarize the students with basic concept of multiple disabilities, its classification, characteristics, prevalence and causes
- To prepare students to make an inquiry into the models of Disability and critical issues of multiple disabilities
- To familiarize the students with instructional planning for children with physical and multiple disabilities in relation to its alignment of general curriculum, curriculum modification process, determining unique curriculum, and developing annual IEP goals

### 3. Specific Objectives and content of the course

| Specific Objectives   | Contents  |
|---|---|
| <ul style="list-style-type: none"> <li>• Explain the meaning and definition of physical disability</li> <li>• Identify the prevalence of physical disability</li> <li>• List out the characteristics of physical disability</li> <li>• Describe the causes of physical disability</li> <li>• Clarify the situation of physical</li> </ul> | <p><b>Unit I: Understanding Physical Disabilities (10 hrs)</b></p> <ol style="list-style-type: none"> <li>1. Meaning and definition of Physical Disabilities</li> <li>2. Types of Physical Disabilities               <ol style="list-style-type: none"> <li>1. Neuro-motor Impairment</li> <li>2. Degenerative Disease</li> <li>3. Orthopedic and Musculoskeletal Disorders</li> </ol> </li> <li>3. Prevalence of Physical Disability</li> <li>4. Characteristics of Students with Physical Disabilities</li> <li>5. Causes of Physical Disabilities               <ol style="list-style-type: none"> <li>1. Congenial Causes</li> </ol> </li> </ol> |

|   |  |
|---|--|
| disability in Nepal   | <ol style="list-style-type: none"> <li>1. Chromosome Abnormality and Genetic Defect</li> <li>2. Causes of Deformity</li> <li>3. Prematurity and Complications During Pregnancy</li> <li>2. Acquired Causes</li> <li>6. Situation of Physical Disability in Nepal</li> </ol>  |
| <ul style="list-style-type: none"> <li>• Identify the meaning and definition of multiple disability</li> <li>• Discuss the classification of multiple disability</li> <li>• Explain the prevalence of multiple disabilities</li> <li>• Describe the characteristics of multiple disabilities</li> <li>• Discuss the causes of multiple disabilities</li> </ul>                          | <p><b>Unit II: Understanding Children with Multiple Disabilities (10 hrs)</b></p> <p>2.1 Meaning and Definition of Multiple Disabilities</p> <p>2.2 Classification of Multiple disabilities</p> <ol style="list-style-type: none"> <li>2.2.1 Developmental Disability</li> <li>2.2.2 Emotional Disabilities</li> <li>2.2.3 Orthopedic Impairment</li> <li>2.2.4 Sensory Impairment</li> </ol> <p>2.3 Prevalence of Multiple Disabilities</p> <p>2.4 Characteristics of Multiple Disabilities</p> <p>2.5 Causes of Multiple Disabilities</p> <ol style="list-style-type: none"> <li>2.5.1 Chromosome Abnormalities</li> <li>2.5.2 Developmental disorders of the brain</li> <li>2.5.3 Metabolic disorders</li> <li>2.5.4 Negative parental environmental influences</li> </ol>  |
| <ul style="list-style-type: none"> <li>• Explain the meaning and definition of Cerebral Palsy disability</li> <li>• Describe the classification of Cerebral palsy</li> <li>• Clarify the condition associated with Cerebral Palsy</li> <li>• Explain the diagnostic and therapeutic management of Cerebral Palsy</li> <li>• Identify the medical treatment of Cerebral Palsy</li> </ul> | <p><b>Unit III: Introduction to Cerebral Palsy (10 hrs)</b></p> <p>3.1 Meaning and Definition of Cerebral Palsy</p> <p>3.2 Classification of Cerebral Palsy</p> <ol style="list-style-type: none"> <li>3.2.1 Area of Brain Damage: Neuro-anatomical</li> <li>3.2.2 Movement disorders</li> <li>3.2.3 Location: Topography</li> <li>3.2.4 Function: Level of Severity</li> </ol> <p>3.3 Condition Associated with Cerebral Palsy</p> <ol style="list-style-type: none"> <li>3.3.1 Sensory Impairment</li> <li>3.3.2 Communication Impairment</li> <li>3.3.3 Orthopedic Deformities</li> <li>3.3.4 Cognitive Deficits</li> </ol> <p>3.4 Diagnostic and Therapeutic Management</p> <ol style="list-style-type: none"> <li>3.4.1 Physical Therapy</li> <li>3.4.2 Occupational Therapy</li> </ol> <p>3.5 Medical Treatment of Cerebral Palsy</p> <ol style="list-style-type: none"> <li>3.5.1 Orthotics</li> <li>3.5.2 Medication and injection</li> <li>3.5.3 Surgery</li> </ol> |
| <ul style="list-style-type: none"> <li>• Explain the models of disability</li> </ul>  | <p><b>Unit IV: Models and Critical Issues of Multiple Disability (6)</b></p>   |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Explore critical issues in the lives of individuals with multiple disability</li> </ul>   | <p>4.1 Models of Disability</p> <p>4.1.1. Medical Model</p> <p>4.1.2. Socio-cultural Model</p> <p>4.1.3. Educational Model</p> <p>4.1.4. Charity Versus Right based Approach</p> <p>4.1.5. Community based rehabilitation</p> <p>4.2 Critical issues of Multiple Disabilities</p> <p>4.1.6. Alike and Different</p> <p>4.1.7. Visible and Invisible</p> <p>4.1.8. Acute and Chronic Service intensity and Personal independence</p>   |
| <ul style="list-style-type: none"> <li>• Explain the alignment of general curriculum</li> <li>• Discuss the curriculum modification process</li> <li>• Determine the process of unique curriculum</li> <li>• Develop the annual IEP goals</li> </ul> | <p><b>Unit V: Instructional planning for Children with Physical and Multiple Disabilities (9 hrs)</b></p> <p>5.1.Alignment of General Curriculum</p> <p>5.1.1. Accommodations</p> <p>5.1.2. Modifications</p> <p>5.1.3. Augmentation</p> <p>5.2. Curriculum Modification Process</p> <p>5.2.1. The Educator team problem solving</p> <p>5.2.2. The Objective Evaluation Approach</p> <p>5.3.Determining unique curriculum</p> <p>5.3.1. Identification of the need</p> <p>5.3.2. Narrowing the focus</p> <p>5.3.3. Accommodating the learning conditions</p> <p>5.4.Developing Annual IEP Goals</p> <p>5.4.1. Assessment of present level of performance</p> <p>5.4.2. Preparing measurable IEP goals</p> <p>5.4.3. Suggesting Special Education as per the Goals</p> |

*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 Lecture
- Question answer
- Guest lecture

##### **4.2 Specific Instructional Techniques**

| <b>Unit</b>             | <b>Activity and Instructional Techniques</b>   |
|-------------------------|--|
| I<br>Self<br>Study      | <ul style="list-style-type: none"> <li>• Divide the students into 5 groups</li> <li>• Let the group of students study the understanding physical disabilities in terms of meaning, definitions, types, characteristics, prevalence, and causes from consultation of possible reading materials from the available resources.</li> <li>• Let the groups of students will discuss in group and prepared report of the assigned topics and presentation in the classroom followed by discussion</li> </ul>                                      |
| II<br>Library<br>study  | <ul style="list-style-type: none"> <li>• Divide the students into 4 groups</li> <li>• Let the groups of students study the Cerebral palsy in relation to meaning, definitions, classification, condition, diagnostic criteria, and medical treatments from the book and available reading materials.</li> <li>• Let the groups of students prepare the report and presentation in the classroom followed by discussion</li> </ul>  |
| III<br>Self<br>Learning | <ul style="list-style-type: none"> <li>• Divide the students into 5 groups</li> <li>• Let the groups of students study understanding the meaning, definitions, classification, prevalence, characteristics, and causes of multiple disabilities from the book linking with the sub-unit of this unit</li> <li>• Let the groups of students prepare the report and presentation in the classroom followed by discussion</li> </ul>  |
| IV<br>Case<br>Study     | <ul style="list-style-type: none"> <li>• Divide the students into 4 groups</li> <li>• Let the groups of students visit integrated schools and they will be asked to the special education teachers on critical issues of multiple disabilities for develop cases</li> <li>• The cases should include how the students are accommodated in the integrated setting</li> <li>• Let the groups of students prepare a brief report and present in the classroom followed by discussion and feedback</li> </ul>                                    |
| V<br>School<br>Visit    | <ul style="list-style-type: none"> <li>• Divide the students into 5 groups</li> <li>• Let the groups of students visit residential (special or integrated) schools for observing the instructional planning for children with physical and multiple disabilities for identifying their facilities and identifying their needs. They will identify the gaps that exist between the facilities and the needs</li> <li>• Let the groups of students prepare report and present in the classroom followed by discussion and feedback.</li> </ul> |

## 5. Evaluation

### 5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

|  |                  |
|--|------------------|
| 6) Attendance and participation                            | 10 points        |
| 7) First assignment/book review/written assignment/quizzes | 10 points        |
| 8) Second assignment/paper writing and or presentation     | 10 points        |
| 9) <u>Third assessment/ written test (1 or two)</u>        | <u>10 points</u> |
| Total  | 40 points        |

### 5.2 External Evaluation (Final Examination) 60%

Office of the Controller of examination will conduct final examination at the end of semester.

|   |                  |
|---|------------------|
| 1) Objective type question (Multiple choice 10x1)         | 10 points        |
| 2) Short answer questions (6 questions x 5 points)        | 30 points        |
| 3) <u>Long answer questions (2 questions x 10 points)</u> | <u>20 points</u> |
| <u>Total</u>  | <u>60 point</u>  |

**Note:** There will be 6 short answer questions (1 to 6) and question no 6 contains one alternative question. There will be 2 long answer questions (7 and 8) and question no 8 contains one alternative question.

### 5. Recommended Books

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

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

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

### Supplementary Books

*Cerebral Palsy CP*. (2017, February 3). Retrieved from Centers for disease control and prevention: <https://www.cdc.gov/ncbddd/cp/data.html#references>

Gargiulo, R. M., & Metcalf, D. (2017). *Teaching in Today's Inclusive Classrooms: A Universal Design for Learning Approach*. Boston: Pearson Education Inc.

**Far Western University  
Mahendranagar, Kanchanpur  
Faculty of Education**

**Master of Education (M. Ed) in Special Needs Education (SNE)**

Course Title: **Applied Behavior Analysis**

Course No: SNE 522

Level: M. Ed.

Semester: 2nd

Nature of course: Theoretical

Credit Hours: 3

Teaching Hours: 45

• **Course Description**

This course is about theoretical concepts and practical measures that are applicable to the children with problematic behavior in relation to the applied behavior analysis. Furthermore, behavior modification is deemed necessary to manage the challenging behavior and increase the prevalence of desired behavior that may often take a course of time. The course, therefore, revolves around the conceptual frame of behavior management in order to modify it towards the accepted one with practices that have worked well over the years.

**2. General Objectives of the course**

The general objectives of this course are as follows:

- To introduce the students with the concept of behavior, modification of behavior, and theories of behavior
- To introduce the students to make an enquiry into the theories and practical measures of behavior management for modification of behavior
- To develop the skills to apply reinforcement and differential reinforcement techniques to increase the appropriate behavior
- To provide the students with a deeper understanding of the conceptual frame that addresses the issue of behavior management towards the modification of the expected behavior
- To enable the students with the concept and characteristics of applied behavior analysis
- To familiarize the students with Positive Behavior Support (PBS) and its linkage with school wide impact and application

**3. Specific Objectives and content of the course**

| Specific Objectives  | Contents  |
|--|---|
| <ul style="list-style-type: none"> <li>• Describe the key concept of general and legal behavior</li> <li>• Clarify the fundamental concept of behavior modification</li> <li>• Explain the psychodynamic and social learning theories of behavior</li> </ul> | <p><b>Unit I: Introduction to Behavior (10 hours)</b></p> <p>1.1. Concept of Behavior</p> <p style="padding-left: 20px;">1.1.1. General Behavior</p> <p style="padding-left: 20px;">1.1.2. Legal Behavior</p> <p style="padding-left: 20px;">1.1.3. Behavior Modification</p> |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Describe behavioral approaches and biophysical explanations</li> <li>Illustrate the ecological and sociological model as applied to behavior modification.</li> </ul>  | <p>1.2. Theories of Behavior</p> <p>1.2.1. Psychodynamic Theory</p> <p>1.2.2. Social Learning Theory</p> <p>1.2.3. Behavioral Approaches</p> <p>1.2.4. Biophysical Explanations</p> <p>1.2.5. The Ecological and Sociological model</p>  |
| <ul style="list-style-type: none"> <li>Identify the meaning and definition of reinforcement</li> <li>Describe the schedule of reinforcement</li> <li>Explain the positive and negative reinforcement</li> <li>Explain stimulus control and response</li> <li>Describe the differential reinforcement in term of Concept, DRI, DRA, and DRO.</li> <li>Discuss the principle of effective reinforcement</li> </ul>  | <p><b>Unit II: Understanding Reinforcement (12 hours)</b></p> <p>2.1 Meaning and Definition of Reinforcement</p> <p>2.2 Schedule of Reinforcement</p> <p>2.3 Positive and Negative Reinforcement</p> <p>2.4 Stimulus Control and Response</p> <p>2.5 Differential Reinforcement for Managing Behavior</p> <p>2.5.1 Concept</p> <p>2.5.2 Differential Reinforcement for Incompatible Behavior (DRI)</p> <p>2.5.3 Differential Reinforcement for Alternative Behavior (DRA)</p> <p>2.5.4 Differential Reinforcement for Other Behavior (DRO)</p> <p>2.6 Principles of Effective Reinforcement</p>  |
| <ul style="list-style-type: none"> <li>Elaborate the principle of Behaviour management</li> <li>Identify the types and limitation of punishment</li> <li>Clarify undesirable side effect of punishment</li> <li>Explain the self management perspective to modify the behavior</li> <li>Discuss the principle of cognitive behavior and its assessment methods</li> <li>Describe the application procedures of the cognitive behavior modification technique</li> </ul> | <p><b>Unit III: Behavior Management and Modification (10 hours)</b></p> <p>3.1 Concept of Behavior Management</p> <p>3.2 Principle of Behavior Management</p> <p>3.3 Principle of Decreasing Disruptive Behavior and increasing Desired Behavior</p> <p>3.4 Punishment</p> <p>3.4.1 Types and Limitation</p> <p>3.4.2 Undesirable Side Effect</p> <p>3.5 Self Management Perspectives</p> <p>3.5.1 Self- monitoring</p> <p>3.5.2 Self- evaluation</p> <p>3.5.3 Self-reinforcement</p> <p>3.6 Principle of Cognitive Behavior Management</p> <p>3.6.1 Cognitive Behavior and its Assessment methods</p> <p>3.6.2 Cognitive Behavior modification techniques</p> |



|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Explain the concept and definition of ABA</li> <li>• Identify the brief history of ABA</li> <li>• Explain the Characteristics of ABA</li> <li>• Describe the key concept and definition of target behavior</li> <li>• Clarify the prioritizing of target behavior</li> </ul>  | <p><b>Unit IV: Introduction to Applied Behavior Analysis (ABA) (6 hours)</b></p> <p>4.1 Applied Behavior Analysis (ABA)</p> <p>4.1.1 Concept of ABA</p> <p>4.1.2 History of ABA</p> <p>4.1.3 Characteristics of Applied Behavior Analysis</p> <p>4.2 Target Behavior</p> <p>4.2.1 Concept of Target Behavior</p> <p>4.2.2 Prioritizing Target Behavior</p>  |
| <ul style="list-style-type: none"> <li>• Describe the concept, definition, and components of positive behavior support</li> <li>• Clarify the school wide application of PBS in terms of influencing factors and advantages.</li> <li>• Clarify the issues in future directions of PBS evaluation</li> <li>• Explain the cultural impact of school Wide PBS</li> </ul> | <p><b>Unit V: Positive Behavior Support (PBS) (7 hours)</b></p> <p>5.1. Positive Behavior Support</p> <p>5.1.1. Concept of PBS</p> <p>5.1.2. Components of PBS</p> <p>5.2. School Wide Application of PBS</p> <p>5.2.1. Factors Influencing the Development of PBS</p> <p>5.2.2. Advantages of School Wide PBS</p> <p>5.3. Issues in Future Directions of PBS Evaluation</p> <p>5.4. Cultural Impact of School Wide PBS</p> |

*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 Lecture
- Question answer
- Guest lecture

##### 4.2 Specific Instructional Techniques

| Unit               | Activity and Instructional Techniques  |
|--------------------|--|
| I<br>Self<br>Study | <ul style="list-style-type: none"> <li>• Divide the students into 5 groups</li> <li>• Let the group of students study the concept of behavior and theories of behavior from consultation of possible reading materials from the available</li> </ul> |

|                         |   |
|-------------------------|---|
|                         | <p>resources.</p> <ul style="list-style-type: none"> <li>• Let the groups of students will discuss in group and prepared report of the assigned topics</li> <li>• Report presentation in the classroom followed by discussion</li> </ul>  |
| II<br>Library<br>study  | <ul style="list-style-type: none"> <li>• Divide the students into 4 groups</li> <li>• Let the groups of students study understanding concept of reinforcement and its types from the book and available reading materials.</li> <li>• Let the groups of students prepare the report and presentation in the classroom followed by discussion</li> </ul>   |
| III<br>Self<br>Learning | <ul style="list-style-type: none"> <li>• Divide the students into 5 groups</li> <li>• Let the groups of students study behavior management and modification from the book linking with the sub-unit of this unit</li> <li>• Let the groups of students prepare the report and presentation in the classroom followed by discussion</li> </ul>   |
| IV<br>Case<br>Study     | <ul style="list-style-type: none"> <li>• Divide the students into 4 groups</li> <li>• Let the groups of students visit integrated schools and they will be asked to the children on targeted behavior for develop cases</li> <li>• The cases should include how the students are accommodated in the integrated setting</li> <li>• Let the groups of students prepare a brief report and present in the classroom followed by discussion and feedback.</li> </ul> |
| V<br>School<br>Visit    | <ul style="list-style-type: none"> <li>• Divide the students into 4 groups</li> <li>• Let the groups of students visit residential (special or integrated) schools for observing the existing facilities and identifying their needs. They will identify the gaps that exist between the facilities and the needs</li> <li>• Let the groups of students will prepare report and present in the classroom followed by discussion and feedback.</li> </ul>          |

## 5. Evaluation

### 5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

|   |                  |
|---|------------------|
| 10) Attendance and participation                            | 10 points        |
| 11) First assignment/book review/written assignment/quizzes | 10 points        |
| 12) Second assignment/paper writing and or presentation     | 10 points        |
| 13) <u>Third assessment/ written test (1 or two)</u>        | <u>10 points</u> |
| Total   | 40 points        |

### 5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination of the University will conduct final examination at the end of semester.

|   |           |
|---|-----------|
| 1) Objective type question (Multiple choice 10x1) | 10 points |
|---|-----------|

|   |                  |
|---|------------------|
| 2) Short answer questions (6 questions x 5 points)        | 30 points        |
| 3) <u>Long answer questions (2 questions x 10 points)</u> | <u>20 points</u> |
| <u>Total</u>  | <u>60 points</u> |

**Note:** There will be 6 short answer questions (1 to 6) and question no 6 contains one alternative question. There will be 2 long answer questions (7 and 8) and question no 8 contains one alternative question.

## 6. Recommended Books

- Brown, F., Anderson, J.L., Pry, R.L.D. (2015). *Individual Positive Supports: A Standard Based Guide to Practices in School and Community Settings*. Baltimore, Maryland: Paul H. Brookes Publishing Co., Inc.
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2014). *Applied Behavior Analysis* (2<sup>nd</sup> ed.). USA: Pearson Education Limited.
- Maag, J.W. (2004). *Behaviour Management: From Theoretical Implications to Practical Applications* (2<sup>nd</sup> ed.). Australia, Canada, Mexico, Singapore, Spain, U.K, USA: Thomson Wadworth.

## Supplementary Books

- Heward, L. W. (2013). *Exceptional children: An introduction to special education* (10<sup>th</sup> ed.). Boston: Pearson Education, Inc.
- Kirk, S., Gallagher, J., & Coleman, M. R. (2015). *Educating exceptional children* (14<sup>th</sup> ed.). USA: Cengage Learning.

**Far Western University  
Mahendranagar, Kanchanpur  
Faculty of Education**

**Master of Education (M. Ed) in Special Needs Education (SNE)**

Course Title: **Educating Students with Visual Impairment**

Course No: SNE523

Level: M. Ed.

Semester: 2nd

Nature of course: Theoretical

Credit Hours: 3

Teaching Hours: 45

• **Course Description**

This course deals with the conceptual and practical aspects concerned with vision, visual impairment and education of children with visual impairment. The course divulges about the anatomy and physiology of human eye, process of vision, and historical review of education of children with visual impairment. Furthermore, it comprises the concepts, characteristics, prevalence, types and causes of visual impairment. It entails about the adaptation of curriculum and environment for children with visual impairment, association of visual impairment with other impairments and educational placement of children with visual impairment.

• **General Objectives of the course**

The general objectives of this course are as follows:

- To acquaint the students with the anatomical and physiological aspects of human eye, process of vision and the educational history of children with visual impairment
- To develop students knowledge and perspectives regarding concepts, characteristics, prevalence, types and causes of visual impairment
- To provide students with the ways of adapting curriculum and environment for children with visual impairment
- To develop students knowledge about the association of visual impairment with other impairment
- To familiarize the students with educational placement of children with visual impairment along with its effects on the child

3. **Specific Objectives and content of the course**

| Specific Objectives | Contents |
|---------------------|----------|
|---------------------|----------|

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Identify the anatomical and physiological aspects of human eye</li> <li>• Describe the process of vision of children with visual impairment</li> <li>• Clarify the concepts of visual impairment</li> <li>• Explain the educational and legal definition of visual impairment</li> <li>• Explore the types of visual impairment</li> </ul>  | <p><b>Unit I: Understanding Human Eye, Vision, and Visual Impairment (10 hours)</b></p> <p>1.1. Anatomy of Human Eye</p> <p>1.2. Physiology of Human Eye</p> <p>1.3. Visual Process</p> <p>    1.3.1. Concept of Visual Process</p> <p>    1.3.2. Accommodation</p> <p>    1.3.3. Visual Acuity and its Maturation</p> <p>    1.3.4. Refraction and Refractive Error</p> <p>    1.3.5. Visual Screening</p> <p>1.4. Concepts of Visual Impairment</p> <p>    1.4.1. Low vision</p> <p>    1.4.2. Blind</p> <p>1.5. Educational and Legal Definition of Visual Impairment</p> <p>1.6. Types of Visual Impairment</p>                                   |
| <ul style="list-style-type: none"> <li>• Explore the characteristics of visual impairment</li> <li>• Mention the prevalence of visual impairment</li> <li>• Describe the causes of Visual impairment</li> <li>• Identify the early intervention for children with visual impairment</li> <li>• Clarify the role of the family for children with visual impairment</li> <li>• Discuss the national agendas for students with visual impairment</li> <li>• Explain the education process of children with visual impairment</li> </ul> | <p><b>Unit II: Understanding Visual Impairment(8 hours)</b></p> <p>1.1.Characteristics of Visual Impairment</p> <p>    1.1.1. Cognitive and Language</p> <p>    1.1.2. Motor Development and Mobility</p> <p>    1.1.3. Social Adjustment and Interaction</p> <p>1.2. Prevalence of Visual Impairment</p> <p>1.3. Causes of Visual Impairment</p> <p>1.4. Early Intervention for Children with Visual Impairment</p> <p>1.5. The Role of the Family</p> <p>1.6. National Issues and Challenges of Visual Impairments</p> <p>1.7. Education of Children with Visual Impairment</p> <p>    Development of School</p> <p>    Development of Services</p> |
| <ul style="list-style-type: none"> <li>• Explain visual impairment with other impairments: intellectual disability, deafness, cerebral palsy,</li> </ul>   | <p><b>Unit III: Visual Impairment with Other Impairments (8 hours)</b></p> <p>3.1.Blindness with Deafness</p> <p>3.2.Visual Impairments and Intellectual Disability</p> <p>3.3.Visual Impairment and Cerebral Palsy</p>   |

|  |   |
|--|---|
| <p>learning disability</p> <ul style="list-style-type: none"> <li>• Explain multiple handicaps in students with visual impairment</li> </ul>   | <p>3.4. Visual Impairment and Learning Disability<br/>3.5. Visual Impairment and Multiple Disability</p>  |
| <ul style="list-style-type: none"> <li>• Identify the aids and devices for students with low vision</li> <li>• Explain the aids and devices for visual impairment</li> <li>• Describe the concept of extended core curriculum for students with visual impairment</li> <li>• Identify the ways to expand core curriculum for students with visual impairment</li> <li>• Clarify the ways to expand core curriculum for students with low vision</li> </ul> | <p><b>Unit IV: Educating Students With Visual Impairment (11 hours)</b></p> <p>4.1 Aids and Devices for Students with Low Vision</p> <p>4.1.1 Optical Devices<br/>4.1.2 Reading Print<br/>4.1.3 Classroom Adaptation</p> <p>4.2. Aids and Devices for Visual Impairments</p> <p>4.2.1. Use of Braille and Technical Aid<br/>4.2.2. Tactile Aids and Manipulations<br/>4.2.3. Technological Aids for Reading Print<br/>4.2.4. Computer Assisted Learning</p> <p>4.3. Extended Core Curriculum</p> <p>4.3.1. Orientation and Mobility<br/>4.3.2. Listening Skills<br/>4.3.3. Functional Life skills (Daily living, Personal Hygiene, Interpersonal, and Situational adaptation)</p> |
| <ul style="list-style-type: none"> <li>• Describe the educational placement for children with visual impairment</li> <li>• Clarify the concept and procedures of response to intervention approaches for students with visual impairment</li> </ul>  | <p><b>Unit V: Educational Placement for Students with Visual Impairment (8 hours)</b></p> <p>6.1. Educational Placement</p> <p>5.1.1. Inclusive Classroom<br/>5.1.2. Residential School<br/>5.1.3. Itinerant Services</p> <p>6.2. RtI Approaches for student with Visual Impairment</p> <p>5.2.1. Universal Tier- I<br/>5.2.2. Targeted Tier- II<br/>5.2.3. Intensive Tier- III</p>   |

*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 Lecture
- Question answer

- Guest lecture

#### 4.2 Specific Instructional Techniques

| Unit                   | Activity and Instructional Techniques   |
|------------------------|---|
| I<br>Hospital<br>Visit | <ul style="list-style-type: none"> <li>• Divide the students into 4 groups</li> <li>• Let the group of students visit Eye Hospital for observing eye check up activities and the groups of students will also visit Library to get information regarding the assigned topics</li> <li>• Let the groups prepare observational and review report and present in the classroom followed by the teacher's feedback</li> </ul>                                       |
| II<br>Self-<br>Study   | <ul style="list-style-type: none"> <li>• Divide the students into 5 groups</li> <li>• Let the groups of students study the sub-topic of this unit from the book and others resource materials</li> <li>• Let the groups of students prepare the report and presentation in the classroom followed by discussion and Feedback</li> </ul>   |
| III<br>Group<br>Study  | <ul style="list-style-type: none"> <li>• Divide the students into 4 groups</li> <li>• Let the groups of students explore ways to relate visual impairment with other impairment, they will visit library and consult both electronic and printed materials</li> <li>• Let the groups of students prepare a brief report and present in the classroom followed by discussion and feedback.</li> </ul>  |
| IV<br>Case<br>study    | <ul style="list-style-type: none"> <li>• Divide the students into 4 groups</li> <li>• Let the groups of students visit integrated schools and they will be asked to develop cases of children with visual impairment.</li> <li>• The cases should include how the students are accommodated in the integrated setting</li> <li>• Let the groups of students prepare a brief report and present in the classroom followed by discussion and feedback.</li> </ul> |
| V<br>Group<br>Activity | <ul style="list-style-type: none"> <li>• Divide the students into 5 groups</li> <li>• Let the groups of students visit residential (special or integrated) schools for observing the existing facilities and identifying their needs. They will identify the gaps that exist between the facilities and the needs</li> <li>• Let the groups of students prepare report and present in the classroom followed by discussion and feedback.</li> </ul>             |

### 5. Evaluation

#### 5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

|   |                  |
|---|------------------|
| 14) Attendance and participation                            | 10 points        |
| 15) First assignment/book review/written assignment/quizzes | 10 points        |
| 16) Second assignment/paper writing and or presentation     | 10 points        |
| 17) <u>Third assessment/ written test (1 or two)</u>        | <u>10 points</u> |
| Total   | 40 points        |

## 5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination of the University conducts final examination at the end of semester.

|  |                  |
|--|------------------|
| 1) Objective type question (Multiple choice 10x1)  | 10 points        |
| 2) Short answer questions (6 questions x 5 points) | 30 points        |
| 3) Long answer questions (2 questions x 10 points) | 20 points        |
| <u>Total</u>                                       | <u>60 points</u> |

**Note:** There will be 6 short answer questions (1 to 6) and question no 6 contains one alternative question. There will be 2 long answer questions (7 and 8) and question no 8 contains one alternative question.

## 7. Recommended Books

Heward, W. L. (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 (14<sup>th</sup> ed.)*. USA: Cengage Learning.

### Supplementary books

Carol B., Lewis S. & Spungin S. J. (2014). *ECC essentials: teaching the expanded core curriculum to students with visual impairments*. USA: AFB Press.

Central Bureau of Statistics (2012). *National Population and Housing Census, 2011*. Kathmandu: National Planning Commission Secretariat

Jung, D.Y.; Song, M.J.; Wan Ha, C.; Lee, S.R.; Yang, M.H. and Dhungana, B.R. (2015). *An introduction to special needs education*. Changwon: Leading University Project for International Cooperation, Changwon National University.

The National Consortium on Blindness-deafness (2008). *National Child Count of Children and Youth Who are Deaf-Blind*. Monmouth: Teaching Research Division.

UNESCO (2015). *Teaching Children with Disabilities in Inclusive Settings*. France: UNESCO.



**Far Western University  
Mahendranagar, Kanchanpur  
Faculty of Education**

**Master of Education (M. Ed) in Special Needs Education (SNE)**

Course Title: **Educating Students with Hearing Impairment**

Course No: SNE 524

Level: M. Ed.

Semester: 2<sup>nd</sup>

Nature of course: Theoretical

Credit Hours: 3 cr. hrs.

Teaching Hours: 45

• **Course Description**

This course emphasizes the in-depth understanding of theories and practices of educating the deaf and hard of hearing students. This course provides an opportunity to develop basic research skills in the field of deaf education. The course provides an evidence-based approach to find ways and measures to help address the diverse needs of deaf children. It engages student to conduct brief case studies and field studies regarding the education of the deaf and hard of hearing children.

2. **General Objectives of the course**

The general objectives of this course are as follows:

- To make the students knowledgeable about the fundamental concept of educating deaf and hard of hearing
- To provide the students with a deeper understanding of contribution of education for the deaf and hard of hearing
- To prepare the students to have wider knowledge on educational approaches to deafness and hard of hearing
- To enable the students to be conversant with social and emotional adjustment in deaf and hard of hearing children
- To familiarize the students with interpersonal relations of deaf and hard of hearing children with their families
- To enhance the knowledge of students on early intervention to deaf and hard of hearing children
- To make students aware of educational considerations of deaf and hard of hearing students in schools
- To prepare the students to link deafness with cognitive functioning
- To familiarize the students with the concept of sign language and manual communication

3. **Specific Objectives and contents of the course**

| Specific Objectives   | Contents   |
|---|--|
| <ul style="list-style-type: none"> <li>• Define deafness and hard of hearing</li> <li>• Explain the types of</li> </ul> | <p><b>Unit I: Introduction to Hearing Impairment (10 hours)</b></p> <p>1.1. Anatomy of Human Ear</p> <p>1.2. Hearing Process</p> <p>1.3. Introduction to Deafness and Hard of Hearing</p> <p>1.4. Types of Hearing Loss</p> <p>1.5. Prevalence of Hearing Loss</p> |

|   |  |
|---|--|
| <p>Hearing Loss</p> <ul style="list-style-type: none"> <li>• Identify the characteristics of Deafness and hard of hearing</li> <li>• Describe the prevalence and causes of hearing loss</li> <li>• Explain the preventions, identification and assessment of Deafness and Hard of Hearing</li> </ul>  | <p>1.6.Characteristics of Hearing Impairment</p> <p>1.7.Causes of Hearing Loss</p> <p>1.8. Preventions of Hearing Impairment</p> <p>1.9.Identification and Assessment</p>  |
| <ul style="list-style-type: none"> <li>• Explain the cognitive functioning of deafness and hard of hearing</li> <li>• Describe the attention and perception of cognitive functioning</li> <li>• Clarify the concept of visual imagery and visual cognition</li> <li>• Describe the different types of memory in term of cognitive functioning</li> <li>• Explain the fundamental concepts of strategic utilization of Knowledge and meta cognition</li> </ul> | <p><b>Unit II: Cognitive Functioning and Adjustment<br/>(10 hours)</b></p> <p>2.1. Deafness and Cognitive Functioning</p> <p>2.1.1. Attention and Perception</p> <p>2.1.2. Modes, Codes, and Nodes</p> <p>2.1.3. Visual Imagery and Visual Cognition</p> <p>2.1.4. Memory</p> <p>2.1.4.1. Working Memory</p> <p>2.1.4.2. Semantic Memory</p> <p>2.1.4.3. Mental Lexicon</p> <p>2.1.5. Strategic Utilization of Knowledge</p> <p>2.1.6. Meta Cognition Theory</p> <p>2.2. Cognitive and Academic development of children with Hearing Impairment</p> <p>2.3. Impact of a Hearing Impairment on Language, Speech, and Communication</p> <p>2.4. Social and Personal Adjustment of Children with Hearing Impairment</p> |

|  |  |
|--|--|
| <p>theory</p> <ul style="list-style-type: none"> <li>• Identify the impact of a hearing loss on Language, Speech, and communication</li> <li>• Identify the social and personal adjustment of children with hearing loss</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• Analyze the impact of a deaf child in a family</li> <li>• Suggest parents for their deaf child's entry into the formal school setting</li> <li>• Explain the facilitation for students with hearing impairment</li> <li>• Describe the impact of hearing loss on daily life and work place</li> </ul> | <p><b>Unit III: Interpersonal Relationship of Students with Hearing Impairment (8 hours)</b></p> <p>3.1.Relationship between Children with Hearing Impairment and Family</p> <p>3.2.Students with Hearing Impairment in Formal Educational Settings</p> <p>3.3.Facilitation for Students with Hearing Impairment</p> <p>3.4.Impact of Hearing Loss on Daily life and workplace</p>   |
| <ul style="list-style-type: none"> <li>• Identify the communication options for children with hearing impairments</li> <li>• Explain technological supports in teaching children with deaf and hard of hearing technology.</li> <li>• State the types of manual</li> </ul>   | <p><b>Unit IV: Assistive Devices and Technological Support (9 hours)</b></p> <p>4.1.Communication Options for Children with Hearing Impairments</p> <p>4.2.Technological Supports (Hearing Aids Loop. Infrared, FM System, and Cochlear implants)</p> <p>4.3.Manual Communications</p> <p>4.3.1. Sign Language: Nepali Sign Language (NSL) and English Sign Language (ESL)</p> <p>4.3.2. Artificial Signing System</p> <p>4.4.Issues and Challenges in Teaching and using Sign Language in Nepal</p> |

|  |   |
|--|---|
| <p>communication</p> <ul style="list-style-type: none"> <li>• Identify the concept of NSL and ESL</li> <li>• Discuss the issues and challenges in teaching and using sign language in Nepal</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>• Identify the educational approaches to Deafness</li> <li>• Explain the educational considerations to preschool, basic education, and secondary education placement of deafness and hard of hearing</li> <li>• Describe the appropriate intervention strategies to preschool, basic school, and secondary school level students</li> </ul> | <p><b>Unit V: Educational Intervention Strategies (8 hours)</b></p> <p>7.1. Educational Approaches to Deafness</p> <p>7.2. Educational Considerations</p> <p>    7.2.1. Preschool Placement</p> <p>    7.2.2. Basic Education Placement</p> <p>    7.2.3. Secondary Education Placement</p> <p>7.3. Intervention Strategies</p> <p>    7.3.1. Early Intervention</p> <p>    7.3.2. Preschool Intervention</p> <p>    7.3.3. Basic Level Intervention</p> <p>    7.3.4. Secondary Level Intervention</p> |

*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 Lecture
- Question answer
- Guest lecture

##### 4.2 Specific Instructional Techniques

| Unit | Activity and Instructional Techniques |
|------|---------------------------------------|
|------|---------------------------------------|

|                                    |   |
|------------------------------------|---|
| I<br>Field<br>Consultation         | <ul style="list-style-type: none"> <li>• Divide the students into 6 groups</li> <li>• Let the group of students study meaning and definition, types, characteristics, prevalence and causes, preventions, identification and assessment of deafness and hard of hearing from consultation of doctor, sign language interpreter, parents of the child with deaf and hard of hearing as well as possible reading materials from the available resources.</li> <li>• Let the groups prepare comparative report and presentation in the classroom followed by discussion</li> </ul> |
| II<br>Round<br>Table<br>Discussion | <ul style="list-style-type: none"> <li>• Let the groups of students organize a round table discussion in the class and let every student participate in the discussion on cognitive functioning, impact and social and personal adjustment of children with deaf and hard of hearing</li> <li>• Let the groups of students prepare the report and presentation in the classroom followed by discussion.</li> </ul>  |
| III<br>Home Visit                  | <ul style="list-style-type: none"> <li>• Divide the students into 5 groups</li> <li>• Let the groups of students organize a short visit to a deaf child's parents and let students interact on the given topic of this unit</li> <li>• Let the groups of students prepare the report and presentation in the classroom after visit</li> </ul>   |
| IV<br>School Visit                 | <ul style="list-style-type: none"> <li>• Divide the students into 4 groups</li> <li>• Let the groups of students organize a visit to a deaf school and let students observe the communication in the classroom</li> <li>• Let the groups of students prepare the report and presentation in the classroom after classroom observation.</li> </ul>   |
| V<br>Field<br>observation          | <ul style="list-style-type: none"> <li>• Divide the students into 5 groups</li> <li>• Let the group of students study educational considerations and intervention strategies with consultation of teacher, sign language interpreter, parents of the child with deaf and hard of hearing as well as possible reading materials from the available resources.</li> <li>• Let the groups prepare comparative report and presentation in the classroom followed by discussion.</li> </ul>  |

## 5. Evaluation

### 5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

|   |                  |
|---|------------------|
| 18) Attendance and participation                            | 10 points        |
| 19) First assignment/book review/written assignment/quizzes | 10 points        |
| 20) Second assignment/paper writing and or presentation     | 10 points        |
| 21) <u>Third assessment/ written test (1 or two)</u>        | <u>10 points</u> |
| Total   | 40 points        |

## 5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination of the University conducts final examination at the end of semester.

|  |                  |
|--|------------------|
| 1) Objective type question (Multiple choice 10x1)  | 10 points        |
| 2) Short answer questions (6 questions x 5 points) | 30 points        |
| 3) Long answer questions (2 questions x 10 points) | 20 points        |
| <u>Total</u>                                       | <u>60 points</u> |

**Note:** There will be 6 short answer questions (1 to 6) and question no 6 contains one alternative question. There will be 2 long answer questions (7 and 8) and question no 8 contains one alternative question.

## 8. Recommended Books

Hallan, D. P., Kauffman, J. M., & Pullen, P.C. (2012). *Exceptional Learners: An Introduction to Special Education* (12 Edition). Boston: Pearson Education, Inc.

Heward, W. L. (2013). *Exceptional Children: An Introduction to Special Education* (10<sup>th</sup> edition). New York: Pearson Education, Inc.

Kirk, S., Gallagher, J., & Coleman, M.R. (2015). *Educating Exceptional Children* (14<sup>th</sup> ed.). USA: Cengage Learning.

Marschark, M. (2007). *Raising and Educating a Deaf Child: A Comprehensive Guide to the Choices, Controversies, and Decisions Faced by Parents and Educators* (2<sup>nd</sup> edition). London: Oxford University Press.

Marschark, M., Harry, D. L. & John, A. (2002). *Educating Deaf Students: From Research to Practice*. England: Oxford University Press.

Moore, D. F. (2001). *Educating the Deaf: Psychology, Principles and Practice*. New York, USA: Gallaudet University.

## Supplementary Books

Allyn & Bacon (2005). *Special Education: Contemporary Perspectives for School Professionals*. University of North Carolina: Pearson, Inc.

Gargiulo, R. M. (2001). *Special Education in Contemporary Society: An Introduction to Exceptionality*. Wadsworth Thomson Learning, Inc.

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

**Far Western University**  
**Mahendranagar, Kanchanpur**  


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**Faculty of Education**

**Master of Education (M. Ed) in Special Needs Education (SNE)**

**Course Title: Assessing Students with Special Needs**

**Course No: SNE 525**

**Level: M. Ed.**

**Semester: Second**

**Nature of Course: Theoretical**

**Credit hours: 3**

**Teaching Hours: 45**

**1. Course Description**

This is a major course on assessing students with special needs allied to students with master's degree in special education. The main purpose of this course is to provide basic concepts, knowledge, and skills of assessment of learning outcome of students with special needs. Furthermore, it also clarifies the concept of different assessment process and types, assessment strategies in SNE classroom, use of RTI model in assessment, assessing intelligence, assessment strategies for speech and language, hearing, and perceptual abilities for the assessing learning outcome of the students with special needs. These contents will be bestowed with in relation to the students with special needs.

**2. General Objectives**

The general objectives of the course are as stated below:

- To develop the students' knowledge and understanding regarding the concept of assessment, types, purpose, characteristic, and assessment process on special needs.
- To prepare students to have intensive understanding about assessment and test process in SNE classroom, dimensions of assessment, considerations, test response format, and preparing and managing of testing in SNE.
- To enable students' knowledge and skills of using RTI model in both general and special education and its strengths and challenges in special needs education.
- To make the students able to be administering the intelligence tests, analyzing and interpreting test results of assessment for students with special needs.
- To introduce the students with the assessment concept of speech and language, hearing, and perceptual abilities for assessment in the areas of special needs education.

**3. Specific Objectives and Contents**

| Specific Objectives | Contents |
|---------------------|----------|
|---------------------|----------|

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>▪ Clarify the concept of assessment, measurement, and testing.</li> <li>▪ Explain the purpose of assessment in SNE.</li> <li>▪ Describe the characteristics of effective assessment program.</li> <li>▪ Explain the types of assessment in SNE.</li> <li>▪ Illustrate the assessment process of students with special needs.</li> <li>▪ Show the importance of confidentiality in assessment.</li> </ul> | <p><b>Unit I: Introduction to Assessment in Special Needs Education (10)</b></p> <p>1.1 Concepts of Test, Measurement and Assessment</p> <p>1.2 Purpose of Assessment in SNE</p> <p>1.3 Characteristics of Effective Assessment Programs</p> <p>1.4 Types of Assessment in SNE</p> <p>1.5 Assessment Process of Students with Special Needs</p> <p>1.5.1 Screening and Prereferral Activities</p> <p>1.5.2 Assessment for Eligibility Determination</p> <p>1.5.3 Assessment for Instructional Planning</p> <p>1.5.4 Ongoing Assessment Process</p> <p>1.5.5 Assessment for Accountability and Program Evaluation</p> <p>1.6 Maintaining Confidentiality</p>               |
| <ul style="list-style-type: none"> <li>▪ Describe the concept of teacher made test of achievement.</li> <li>▪ Explain the dimensions of academic assessment.</li> <li>▪ Illustrate the considerations in preparing tests for students with SNE.</li> <li>▪ Explain the test response formats.</li> <li>▪ Describe the types of preparing and managing testing.</li> <li>▪ Explain the area of core assessment in SNE.</li> </ul>                | <p><b>Unit II: Assessment in SNE Classroom (8)</b></p> <p>2.1 Concept of Teacher-Made Tests</p> <p>2.2 Dimensions of Academic Assessment</p> <p>2.2.1 Content Specificity</p> <p>2.2.2 Testing Frequency</p> <p>2.2.3 Testing Format</p> <p>2.3 Guidelines of Preparing Tests for Students with SNE</p> <p>2.4 Test Response Formats</p> <p>2.4.1 Selection Test Formats</p> <p>2.4.2 Supply Test Formats</p> <p>2.5 Test Preparing and Management</p> <p>2.5.1 Mandated Testing</p> <p>2.5.2 Progress Monitoring</p> <p>2.5.3 Formal Testing</p> <p>2.6 Assessment in Core Achievement Area</p> <p>2.6.1 Reading</p> <p>2.6.2 Spelling</p> <p>2.6.3 Written Language</p> |
| <ul style="list-style-type: none"> <li>▪ Define concept of response to intervention (RTI) model.</li> <li>▪ List out the fundamental assumptions in assessing RTI model.</li> <li>▪ Illustrate the assessment process in RTI.</li> <li>▪ Explain the criteria for judging progress in RTI,</li> </ul>   | <p><b>Unit III: Response to Intervention (RtI) Model in Assessment (10)</b></p> <p>3.1 Introduction to Response to Intervention (RtI) Model</p> <p>3.1.1 Primary Interventions (Tier I)</p> <p>3.1.2 Secondary Interventions (Tier II)</p> <p>3.1.3 Tertiary Interventions (Tier III)</p> <p>3.2 Fundamental Assumptions in Assessing RtI</p>   |



|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Describe the important considerations of response to intervention (RTI) model in assessment.</li> <li>▪ Use RTI model in general and special education.</li> <li>▪ Show the strength and challenges of RTI model.</li> </ul>   | <p>Model</p> <p>3.3 RtI and The Assessment Process</p> <p>3.4 Criteria for Judging Progress in RtI</p> <p>3.5 Important Considerations in RtI</p> <p>3.6 RtI Model in General and Special Needs Education</p> <p>3.7 Strengths and Challenges of RtI Model</p>   |
| <ul style="list-style-type: none"> <li>▪ Define the concept of assessing intelligence.</li> <li>▪ Describe the purpose of intelligence testing.</li> <li>▪ Clarify the instructional implication of intelligence.</li> <li>▪ Illustrate the behaviors sampled by intelligence tests.</li> <li>▪ Explain the types of intelligence tests.</li> <li>▪ Use Wechsler intelligence scale for children to measure IQ of children with special needs.</li> </ul> | <p><b>Unit IV: Assessing Students' Intelligence (8)</b></p> <p>4.1 Concept of Assessing Intelligence</p> <p>4.2 Purpose of Intelligence Testing</p> <p>4.3 Instructional Implications of Intelligence</p> <p>4.4 Behaviors Sampled by Intelligence Tests</p> <p>4.5 Types of Intelligence tests</p> <p style="padding-left: 20px;">4.5.1 Individual Tests</p> <p style="padding-left: 20px;">4.5.2 Group Tests</p> <p style="padding-left: 20px;">4.5.3 Nonverbal Intelligence Tests</p> <p>4.6 Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V)</p>  |
| <ul style="list-style-type: none"> <li>▪ Define the concept of speech and language assessment</li> <li>▪ Explain the concept of hearing assessment.</li> <li>▪ Describe the pure tone audiometry screening test.</li> <li>▪ Explain the concept of perceptual abilities assessment.</li> <li>▪ Illustrate the purpose of perceptual assessment.</li> <li>▪ Explain the concept of functional behavior assessment.</li> </ul>                              | <p><b>Unit V: Assessing Different Dimensions of Hearing Impairment (9)</b></p> <p>5.1 Assessment of Speech and Language</p> <p style="padding-left: 20px;">5.1.1 Speech Fluency Problems</p> <p style="padding-left: 20px;">5.1.2 Receptive and Expressive Language</p> <p style="padding-left: 20px;">5.1.3 Central Auditory Processing Disorder</p> <p>5.2 Assessment of Hearing</p> <p style="padding-left: 20px;">5.2.1 Pure Tone Audiometric Screening</p> <p style="padding-left: 20px;">5.2.2 Speech Audiometry</p> <p style="padding-left: 20px;">5.2.3 Pure Tone Threshold Audiometry</p> <p>5.3 Assessment of Perceptual Abilities</p> <p style="padding-left: 20px;">5.3.1 Visual Perception</p> <p style="padding-left: 20px;">5.3.2 Auditory Perception</p> |

Note: The figures within parentheses indicate the approximate teaching hours allocated for respective units.

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

**4.1 General Instructional Techniques:** In this course the main general instructional techniques are as given below:

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

- Self-Study.

#### 4.2 Specific Instructional Techniques:

Specific instructional techniques such as participatory lecture method, classroom presentation by the groups of students or individual, self-study, tutorial support based on the nature of contents, and home assignment or project works are suggested. In this course, to ensure the students' active participation in teaching learning process the following specific instructional techniques are suggested.

| Units | Activities/ Instructional Techniques   |
|-------|--|
| I     | <p><b>Lecturer and Discussion</b></p> <ul style="list-style-type: none"> <li>▪ Paper will be presented in the classroom for making concept clear and discussion.</li> <li>▪ Individual or group of students will be assigned for discussion on various aspects of assessment and its process.</li> <li>▪ Group of students will prepare the report based on the discussion and present it in the classroom.</li> <li>▪ Students will ask the different questions related to subject matter and teacher will responds each query respectively.</li> </ul>   |
| III   | <p><b>Presentation and Group discussion</b></p> <ul style="list-style-type: none"> <li>▪ Students will be divide into a groups and division the content for each group.</li> <li>▪ All the students are requested to prepare their presentation on given topic and present it in the classroom.</li> <li>▪ All the group members should have listen carefully and ask some questions after finishing the presentation.</li> <li>▪ The teacher will guide and clear the confusion portion on their presentations.</li> <li>▪ After finishing the presentation teacher and students will sit together and discuss about their presentation and make a conclusion. Furthermore, all the group members should have submitted their presentation materials to their subject teacher.</li> </ul> |
| V     | <p><b>Home assignment and Presentation</b></p> <ul style="list-style-type: none"> <li>▪ Techer will provide reading materials related to given content.</li> <li>▪ Techer will give assignment to students on the topic of developmental assessment process and its principle.</li> <li>▪ Students will make a paper on given content and present in the classroom respectively.</li> <li>▪ Finally, teacher will guide and conclude the all assigned contents.</li> </ul>   |

## 5. Evaluation

### 5.1 Internal Evaluation 40%

The concerned teacher will carry out the internal assessment of the students based on the distribution of points as stated below:

|                   |           |
|-------------------|-----------|
| 22) Attendance    | 05 points |
| 23) Participation | 05 points |

|   |                  |
|---|------------------|
| 24) First assignment/book review/written assignment/quizzes | 10 points        |
| 25) Second assignment/paper writing and or presentation     | 10 points        |
| 26) <u>Third assessment/ written test (1 or two)</u>        | <u>10 points</u> |
| Total   | 40 points        |

**Note:** There will be 6 short answer questions (1 to 6) and question no 6 contains one alternative question. There will be 2 long answer questions (7 and 8) and question no 8 contains one alternative question.

## 5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination of the University will conduct semester/ final examination at the end of each semester. The distribution of points for the types of questions to be asked in final examination is as follows:

|   |                  |
|---|------------------|
| 1) Objective type question (Multiple choice items 10 x 1) | 10 points        |
| 2) Short answer questions (6 questions x 5 points)        | 30 points        |
| 3) <u>Long answer questions (2 questions x 10 points)</u> | <u>20 points</u> |
| <u>Total</u>  | <u>60 points</u> |

Note: There will be 6 short answer questions and question no 6 contains one alternative question. There will be 2 long answer questions and question no 8 contains one alternative question.

## 6. Recommended Books and References

### 6.1 Recommended Books

- 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.
- 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.

### 6.2 References

- Heward, W. L. (2013). *Exceptional Children: An introduction to Special Education* (10th ed.). USA: Pearson Education, 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.  
Kirk, S., Gallagher, J., & Coleman, M. R. (2015). *Educating exceptional children* (14th Ed.).  
USA: Cengage Learning.

**Far Western University  
Mahendranagar, Kanchanpur  
Faculty of Education**

**Master of Education (M. Ed) in Special Needs Education (SNE)**

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

Course No: SNE 531

Level: Master

Semester: Third

Nature of Course: Theoretical

Credit Hours: 3

Teaching Hours: 45

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### **1.Course Description**

This course has been designed to provide basic concepts about curriculum development, curriculum differentiation, ensuring access to general curriculum through Universal Design to Learning, differentiating curriculum for gifted children, and the curricular activities conducted for the children with disabilities in Nepal to the students studying at Master level under the Department of Special Needs Education of Far-western University, Nepal. After the completion of this course, students are expected to have basic theoretical understanding required to plan, differentiate, and implement the curriculum as per the learning needs of children with special needs in Nepal. Apart from this, students are also intended to be familiar with various characteristics that make each individual special from each other and use such diversity while developing, differentiating, implementing, and assessing curriculum. Furthermore, this course will also be handy to make students familiarize with curricular activities carried out in special and integrated schools in Nepal to address the special needs of the students with special needs. Finally, this course will be useful to provide prerequisite knowledge to learn more advanced knowledge and skills in relation to curriculum under the field of special needs education.

### **2.General Objectives**

The course has been designed to provide basic knowledge and skills useful to develop, differentiate, implement, and assess curriculum as per the special learning needs of all learners including the learners with disabilities. The general objectives of the course are as follows:

- Students will be familiarized with the curriculum development process for the children with special needs

- Students will be clear about the ways need to be applied while differentiating curriculum as per the special learning needs of the children with special needs.
- Students will be able to introduce the process need to be followed while ensure the access to general curriculum through Universal Design for Learning.
- Students will be acquainted with the methods used to differentiate curriculum as per the needs of the gifted children for addressing special learning needs.
- Students will be able to discuss curricular activities conducted for the children with special needs in Nepal.

### 3. Specific Objectives and Contents

| Specific Objectives   | Contents   |
|---|--|
| <ul style="list-style-type: none"> <li>• Explain how one individual is different from another in brief.</li> <li>• Introduce different types of intelligences in brief.</li> <li>• Describe the implications of individual differences while developing curriculum in SNE.</li> <li>• Elucidate process of developing curriculum for the children with special needs.</li> <li>• List out the criteria need to be applied while selecting and organizing content.</li> <li>• Select appropriate instructional method while teaching particular content to the children with special needs.</li> <li>• Describe different approaches to identifying curricular content for inclusive settings.</li> <li>• Apply basic academic and functional skills approaches to identify relevant contents for the children with disabilities.</li> </ul> | <p style="text-align: center;"><b>Unit I: Curriculum Development for the Children with Special Needs (12)</b></p> <p>1.1 Individual Differences of the Learners</p> <p>1.1.1 Cognitive Abilities</p> <p>1.1.2 Learning Styles</p> <p>1.1.3 Multiple Intelligences</p> <p>1.1.4 Language</p> <p>1.1.5 Learning Pace</p> <p>1.1.6 Readiness</p> <p>1.1.7 Gender</p> <p>1.2 Individual Differences: Implications for Developing Curriculum in SNE</p> <p>1.3 Process of Developing Curriculum for the Children with special Needs</p> <p>1.3.1 Needs Assessment</p> <p>1.3.2 Objective Formulation</p> <p>1.3.3 Selection and Organization of Contents</p> <p>1.3.4 Selection and Organization of Instructional Techniques</p> <p>1.3.5 Determining Evaluation Procedures</p> <p>1.4 Approaches to Identifying Curricular Contents for Inclusive Settings</p> <p>1.4.1 Developmental Approach</p> <p>1.4.2 Basic Academic Skills Approach</p> <p>1.4.3 Functional Skills Approach</p> |

|  |  |
|--|--|
|  | 1.4.4 Ecological Inventory Approach  |
| <ul style="list-style-type: none"> <li>• Introduce the concept of curriculum differentiation in brief.</li> <li>• Explain the need of curriculum differentiation for the children with special needs.</li> <li>• Elucidate the rationales of differentiating curriculum in SNE.</li> <li>• Describe the domains of differentiating curriculum in short.</li> <li>• List out the major guidelines need to be considered while differentiating curriculum as per the needs of special children.</li> <li>• Clarify the characteristics of a truly differentiated classroom.</li> </ul> | <p style="text-align: center;"><b>Unit II: Differentiating Curriculum for Addressing the Special Needs of Learners (10)</b></p> <p>2.1 Concept of Curriculum Differentiation</p> <p>2.2 Need of Curriculum Differentiation for the Children with Special Needs</p> <p>2.3 Rationales of Differentiating Curriculum</p> <p>2.3.1 Meet Special Needs of the Students</p> <p>2.3.2 Achieve Legal Mandates</p> <p>2.3.3 Implement Democratic Values</p> <p>2.3.4 Dispel the Myths Rooted behind Disabled Children</p> <p>2.3.5 Make Instructional Activities Effective</p> <p>2.4 Domains of Differentiating Curriculum</p> <p>2.4.1 Content</p> <p>2.4.2 Process</p> <p>2.4.3 Product</p> <p>2.5 Guidelines Need to be Considered while Differentiating Curriculum</p> <p>2.6 Characteristics of a Truly Differentiated Classroom</p> |
| <ul style="list-style-type: none"> <li>• Introduce Universal Design for learning in short.</li> <li>• Explain the elements of curriculum from UDL perspective.</li> <li>• Describe the process of ensuring access of the students with special needs to curriculum through UDL.</li> <li>• Clarify different techniques used to gather information about the learners.</li> <li>• State different methods for differentiating access to content to meet learning needs of the students.</li> <li>• List out the modes of differentiating the instructional processes for</li> </ul>  | <p style="text-align: center;"><b>Unit III: Access to General Curriculum through Universal Design for Learning (10)</b></p> <p>3.1 Concept of Universal Design for Learning (UDL)</p> <p>3.2 Curricular Components from UDL Perspective</p> <p>3.2.1 Goals</p> <p>3.2.2 Content</p> <p>3.2.3 Methods</p> <p>3.2.4 Instructional Materials</p> <p>3.2.5 Assessment Procedures</p> <p>3.3 Process of Ensuring Access to Curriculum through UDL</p> <p>3.3.1 Gathering Facts about the Learners</p> <p>3.3.2 Differentiating Access to the Content of Learning</p>  |

|  |   |
|--|---|
| <p>ensuring access to general curriculum of the students with special needs.</p> <ul style="list-style-type: none"> <li>• Explicate the ways of differentiating and assessing the product of learning to ensure access to general curriculum of the children with special needs.</li> <li>• Illuminate the UDL lesson planning cycle in brief.</li> </ul>  | <p>3.3.3 Differentiating the Instructional Processes<br/>3.3.4 Differentiating and Assessing the Product of Learning<br/>3.4 UDL lesson Planning Cycle</p>  |
| <ul style="list-style-type: none"> <li>• Identify gifted students in the classroom by observing their characteristics.</li> <li>• Clarify major causes of giftedness.</li> <li>• Elaborate the needs of gifted students in the classroom.</li> <li>• Deliver curricular contents as per the special learning needs of gifted students.</li> <li>• Differentiate instructional procedures as per the needs of gifted learners.</li> <li>• Accommodate evaluation procedures as per the ability of gifted students.</li> <li>• Assist in fostering the creativity of gifted students.</li> </ul> | <p><b>Unit IV: Differentiating the Curriculum for Gifted Learners (7)</b></p> <p>4.1 Identifying Gifted Students in the Classroom<br/>4.2 Causes of Giftedness<br/>4.3 Needs of Gifted Students in the Classroom<br/>4.4 Differentiating the Contents for Gifted Students<br/>4.5 Differentiating the Process for Gifted Students<br/>4.6 Differentiating the Product for Gifted learners<br/>4.7 Encouraging Creativity of Gifted Students</p>   |
| <ul style="list-style-type: none"> <li>• Clarify the eligibility criteria required to receive special educational services in Nepal.</li> <li>• Explain curriculum provisions for the children with special needs in Nepal.</li> <li>• Explicate the content delivery system in both special and integrated schools especially for addressing special learning needs of the students.</li> <li>• Introduce the evaluation procedures applied to assess the academic</li> </ul>   | <p><b>Unit V: Curricular Activities for Students with Disabilities in Nepal (6)</b></p> <p>5.1 Eligibility Criteria for Receiving Special Education<br/>5.2 Nature of Curriculum for the Children with Special Needs in Nepal<br/>5.3 Delivery of Curricular Content in Special and Integrated Schools<br/>5.4 Use of Instructional Materials for Children with Special Needs<br/>5.5 Evaluation Procedures for the Children with Special Needs<br/>5.6 Role of Teachers in Differentiating General</p> |



|   |  |
|---|--|
| <p>progress of children with disabilities in Nepal.</p> <ul style="list-style-type: none"> <li>• Identify the role of general and special teachers in implementing curriculum.</li> </ul> | <p>Curriculum as per the Needs of Students</p> |
|---|--|

*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 applied 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 used to provide a set of learning experiences to the learners for developing the behaviors intended. The brief introduction of these techniques is given below respectively:

##### **4.1.General Instructional Techniques**

Different types of instructional techniques (teacher-oriented, student-oriented, and discussion-oriented) will be applied to convey the contents chosen for the students studying under Department of Special Needs Education. Especially; lecture method, question-answer method, problem solving method, individual study, cooperative teaching methods, brain-storming, and discussion methods will be used to clarify the suggested contents to the students. However, single methods cannot be applicable to all teachers for delivering all contents to the students attending at particular level. Various instructional techniques therefore will be applied by considering the students' needs, nature of the contents, and instructional materials available in the colleges to make instructional activities more effective and productive. However, priority will be given on student-oriented and cooperative instructional techniques to ensure active participation of the learners in teaching-learning process. Contents of the curriculum will be taught by relating them with the context of disability and special needs education in Nepal. After completing each unit, different types of assignments will be provided to the students for additional clarification. In this regard, teacher will work as a facilitator rather than transmitter of knowledge while implementing curriculum at the classroom.

##### **4.2.Specific Instructional Techniques**

Unit-specific activities will be carried out to develop proper knowledge and skills within the learners in the field of curriculum. For this purpose, ample opportunities will be provided to the learners to practice the behaviors intended through specific instructional techniques. These instructional techniques will be helpful for ensuring students' active participation at the classroom to make them clear on the contents suggested. The subject

teacher will work as a facilitator at the classroom while conducting these instructional activities. The major specific instructional techniques, need to be applied while implementing this course, are given in the following table.

| Units   | Specific Instructional Techniques   |
|---------|---|
| Unit I  | Students will be classified into different groups composed of 4/5 members in each and they will be asked to prepare an outline of curriculum for specific group of learners by encompassing curricular goals, contents, teaching methods, and evaluation. Then they will be asked to deliver their project at the class through poster presentation, and finally, participation of all students will be ensured by asking them to identify strengths and weaknesses of the curriculum model prepared by different groups for providing appropriate feedbacks.                                       |
| Unit II | Students will be classified into different groups composed of 4/5 members in each and they will be asked to visit nearby special or integrated schools to investigate the ways that have been using to differentiate general education curriculum to accommodate the special needs of the learners with disabilities, then they will be asked to share their findings at the class simultaneously. Finally, teacher will clarify the actual reality of Nepalese schools in relation to curriculum differentiation and ways forwards need to be followed to differentiate the curriculum appositely. |
| Unit V  | Whole class will be classified into different groups and then they will be asked to visit to nearby special and integrated schools for finding out the eligibility criteria determined for providing special educational services, curriculum provision, content delivery system, instructional materials available in the schools, and evaluation procedures that have been using to address the special needs of the children with disabilities. Finally, they will also be asked to share their findings at the class.   |

*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

Both internal and external assessments will be applied to evaluate the knowledge and skills of students intended by the course. Internal assessment will be used as a part of both formative and summative evaluation. Instructional activities of the classroom will be improved by considering the result of each internal assessment and the score obtained in the assessment will be used to determine the grade of each student. Brief description of internal and external assignment is given below:

### 5.1. Internal Assessment

Subject teacher will conduct different type of internal assessment based on the taught content on the behalf of department/college. Teacher must use attendance, classroom participation, presentation, written exam, etc. as the major criteria of internal assignment. Thus, subject teacher will evaluate each student internally by using following criteria:

| Criteria of Assessment    | Points    |
|---------------------------|-----------|
| • Attendance              | 5         |
| • Classroom participation | 5         |
| • First assignment        | 10        |
| • Second assignment       | 10        |
| • Third assignment        | 10        |
| <b>Total</b>              | <b>40</b> |

### 5.2. Final Examination

Office of the Controller of Examination of the University will conduct Final Examination at the end of semester. Both subjective and objective questions will be asked in the exam to assess the mastery of knowledge on the offered course. The structure of the final exam will be as follows:

| Types of Questions            | Number of Questions      | Marks            |
|-------------------------------|--------------------------|------------------|
| • Objective questions         | 10 multiple choice items | 10x1=10          |
| • Short answer-type questions | 6 questions              | 6x5 = 30         |
| • Long answer-type questions  | 2 questions              | 2x10 = 20        |
| <b>Total</b>                  | <b>18 questions</b>      | <b>60 points</b> |

**Note:** There will be 6 short answer questions (1 to 6) and question no 6 contains one alternative question. There will be 2 long answer questions (7 and 8) and question no 8 contains one alternative question.

## 6. Recommended Books and References

### 6.1. Recommended Books

- 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.
- Conklin, W. (2015). *Differentiating the curriculum for gifted learners* (2nd edition). Huntington Beach, CA: Shell Educational Publishing, Inc.
- Ryndak, D. L., & Alper, S. (2003). *Curriculum and instruction for students with significant disabilities in inclusive settings* (2nd 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.

## **6.2.Reference Books**

CDC (2007). *National curriculum framework for school education in Nepal*. Sanothimi: Bhaktapur.

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

Ornstein, A. C., & Hunkins, F. P. (2004). *Curriculum foundations, principles and issues* (4th edition). New York: Person Education, Inc.

Rainforth, B., & Kugelmass, J. W. (2004). *Curriculum and instruction for all learners: Blending systematic and constructivist approaches in inclusive elementary schools*. Baltimore: Paul H. Brookes Publishing Co.

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

UNESCO (2016). *What makes a quality curriculum?* International Bureau of Education. Retrieved from <http://unesdoc.unesco.org/images/0024/002439/243975e.pdf>

**Far Western University  
Mahendranagar, Kanchanpur  
Faculty of Education**

**Master of Education (M. Ed) in Special Needs Education (SNE)**

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

Course No: SNE 532

Level: Master

Semester: Third

Nature of Course: Theoretical

Credit Hours: 3

Teaching Hours: 45

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**1. Course Description**

This course has been designed to provide knowledge and skills to the students studying at Master Level under the Department of Special Needs Education in Far-Western University, Nepal to carry out research project in the field of special needs education. After the completion of this course, students are expected to have clear theoretical understanding required to carry out research in the field of disability. Apart from this, students are also intended to be familiar with the procedures need to be followed to prepare research proposal and report while carrying out single subject research. The main purpose of the course is to deliver research level knowledge and skills required to conduct research activities under the field of special needs education.

**2. General Objectives**

The course has been designed to provide detail knowledge and skills for the students to conduct research activities in the field of special needs education. The general objectives of the course are as follows:

- Students will be familiarized with concept and operational terms of the research in SNE.
- Students will have clear concept about single subject research with its quality indicators.
- Students will be acquainted with different types of research designs generally applied to carry out single subject research.
- Students will have proper knowledge and skills in collecting, analyzing, and interpreting data in research project especially carried out in the field of special needs education.
- Students will be able to prepare research proposal and report in the field of special needs education.

- **Specific Objectives and Contents**

| Specific Objectives  | Contents  |
|--|---|
| <ul style="list-style-type: none"> <li>• Explain the meaning and importance of research in special needs education.</li> <li>• Identify and define research problem to carry out research in SNE.</li> <li>• Formulate research objectives by considering statement of the problem.</li> <li>• Prepare hypothesis or research questions based on the research problem.</li> <li>• Define variable and state the different types of variables with brief introduction.</li> <li>• Explain internal validity threats in SNE research briefly.</li> <li>• Clarify the limitations and delimitations of research.</li> <li>• State the importance of literature review in special needs education research.</li> <li>• Define population and briefly review the sampling process in SNE research.</li> </ul> | <p><b>Unit I: Introduction to Research in Special Needs Education (12)</b></p> <p>1.1 Concept of Research</p> <p>1.2 Needs of Research in Special Needs Education</p> <p>1.3 Operational Terms Used in Research</p> <p>1.3.1 Statement of the Problem</p> <ul style="list-style-type: none"> <li>- Concept</li> <li>- Sources</li> </ul> <p>1.3.2 Research Objectives</p> <p>1.3.3 Hypothesis and Research Questions</p> <p>1.3.4 Variables in Research</p> <ul style="list-style-type: none"> <li>- Concept</li> <li>- Types (Independent and dependent variables, individual difference variables, and moderator variables)</li> </ul> <p>1.3.5 1.3.6 Internal Validity Threats in SNE Research</p> <p>1.3.6 Limitations and Delimitations of Research</p> <p>1.4 Literature Review (concept and importance)</p> <p>1.5 Population and Sampling in SNE Research</p> |
| <ul style="list-style-type: none"> <li>• Introduce single subject research in brief.</li> <li>• Explain quality indicators of single subject research in short.</li> <li>• State the benefits of counting behavior in single subject research.</li> <li>• List out different dimensional quantities of behavior and describe them briefly.</li> <li>• Select appropriate dimensional quantities to study particular behavior in single subject research.</li> </ul>  | <p><b>Unit II: Single Subject Research in Special Needs Education (6)</b></p> <p>2.1 Concept of single subject research</p> <p>2.2 Quality Indicators of Single Subject Research</p> <p>2.3 Quantifying Behavior in Single Subject Research</p> <p>2.3.1 Benefits of Counting Behavior</p> <p>2.3.2 Dimensional Quantities of Behavior</p> <ul style="list-style-type: none"> <li>- Frequency</li> <li>- Duration</li> <li>- Latency</li> <li>- Interresponse time</li> <li>- Celeration</li> </ul>   |

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| <ul style="list-style-type: none"> <li>• Introduce research design with its major elements.</li> <li>• Describe the importance of baseline data to carry out particular research.</li> <li>• Explain A-B design with its advantages and limitations briefly.</li> <li>• List out the advantages and limitations of both A-B-A and A-B-A-B designs.</li> <li>• State different types of multiple baseline designs with brief description.</li> <li>• Apply multiple baseline designs across behaviors, individuals, and settings in the field of special needs education.</li> <li>• Select appropriate research design to carry out single-subject research in the field of special needs education.</li> <li>• State the procedural guidelines need to be followed while using multi-treatment designs in single subject research.</li> <li>• Describe advantages and limitations of alternating treatment designs.</li> <li>• Introduce parallel treatments designs with internal validity.</li> </ul> | <p style="text-align: center;">2.3.3 Choosing Dimensional Quantities</p> <p style="text-align: center;"><b>Unit III: Research Designs in Special Needs Education (15)</b></p> <p>3.1 Concept of Research Design</p> <p>3.2 Withdrawal Designs (Concept, procedural guidelines, advantages, and limitations)</p> <p style="padding-left: 20px;">3.2.1 Baseline Logic</p> <p style="padding-left: 20px;">3.2.2 A-B Design</p> <p style="padding-left: 20px;">3.2.3 A-B-A Design</p> <p style="padding-left: 20px;">3.2.4 A-B-A-B Design</p> <p>3.3 Multiple Baseline and Multiple Probe Designs (Concept, internal validity, procedural guidelines, advantages, and limitations)</p> <p style="padding-left: 20px;">3.3.1 Multiple Baseline and Probe Designs across Behaviors</p> <p style="padding-left: 20px;">3.3.2 Multiple Baseline and Probe Designs across Subjects</p> <p style="padding-left: 20px;">3.3.3 Multiple Baseline and Probe Designs across Settings</p> <p>3.4 Comparative Designs (Concept, procedural guidelines, internal validity, advantages, and limitations)</p> <p style="padding-left: 20px;">3.4.1 Multi-treatments Designs</p> <p style="padding-left: 20px;">3.4.2 Alternating Treatments Designs</p> <p style="padding-left: 20px;">3.4.3 Adapted Alternating Treatments Designs</p> <p style="padding-left: 20px;">3.4.4 Parallel Treatments Designs</p> |
| <ul style="list-style-type: none"> <li>• Define questionnaire and state the guidelines need to be followed while constructing questionnaire.</li> <li>• Introduce interview schedule with its major types.</li> <li>• Explain observation method of data collection in SNE research.</li> <li>• Apply test as a data collection technique in SNE research.</li> <li>• Use graphic displays to analyze and interpret data in SNE research.</li> <li>• Elucidate guidelines for selecting and constructing graphic displays.</li> <li>• Apply different types of visual analysis</li> </ul>  | <p style="text-align: center;"><b>Unit IV: Data Collection, Analysis, and Interpretation in SNE Research (6)</b></p> <p>4.1 Introduction to Data Collection Techniques</p> <p style="padding-left: 20px;">4.1.1 Questionnaire</p> <p style="padding-left: 20px;">4.1.2 Interview Schedule</p> <p style="padding-left: 20px;">4.1.3 Observation</p> <p style="padding-left: 20px;">4.1.4 Test</p> <p>4.2 Visual Representation of Data</p> <p style="padding-left: 20px;">4.2.1 Graphic Displays of Data</p> <p style="padding-left: 20px;">4.2.2 Guidelines for Selecting and Constructing Graphic Displays</p> <p style="padding-left: 20px;">4.2.3 Data Presentation</p>  |

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| <p>of graphic data while analyzing data in single subject research.</p> <ul style="list-style-type: none"> <li>• Plan and report visual analysis in special needs education research.</li> </ul>  | <p>4.3 Visual Analysis of Graphic Data</p> <p>4.3.1 Formative Visual Analysis: Within Condition Analysis</p> <ul style="list-style-type: none"> <li>• Level</li> <li>• Trend</li> <li>• Variability</li> </ul> <p>4.3.2 Formative Visual Analysis: Adjacent Condition Analysis</p> <ul style="list-style-type: none"> <li>• Changes in data patterns</li> <li>• Immediacy of change</li> <li>• Overlap</li> </ul> <p>4.3.3 Summative Visual Analysis</p> <ul style="list-style-type: none"> <li>• Identifying functional relations</li> </ul> <p>4.4. Planning and Reporting Visual Analyses</p> <p>4.4.1 Determining a Schedule for Graphing Data</p> <p>4.4.2 Identifying Relevant Data Characteristics</p> <p>4.4.3 Identifying Design-Related Criteria</p> <p>4.4.4 Reporting Visual Analysis</p> |
| <ul style="list-style-type: none"> <li>• Explain the meaning and importance of research proposal.</li> <li>• List out the different elements of proposal with brief introduction.</li> <li>• Prepare an outline of research proposal on particular problem from disability area.</li> <li>• Introduce different sections of research report briefly.</li> </ul> | <p><b>Unit V: Research Proposal and Report Writing (7)</b></p> <p>5.1 Proposal Writing</p> <p>5.1.1 Meaning and Importance of Proposal</p> <p>5.1.2 Elements of Proposal</p> <ul style="list-style-type: none"> <li>• Title of the research</li> <li>• Background of the study</li> <li>• Statement of the problem</li> <li>• Research objectives</li> <li>• Hypothesis or research questions</li> <li>• Significance of the study</li> <li>• Limitations of the study</li> <li>• Literature review</li> <li>• Research design</li> <li>• Population and sampling</li> <li>• Data collection instruments</li> <li>• Data collection and analysis process</li> <li>• Time schedule</li> <li>• References</li> </ul> <p>5.1.3 Preparing an Outline of Proposal</p> <p>5.2 Report Writing</p>            |



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|  | <p>5.2.1 Preliminary Section</p> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Abstract</li> <li>• Acknowledgement</li> <li>• List of contents</li> <li>• List of tables/figures</li> </ul> <p>5.2.3 Main Section</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Literature review</li> <li>• Research methodology</li> <li>• Data analysis and interpretation</li> <li>• Findings and conclusions</li> </ul> <p>5.2.3 Reference Section</p> <ul style="list-style-type: none"> <li>• References</li> <li>• Appendices</li> </ul> |
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*Note: The figures within the course outline indicate tentative teaching hours allocated for respective units.*

- **Instructional Techniques**

Different types of instructional techniques will be applied to develop mastery of knowledge and skills on the research contents encompassed with this course. Generally two types of instructional techniques namely general instructional techniques and specific instructional techniques will be executed to hand on a set of learning experiences for developing the behaviors intended. The brief introduction of these techniques is given below respectively:

**1. General Instructional Techniques**

A list of instructional techniques (teacher-oriented, student-oriented, and interactive instructional methods) will be applied to convey the course contents to the students. Especially; lecture, question-answer, problem solving, individual study, project method, cooperative teaching methods, brain-storming, and discussion methods will be used to clarify the suggested contents to the learners. All teachers cannot use these instructional techniques to a similar extent while teaching suggested contents to the students attending at particular level. These instructional techniques therefore will be applied by considering the students' needs, nature of contents, and instructional materials available in the college to make instructional activities more effective and productive. However, priority will be given on learner-centered and cooperative instructional techniques to ensure active participation of the students in learning process. Contents of the research course will be taught by relating them into the context of disability and special needs education. After completing each unit, different types of contexts related to the topic will be provided to the students and then they will be asked several problems regarding the context to find

out the proper solutions. Thus, teacher will work as a facilitator rather than transmitter of the knowledge while implementing curriculum in real classroom situations.

## 2. Specific Instructional Techniques

Unit-specific activities will be carried out to develop proper knowledge and skills within the learners by applying specific instructional techniques. Ample opportunities will be provided to the learners to practice the behaviors intended through specific instructional techniques. These instructional techniques will be helpful for ensuring students' active participation at the classroom. Subject teacher will work as a facilitator at the classroom while conducting these instructional activities. The major specific instructional techniques, need to be applied while implementing this course, are given in the following table.

| Units   | Specific Instructional Techniques  |
|---------|--|
| Unit I  | Each student will be asked to select appropriate research problem from the field of special needs education and then each of them will be asked to state the problem, formulate objectives, hypothesis or research questions, and to identify variables based on the chosen problem. After completing the assignment, each student will be asked to present his/her work in the class and then feedback will be provided on required basis.  |
| Unit II | Students will be classified into different groups composed of 4/5 members in each and they will be asked to visit nearby special or integrated school to conduct experimental activities on single subject at least one week by applying particular research design included in the unit, then they will be asked to share their research findings at the class simultaneously. Finally, teacher will sum-up the research result of each group.  |
| Unit IV | <p>a) Students will be classified into five groups and each of them will be asked to prepare a model of data collection technique(s) such as questionnaire, interview observation, and test; and then they will be asked to demonstrate their tools at the class. Finally, necessary feedback will be provided by the teacher to improve errors found in the tools.</p> <p>b) Each student will be asked to implement specific intervention to improve particular problematic behavior of a student and then they will be asked to record the trend of behavior change. After collecting the data, each of them will be asked to analyze and interpret the data by using graphic and visual representation that students learn in this unit.</p> |
| Unit V  | Each student will be asked to prepare an outline of research proposal based on any research problem chosen from the field of special needs education. And then, all the proposals will be gathered by the teacher within stipulated deadline and then these submitted proposals will be distributed to the students  |

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|  | on one to one basis for peer review. Finally, each student will be asked to provide suggestions to the peer based on the proposal reviewed among the whole class. |
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*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.*

- **Evaluation**

Both internal and external assessments will be applied to evaluate the knowledge and skills of students intended by the course. Internal assessment will be used as a part of both formative and summative evaluation. Instructional activities of the classroom will be improved by considering the result of each internal assessment and the score obtained in the assessment will be used to determine the grade of each student. Brief description of internal and external assignment is given below:

### 1. Internal Assessment

Subject teacher will conduct different type of internal assessment based on the taught content on the behalf of department/college. Teacher must use attendance, classroom participation, presentation, written exam, etc. as the major criteria of internal assignment. Thus, subject teacher will evaluate each student internally by using following criteria:

| <b>Criteria of Internal Assessment</b> | <b>Points</b>    |
|--|------------------|
| • Attendance                           | 5                |
| • Classroom participation              | 5                |
| • First assignment                     | 10               |
| • Second assignment                    | 10               |
| • Third assignment                     | 10               |
| <b>Total</b>                           | <b>40 points</b> |

### 2. Final Examination

Office of the Controller of Examination of the University final examination at the end of semester. Both subjective and objective questions will be asked in the exam to assess the mastery of knowledge on the offered course. The structure of the final exam will be as follows:

| <b>Types of Questions</b>     | <b>Number of Questions</b> | <b>Marks</b>     |
|-------------------------------|----------------------------|------------------|
| • Objective questions         | 10 multiple choice items   | 10x1=10          |
| • Short answer-type questions | 6 questions                | 6x5 = 30         |
| • Long answer-type questions  | 2 questions                | 2x10 = 20        |
| <b>Total</b>                  | <b>18 questions</b>        | <b>60 points</b> |

**Note:** There will be 6 short answer questions (1 to 6) and question no 6 contains one alternative question. There will be 2 long answer questions (7 and 8) and question no 8 contains one alternative question.

- **Recommended Books and References**

- **6.1 Recommended Books**

- 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. (Unit III, V).
- Kennedy, C. H. (2005). *Single-case designs for educational research*. United States of America: Pearson Education, Inc. (Unit II, III)
- Ledford, J. R., & Gast, D. L. (2018). *Single case research methodology: Application in special education and behavioral sciences* (3rd edition). New York: Routledge. (Unit II, III, IV, V)
- Rumrill, Jr. P. D., Cook, B. G., & Wiley, A. L. (2011). *Research in special education: Designs, Methods, and Applications* (2nd edition). USA: Charles C Thomas Publisher, Ltd. (Unit I, V)

- **6.2 Reference Books**

- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th edition). USA: Pearson Education Inc.
- Koul, L. (2009). *Methodology of educational research* (4th edition). New Delhi: Vikas Publishing House Pvt. Ltd.

**Far Western University  
Mahendranagar, Kanchanpur  
Faculty of Education**

**Master of Education (M. Ed) in Special Needs Education (SNE)**

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

**Course No: SNE 533**

**Level: M. Ed.**

**Semester: Third**

**Nature of Course: Theoretical**

**Credit hours: 3**

**Teaching Hours: 45**

**1. Course Description**

This course is designed as a major course for students of master's degree in special education. The main purpose of this course is to provide general concept, knowledge, skills, and understanding regarding the different kinds teaching and learning activities applying in the classroom for teaching students with special needs. Moreover, this course is also helpful for students to know about the initial concept of inclusive teaching, effective instruction strategies, ways to teach science and social studies, teaching mathematics in the classroom, strategies for teaching study skills and reading comprehension. These contents will be bestowed with in relation to the educational needs of students with special needs.

**2. General Objectives**

The general objectives of the course are as stated below:

- To develop the students' knowledge and understanding regarding the concept and meaning of inclusive classes and effective instruction strategies for teaching students with special needs.
- To enable students' knowledge, skills, and understanding on teaching mathematics, strategies for teaching math for beginners, instructional techniques for money and time teaching in the special educational areas.
- To prepare students to have rigorous understanding on teaching science and social studies and their specific instructional technique for children with special needs.
- To acquaint the students with teaching study skills and their types and best teaching techniques for children with special needs.
- To introduce the students with the concept, nature, and instructional strategies of reading comprehension.

**3. Specific Objectives and Contents**

| Specific Objectives   | Contents  |
|---|---|
| <ul style="list-style-type: none"> <li>▪ Explain the concept of inclusive class and instruction.</li> </ul> | <p><b>Unit I: Designing Instruction for Inclusive Classroom (10)</b><br/>1.1 Concept of Inclusive Class and Instruction</p> |

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| <ul style="list-style-type: none"> <li>▪ List the key elements of special education in today’s school.</li> <li>▪ Describe the effective instruction strategies for students with special needs.</li> <li>▪ Explain the role special education teacher in the school.</li> </ul>   | <p>1.2 Key Elements of Special Education in Today’s Schools</p> <p>1.2.1 Standard-Based Education</p> <p>1.2.2 Inclusion</p> <p>1.2.3 Multitiered System of Addressing the Needs of Special Learners</p> <p>1.2.4 Access the General Education Curriculum</p> <p>1.2.5 Universal Design for Learning</p> <p>1.2.6 Evidence-based Practice</p> <p>1.2.7 Differentiated Instruction</p> <p>1.2.8 Diversity Considerations</p> <p>1.2.9 Empowerment</p> <p>1.3 Effective Instruction Strategies</p> <p>1.3.1 Teacher Directed Instruction</p> <p>1.3.2 Grouping for Instruction</p> <p>1.3.3 Scaffolding</p> <p>1.3.4 Self-Regulated Learning</p> <p>1.3.5 Peer-Mediated Learning</p> <p>1.4 The Role of the Special Education Teacher in the School</p> |
| <ul style="list-style-type: none"> <li>▪ Define the concept of mathematics education.</li> <li>▪ Explain the current trends in mathematics education and students with disabilities.</li> <li>▪ Describe the strategies for teaching basic math skills.</li> <li>▪ Explain ways of teaching computation skills.</li> <li>▪ Illustrate the strategies for teaching money and time.</li> </ul> | <p><b>Unit II: Teaching Mathematics for Students with Special Needs (10)</b></p> <p>2.1 Concept of Mathematics Education</p> <p>2.2 Current Trends in Mathematics Instruction and Students with Disabilities</p> <p>2.2.1 Influences on Math Instruction</p> <p>2.2.2 Mathematical Problem Solving</p> <p>2.2.3 Math Proficiency</p> <p>2.3 Strategies for Teaching Basic Math Skills</p> <p>2.3.1 Prenumber Skills</p> <p>2.3.2 Working with Numeration</p> <p>2.3.3 Understanding Place Value</p> <p>2.3.4 Learning Fractions</p> <p>2.4 Strategies for Teaching Computation Skills</p> <p>2.4.1 Patterns of Common Computation Errors</p> <p>2.4.2 Computations and Calculators</p> <p>2.5 Strategies for Teaching Money and Time</p>              |
| <ul style="list-style-type: none"> <li>▪ Define the concept of teaching science and social studies.</li> <li>▪ Explain the challenges for students with special needs in science and social studies.</li> <li>▪ Illustrate the Strategies for teaching</li> </ul>  | <p><b>Unit III: Teaching Strategies for Science and Social Studies (10)</b></p> <p>3.1 Concept of Teaching Science and Social Studies</p> <p>3.2 Challenges for Students with Special Needs in Science and Social studies</p> <p>3.3 Strategies for Teaching Science</p>  |

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| <p>science.</p> <ul style="list-style-type: none"> <li>▪ Describe the techniques for teaching social studies to students with special needs.</li> </ul>   | <p>3.3.1 Science Education for Students with Special Needs<br/> 3.3.2 Content of Science Instruction<br/> 3.3.3 Approaches to Teaching Science<br/> 3.3.4 Teaching Science to Diverse Students with Disabilities<br/> 3.4 Teaching Social Studies for students with Special Needs<br/> 3.4.1 Nature of Social Studies Education for Students with Special Needs<br/> 3.4.2 Content of Social Studies Instruction<br/> 3.4.3 Approaches to Teaching Social Studies</p>   |
| <ul style="list-style-type: none"> <li>▪ Define the concept of study skills.</li> <li>▪ Describe the different types of study skills.</li> <li>▪ Describe the strategies for teaching study skills.</li> </ul>  | <p><b>Unit IV: Teaching Study Skills for Students with Special Needs (8)</b><br/> 4.1 Concept of Study Skills<br/> 4.2 Types of Study Skills<br/> 4.2.1 Reading at Different Rates<br/> 4.2.2 Writing Reports<br/> 4.2.3 Taking Notes<br/> 4.2.4 Taking Tests<br/> 4.2.5 Using the Library<br/> 4.2.6 Using Graphic Aids<br/> 4.3 Strategies for Teaching Study Skills<br/> 4.3.1 Steps to Teaching Study Skills<br/> 4.3.2 Semantic Webbing and Study skills<br/> 4.3.3 Study Skills and Cooperative Learning</p>  |
| <ul style="list-style-type: none"> <li>▪ Define the concept of reading comprehension.</li> <li>▪ Explain the nature of reading comprehension.</li> <li>▪ Explain the key concepts of reading comprehension.</li> <li>▪ Illustrate the instructional approaches of reading comprehension.</li> <li>▪ Describe the strategies for improving reading comprehension.</li> </ul> | <p><b>Unit V: Teaching Reading Comprehension (7)</b><br/> 5.1 Concept of Reading Comprehension<br/> 5.2 Nature of Reading Comprehension<br/> 5.2.1 Key Components<br/> 5.2.2 Types of Text Structure<br/> 5.2.3 Phases of the Reading Process<br/> 5.2.4 Implication for Instruction<br/> 5.3 Instructional Approaches to Reading Comprehension<br/> 5.3.1 Basal Reading Approach<br/> 5.3.2 Language Experience Approach<br/> 5.3.3 Whole Language and Literature-Based approach<br/> 5.3.4 Word Knowledge Strategies<br/> 5.3.5 Text Comprehension Strategies</p> |

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|  | 5.4 Strategies for Improving Reading Comprehension<br>5.4.1 Close Reading of Text<br>5.4.2 Vocabulary Knowledge<br>5.4.3 Collaborative Strategies Reading |
|--|---|

Note: The figures within parentheses indicate the approximate teaching hours allocated for respective units.

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

a. **General Instructional Techniques:** In this course the main general instructional techniques are as given below:

- Participatory lecture method,
- Group Discussion,
- Presentations,
- Question answer,
- Guest lecture or Resource Persons
- Home Assignment, and
- Self-Study.

b. **Specific Instructional Techniques:**

Specific instructional techniques such as classroom presentation by the groups of students or individual, self-study, tutorial support based on the nature of contents, and professionals or paraprofessionals resource classes are suggested. 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   |
|-----------|---|
| <b>II</b> | <b>Presentation by Guest Lectures or Resource Persons</b> <ul style="list-style-type: none"> <li>▪ Invite the expert, professionals or paraprofessionals as a resource person in the classroom to clarify the content matter.</li> <li>▪ Teacher will organize the short discussion panel between resource persons and students.</li> <li>▪ Students will interact on the given topic according to the course with professionals.</li> </ul>              |
| <b>II</b> | <b>Lecture and Discussion</b> <ul style="list-style-type: none"> <li>▪ Teacher will present the paper in the classroom.</li> <li>▪ Individual or group of students will be assigned for discussion on various aspects of hearing impairments.</li> <li>▪ Group of students will prepare the report based on the discussion and present it in the classroom.</li> <li>▪ Students will ask the different questions related to subject matter and</li> </ul> |



|           |   |
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|           | teacher will responds each query respectively.  |
| <b>IV</b> | <p><b>Presentation and Group discussion</b></p> <ul style="list-style-type: none"> <li>▪ Students will be divide into a groups and division the content for each group.</li> <li>▪ All the students are requested to prepare their presentation on given topic and present it in the classroom.</li> <li>▪ All the group members should have listen carefully and ask some questions after finishing the presentation.</li> <li>▪ The teacher will guide and make them clear on confusion portion on their presentations.</li> <li>▪ After finishing the presentation, both the teacher and students will sit together and discuss about their presentation and make a conclusion. Furthermore, all the group members should have submitted their presentation materials to their subject teacher.</li> </ul> |
| <b>V</b>  | <p><b>Self-Study, Home Assignment and Presentation</b></p> <ul style="list-style-type: none"> <li>▪ Techer will provide reading materials for self-study related to given content.</li> <li>▪ Techer will give an assignment to students on the topic of reading comprehension.</li> <li>▪ Students will make a paper on given content and present in the classroom respectively.</li> <li>▪ Finally, teacher will guide and conclude the all assigned contents.</li> </ul>   |

## 5. Evaluation

### 5.1 Internal Evaluation 40%

The concerned teacher will carry out the internal evaluation of the students based on the following activities:

|   |                  |
|---|------------------|
| 27) Attendance  | 05 points        |
| 28) Participation   | 05 points        |
| 29) First assignment/book review/written assignment/quizzes | 10 points        |
| 30) Second assignment/paper writing and or presentation     | 10 points        |
| 31) <u>Third assessment/ written test (1 or two)</u>        | <u>10 points</u> |
| Total   | 40 points        |

### 5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination of the University will conduct semester/ final examination at the end of each semester. The distribution of points for the types of questions to be asked in final examination is as follows:

|   |                  |
|---|------------------|
| 1) Objective type question (Multiple choice items 10 x 1) | 10 points        |
| 2) Short answer questions (6 questions x 5 points)        | 30 points        |
| 3) <u>Long answer questions (2 questions x 10 points)</u> | <u>20 points</u> |

Total 60 points

**Note:** There will be 6 short answer questions (1 to 6) and question no 6 contains one alternative question. There will be 2 long answer questions (7 and 8) and question no 8 contains one alternative question.

## 6. Recommended Books and References

### 6.1 Recommended Books

- Gargiulo, R. M., & Metcalf, D. (2013). *Teaching in today's inclusive classrooms: A universal design for learning approach* (2nd ed.). USA: Wadsworth, Cengage Learning.
- Lewis, R. B., Wheeler, J. J., & Carter, S. L. (2017). *Teaching students with special needs in general education classroom* (9th ed.). USA: Pearson Education, Inc.
- Polloway, E. A., Patton, J. R., & Serna, L. (2008). *Strategies for Teaching learners with special needs* (9th ed.). Upper Saddle River, New Jersey: Pearson Education, Inc.
- Vaughn, S. R., Bos, C. S., & Schumm, J. S. (2018). *Teaching students: Who are exceptional, diverse, and at risk in the general education classroom* (7th ed.). USA: Pearson Education, Inc.

### 6.2 References

- Best, J. S., Heller, W. K., & Bigge, L. J. (2010). *Teaching individuals with physical or multiple disabilities* (6th ed.). New York: Pearson Publication.
- Hallan, D. P., Kauffman, J. M., & Pullen, P. C. (2012). *Exceptional learners: An introduction to special education* (12th ed.). Boston: 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. (2010). *The inclusive classroom: Strategies for effective differentiated instruction* (4th ed.). Upper Saddle River, New Jersey: Pearson Education, Inc.
- Pierangelo, R., & Giuliani, G. (2008). *Teaching students with learning disabilities: A step-by-step guide for educators*. USA: Crown Press.
- Snell, M. E., & Brown, F. (2011). *Instruction of students with severe disabilities* (7th ed.). Upper Saddle River, New Jersey: Pearson Education, Inc.
- Swanson, H. L., Harris, K. R., & Graham, S. (2013). *Handbook of learning disabilities* (2nd ed.). USA: Guilford press.

**Far Western University  
Mahendranagar, Kanchanpur  
Faculty of Education**

**Master of Education (M. Ed) in Special Needs Education (SNE)**

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**Course Title: Educating Students with Emotional Behavior Disorders (EBD)  
and Autism Spectrum Disorders (ASD)**

**Course No: SNE 534**

**Nature of Course:**

**Theoretical**

**Level: M. Ed.**

**Credit hours: 3**

**Semester: Third**

**Teaching Hours: 45**

**1. Course Description**

This course is designed as a major course for students of master's degree in special education. The main purpose of this course is to provide general concept, knowledge, skills, and understanding regarding the autism spectrum disorders and emotional behavior disorders of diverse learners with specific attention to social learning as practiced through classroom dynamics. Moreover, this course is also helpful for students to know about the initial concept of identification and assessment process of ASD and EBD as well as best instructional delivery system of ASD and EBD. These contents will be bestowed with in relation to the educational needs of students with special needs.

**2. General Objectives**

The general objectives of the course are as stated below:

- To develop the students' knowledge and understanding regarding the concept, causes, and characteristics of ASD and EBD.
- To prepare students to have rigorous understanding of identification and assessment process of both ASD and EBD.
- To enable students' knowledge about high-incidence, low-incidence and other exceptionalities.
- To introduce the students with the concept of best instructional strategies for ASD and EBD applying in the classroom teaching.
- To enhance students' knowledge about educational approaches using for the students with ASD and EBD.

**3. Specific Objectives and Contents**

| Specific Objectives | Contents                                     |
|---------------------|--|
|                     | <b>Unit I: Understanding Autism Spectrum</b> |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Explain the meaning and definition of autism spectrum disorders.</li> <li>▪ Describe the diagnosing process of ASD in DSM-5.</li> <li>▪ Present the prevalence of ASD.</li> <li>▪ Identify the cause of ASD.</li> <li>▪ Explain the characteristics of ASD.</li> <li>▪ Clarify the present situation of ASD in Nepal.</li> </ul> | <p><b>Disorders (ASD) (10)</b></p> <p>1.1 Meaning and Definition of Autism Spectrum Disorders</p> <ul style="list-style-type: none"> <li>1.1.1 Autistic Disorder</li> <li>1.1.2 Asperger’s Syndrome</li> <li>1.1.3 Rett Syndrome</li> <li>1.1.4 Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS)</li> <li>1.1.5 Childhood Disintegrative Disorder</li> </ul> <p>1.2 Diagnosing Autism in DSM-5</p> <p>1.3 Prevalence of Autism</p> <p>1.4 Causes of Autism Spectrum Disorders</p> <ul style="list-style-type: none"> <li>1.4.1 Genetic Inheritance</li> <li>1.4.2 Biological Cause (Neurology and Brain development)</li> </ul> <p>1.5 Characteristics of ASD</p> <p>1.6 Situation and existing Practices of ASD in Nepal</p>  |
| <ul style="list-style-type: none"> <li>▪ Define the concept of identification and assessment.</li> <li>▪ Show the importance of early identification.</li> <li>▪ Explain the different kinds of educational responses for students with ASD.</li> <li>▪ Use the RTI model for students with ASD.</li> <li>▪ Elaborate the educational placement system of ASD.</li> </ul> | <p><b>Unit II: Identification and Assessment of Students with ASD (10)</b></p> <p>2.1 Concept of Identification and Assessment</p> <ul style="list-style-type: none"> <li>2.1.1 Screening</li> <li>2.1.2 Diagnosis</li> </ul> <p>2.2 Importance of Early Identification</p> <p>2.3 Educational Responses for Students with ASD</p> <ul style="list-style-type: none"> <li>2.3.1 RtI Model for Students with ASD</li> <li>2.3.2 Early Intensive Behavioral Intervention (EIBI)</li> <li>2.3.3 Visual Supports</li> <li>2.3.4 Functional behavior Assessment (FBA)</li> <li>2.3.5 Positive Behavior Supports (PBS)</li> <li>2.3.6 Assistive Technology for Students with ASD</li> </ul> <p>2.4 Educational Placement</p> <ul style="list-style-type: none"> <li>2.4.1 General Education Classroom</li> <li>2.4.2 Resource and Special Classroom</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ Explain the meaning and definition of EBD.</li> <li>▪ Present the prevalence of EBD.</li> <li>▪ Explain the different characteristics of students with EBD.</li> <li>▪ Describe the causes of EBD.</li> <li>▪ Clarify the present situations of EBD</li> </ul>   | <p><b>Unit III: Understanding Emotional Behavior Disorders (EBD) (9)</b></p> <p>3.1 Meaning and Definitions of EBD</p> <p>3.2 Prevalence of EBD</p> <p>3.3 Characteristics of EBD</p> <ul style="list-style-type: none"> <li>3.3.1 Externalizing Behaviors</li> <li>3.3.2 Internalizing Behaviors</li> <li>3.3.3 Academic Achievement</li> </ul>   |

|   |  |
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| <p>in Nepal.</p>  | <p>3.3.4 Intelligence<br/> 3.3.5 Social Skills and Interpersonal Relationships<br/> 3.3.6 Juvenile Delinquency<br/> 3.4 Causes of EBD<br/> 3.4.1 Biological Factors<br/> 3.4.2 Environmental Factors<br/> 3.5 Current Situation of EBD in Nepal</p>  |
| <ul style="list-style-type: none"> <li>▪ Define the concept of identification and assessment in EBD.</li> <li>▪ Describe the educational approaches to students with EBD.</li> <li>▪ Clarify the concept of educational placement alternatives.</li> </ul>  | <p><b>Unit IV: Identification and Assessment Strategies for Students with EBD (8)</b><br/> 4.1 Concept of Identification and Assessment in EBD<br/> 4.1.1 Screening Tests<br/> 4.1.2 Direct Observation and Measurement of Behavior<br/> 4.1.3 Functional Behavior Assessment<br/> 4.2 Educational Approaches to Students with EBD<br/> 4.2.1 Organizational Structures to Support Students with EBD<br/> 4.2.2 Curriculum and Instruction for Students with EBD<br/> 4.2.3 Fostering Strong Teacher-student Relationships<br/> 4.3 Educational Placement Alternatives</p>   |
| <ul style="list-style-type: none"> <li>▪ Define the concept of effective instruction.</li> <li>▪ Illustrate the instructional guideline for students with ASD.</li> <li>▪ Explain the effective instructional techniques for students with EBD.</li> <li>▪ Show the importance of creating an appropriate emotional environment.</li> <li>▪ Clarify the concept of implementing school-based wraparound.</li> </ul> | <p><b>Unit V: Instructional Strategies for Students with ASD and EBD (8)</b><br/> 5.1 Concept of Effective Instruction<br/> 5.2 Instructional Guideline for students with ASD<br/> 5.2.1 Assess Preferences<br/> 5.2.2 Establish a Classroom Routine<br/> 5.2.3 Teach Academic Skills<br/> 5.2.4 Teach Communication Skills<br/> 5.2.5 Teach Social Skills<br/> 5.3 Effective Instructional Techniques for Students with EBD<br/> 5.3.1 Creating an Appropriate Emotional Environment<br/> 5.3.2 Changing Behavior<br/> 5.3.3 Teaching Self-Monitoring Skills<br/> 5.3.4 Teaching Self-Management Skills<br/> 5.3.5 Teaching Social Skills<br/> 5.3.6 Implementing School-Based Wraparound</p> |

Note: The figures within parentheses indicate the approximate teaching hours allocated for respective units.

4. **Instructional Techniques:** General and specific instructional techniques are suggested to this course.
- a. **General Instructional Techniques:** In this course the general instructional techniques are as given below:
- Participatory lecture method,
  - Group Discussion,
  - Presentations,
  - Question answer,
  - Guest lecture or Resource Persons
  - Home Assignment, and
  - Self-Study.
- b. **Specific Instructional Techniques:**
- Specific instructional techniques such as classroom presentation by the groups of students or individual, self-study, tutorial support based on the nature of contents, and professionals or paraprofessionals resource classes are suggested. 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  |
|------------|--|
| <b>I</b>   | <p><b>Presentation by Guest Lectures or Resource Persons</b></p> <ul style="list-style-type: none"> <li>▪ Invite the expert, professionals or paraprofessionals as a resource person in the classroom to clarify the content matter.</li> <li>▪ Teacher will organize the short discussion panel between resource persons and students.</li> <li>▪ Students will interact on the given topic according to the course with professionals.</li> </ul>  |
| <b>II</b>  | <p><b>Lecturer and Discussion</b></p> <ul style="list-style-type: none"> <li>▪ Teacher will present the paper in the classroom.</li> <li>▪ Individual or group of students will be assigned for discussion on various aspects of hearing impairments.</li> <li>▪ Group of students will prepare the report based on the discussion and present it in the classroom.</li> <li>▪ Students will ask the different questions related to subject matter and teacher will responds each query respectively.</li> </ul> |
| <b>III</b> | <p><b>Presentation and Group discussion</b></p> <ul style="list-style-type: none"> <li>▪ Students will be divide into a groups and division the content for each group.</li> <li>▪ All the students are requested to prepare their presentation on given</li> </ul>  |

|   |   |
|---|---|
|   | <p>topic and present it in the classroom.</p> <ul style="list-style-type: none"> <li>▪ All the group members should have listen carefully and ask some questions after finishing the presentation.</li> <li>▪ The teacher will guide and make them clear on confusion portion on their presentations.</li> <li>▪ After finishing the presentation, both the teacher and students will sit together and discuss about their presentation and make a conclusion. Furthermore, all the group members should have submitted their presentation materials to their subject teacher.</li> </ul> |
| V | <p><b>Self-Study, Home Assignment and Presentation</b></p> <ul style="list-style-type: none"> <li>▪ Techer will provide reading materials for self-study related to given content.</li> <li>▪ Techer will give an assignment to students on the topic of learning disabilities.</li> <li>▪ Students will make a paper on given content and present in the classroom respectively.</li> <li>▪ Finally, teacher will guide and conclude the all assigned contents.</li> </ul>   |

## 5. Evaluation

### 5.1 Internal Evaluation 40%

The concerned teacher will carry out the internal evaluation of the students based on the following activities:

|   |                  |
|---|------------------|
| 32) Attendance  | 05 points        |
| 33) Participation   | 05 points        |
| 34) First assignment/book review/written assignment/quizzes | 10 points        |
| 35) Second assignment/paper writing and or presentation     | 10 points        |
| 36) <u>Third assessment/ written test (1 or two)</u>        | <u>10 points</u> |
| Total   | 40 points        |

### 5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination of the University will conduct semester/ final examination at the end of each semester. The distribution of points for the types of questions to be asked in final examination is as follows:

|   |                  |
|---|------------------|
| 1) Objective type question (Multiple choice items 10 x 1) | 10 points        |
| 2) Short answer questions (6 questions x 5 points)        | 30 points        |
| 3) <u>Long answer questions (2 questions x 10 points)</u> | <u>20 points</u> |
| <u>Total</u>  | <u>60 points</u> |

**Note:** There will be 6 short answer questions (1to 6) and question no 6 contains one alternative question. There will be 2 long answer questions (7 and 8) and question no 8 contains one alternative question.

## 6. Recommended Books and References

## 6.1 Recommended Books

- Flick, G. L., (2011). *Understanding and Managing Emotional and Behavioral Disorders in the Classroom*. Upper Saddle River, New Jersey: Pearson Education, Inc.
- Heward, W. L. (2013). *Exceptional Children: An introduction to Special Education* (10th ed.). USA: Pearson Education, Inc.
- Kirk, S., Gallagher, J., & Coleman, M. R. (2015). *Educating exceptional children* (14th ed.). USA: Cengage Learning.
- Vaughn, S. R., Bos, C. S., & Schumm, J. S. (2018). *Teaching students: Who are exceptional, diverse, and at risk in the general education classroom* (7th ed.). USA: Pearson Education, Inc.
- 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.

## 6.2 References

- Davis, M. R., Culotta, V. P., Levine, E. A., & Rice, E. H. (2011). *School success for kids with emotional and behavioral disorders*. USA: Prufrock Press Inc.
- Hallan, D. P., Kauffman, J. M., & Pullen, P.C. (2012). *Exceptional learners: An introduction to special education* (12th ed.). Boston: 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.
- Kauffman, J. M., & Landrum, T. J. (2013). *Characteristics of Emotional and Behavioral Disorders of Children and Youth*. Upper Saddle River, New Jersey: Pearson Education, Inc.
- Pierangelo, R., & Giuliani, G. (2008). *Teaching students with learning disabilities: A step-by-step guide for educators*. USA: Crown Press.



**Far Western University  
Mahendranagar, Kanchanpur  
Faculty of Education**

**Master of Education (M. Ed) in Special Needs Education (SNE)**

Course Title: **Socialization and Communication Skills for Children with Special Needs**

Course No: SNE 535

Nature of Course: Theoretical

Level: Master

Credit Hours: 3

Semester: 3<sup>rd</sup>

Teaching Hours: 45

### 1. Course Description

This course is designed for M.Ed. students with Special Needs Education as specialization area. The course aims to develop knowledge on socialization and communication skills needed to teach children with special needs. There are two parts in this course: the first part deals with concepts/definition and importance of socialization including strategies of socialization, social skills, life skills and interpersonal relationship between children with special needs and school, community and parents; the second part is about the definition, importance and principles of communication including classification of non-communication. The role of teachers in socializing and communicating with children with special needs is highlighted. This course intends to shape the perspectives of students towards socialization and communication skills which form the key to the life of children with special needs.

### 2. General Objectives

The general objectives of this course are as follows:

- To acquaint the students with the concepts, importance and strategies of socialization and communication skills that are needed to teach students with special needs.
- To develop students' knowledge and perspectives on the concepts, importance and principles of communication skills.
- To develop students' competencies in dealing with children with special needs by using appropriate strategies.
- To highlight the need of developing interpersonal relationships between the teacher and students for effective curriculum transaction.

### 3. Course contents

| Specific Objectives  | Contents  |
|--|---|
| <ul style="list-style-type: none"> <li>• Define the meaning of socialization</li> <li>• Explain the importance of socialization</li> <li>• Identify interpersonal</li> </ul> | <p><b>Unit: I Conceptualizing Socialization Skills with regard to Children with Special Needs (8)</b></p> <p>1.1. Concept of Socialization Skills</p> <p>1.2. Stages of Socialization</p> |

|  |   |
|--|---|
| <p>relationships between teacher and students</p>  | <p>1.3. Socialization institutions<br/> 1.4. Types of socialization<br/> 1.5. Importance of socialization skills for children with special needs<br/> 1.6. Skills needed for Socialization:<br/> <ul style="list-style-type: none"> <li>• Social skills</li> <li>• Life Skills</li> <li>• Academic Functional Skills</li> <li>• Community-Based Skills</li> </ul> 1.7 Role of teachers for improving socialization skills<br/> 1.8 Role of Peer Group for improving socialization</p>   |
| <ul style="list-style-type: none"> <li>• Describe different development contexts: individual, family, cultural and social contexts</li> <li>• Explain the concept and role of sex and gender in normative development</li> </ul>   | <p><b>Unit: II Normative Development (10)</b><br/> 2.1 Concept of Normative Development<br/> 2.2 Understanding Development Contexts:<br/> 2.2.1 Individual Context (Cognitive, Emotional, Moral, Sex and gender, Gender Roles)<br/> 2.2.2 The family context (Parenting style, Parental sensitivity, Parent child bondage, Effect of maltreatment and family violence)<br/> 2.2.3 The Socio-economic and cultural context (Peer relations, Extra familial context, Poverty and social class, Ethnic diversity and language, Cross cultural norms and expectation)<br/> 2.3 Normative Deviation and its effect</p> |
| <ul style="list-style-type: none"> <li>• Explain the meaning and concept of communication in language and speech development.</li> <li>• Delineate the differences between verbal and non- verbal communication.</li> <li>• Explain the importance and functions of non-verbal communication</li> <li>• Classify the non-verbal</li> </ul> | <p><b>Unit: III Communication, Language and Speech (9)</b><br/> 3.1 Concept of Communication Skills<br/> 3.2 Importance of communication<br/> 3.3 Principles of communication<br/> 3.4 Non- verbal communication<br/> 3.4.1 The importance of Non-verbal Communication<br/> 3.4.2 Communication Needs and Skills:</p>   |

|   |  |
|---|--|
| <p>communication skills</p> <ul style="list-style-type: none"> <li>Describe language and speech development in children.</li> </ul>   | <p>3.4.3 Major Age Groups: Early Years, Middle Years, and Early Adolescent Years</p> <p>3.4.4 Classification of Non-verbal Communication skills</p> <p>3.4.5 Functions of Non-verbal Communication</p> <p>3.5 Typical Development of Speech and Language</p> <p>3.6 Disorders of Speech and Language</p>   |
| <ul style="list-style-type: none"> <li>Explain professional collaboration in terms of co-teaching, cooperative teaching and arranging the use of paraprofessionals</li> <li>Describe the role of family in communication and socialization of children with special needs</li> <li>Identify the impact of disability on the siblings and parents.</li> <li>Identify the ways of using home-school and parental support in socialization and communication of children with special needs.</li> <li>Identify ways to provide instructional support to facilitate communication.</li> </ul> | <p><b>Unit: IV Professional and Home-School Collaboration (9)</b></p> <p>4.1 Professional Collaboration</p> <p>4.1.1. Co-Teaching</p> <p>4.1.2. Cooperative teaching arrangements</p> <p>4.1.3. Paraprofessional services</p> <p>4.2. Home-school collaboration</p> <p>4.2.1. Cultural considerations</p> <p>4.2.2. Parental support</p> <p>4.2.3. Impact on siblings</p> <p>4.2.4. Communicating with parents</p> <p>4.2.5. Providing reinforcement and encouragement</p> <p>4.2.6. Providing instructional support</p> |
| <ul style="list-style-type: none"> <li>Describe the procedures of differentiating instructions for students with special needs.</li> <li>Illustrate the comprehensive model of differentiating instruction in the classroom.</li> <li>Identify ways of managing classroom for the use of differentiated instruction.</li> </ul>   | <p><b>Unit: V Differentiating Classroom Instruction (9)</b></p> <p>5.1. Concepts of Differentiating Instructions</p> <p>5.2. Operating procedures for differentiated classrooms</p> <p>5.3. Comprehensive model of differentiating instruction</p> <p>5.3.1. Setting differentiation</p> <p>5.3.2. Material differentiation</p> <p>5.3.3. Instructional differentiation</p> <p>5.3.4. Management/behavioral differentiation</p> <p>5.3.5. Personal-social-emotional</p>  |

|  |                 |
|--|-----------------|
|  | differentiation |
|--|-----------------|

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

**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

Lecture, discussion and question-answer are suggested as general instructional techniques, which are applicable to most of the units. Active participation of students should be ensured while using these techniques to make the teaching interactive. As this course is descriptive in nature with theoretical references, lecture preferably with the use of multi-media projector will be an effective technique. In order to generate discussion and brain storming exercises in the class, it is suggested that the teachers present relevant themes, problems, issues, and challenges linking with the cases happening in the field of socialization and communication skills of children with special needs.

#### 4.2 Specific instructional techniques

Specific instructional techniques such as classroom presentation by the students, guided individual study, tutorial support on different contents and project works are suggested. To this course, following specific instructional techniques are suggested for selected units to ensure students' active participation in teaching-learning process and make the teaching-learning research-oriented.

| Units   | Specific Instructional Techniques   |
|---|---|
| <b>Unit 2: Normative Development</b>                              | <b>Group work and presentation</b><br>The students will be divided in groups and certain topics will be assigned to prepare a brief field-based report and they will present their report in the class preferably using multimedia projector.<br>The presentation will be supplemented by teacher's comments. |
| <b>Unit 3: Development of Communication, Language and Speech</b>  | <b>Class activity</b><br>The students will be asked to demonstrate how the children with special needs communicate with others through non-verbal communication.<br>The students with the help of the teacher will make a write up of result of class activities.   |
| <b>Unit 5: Managing and Differentiating Classroom Instruction</b> | <b>Assignment and presentation</b><br>The students will be divided into groups. Each group will be assigned to prepare a part of comprehensive model of differentiating instruction.<br>Each group will present its assignment in the class and it will be followed by discussion.                            |

## 5. Evaluation

### 5.1 Internal Evaluation 40%

Internal evaluation will be conducted by course teacher based on following activities.

|  |                  |
|--|------------------|
| • Attendance   | 5 points         |
| • Participation in class activities                        | 5 points         |
| • First assessment: written assignment                     | 10 points        |
| • Second assessment: paper writing or presentation or test | 10 points        |
| • <u>Third assessment: test</u>                            | <u>10 points</u> |
| <b>Total</b>   | <b>40 points</b> |

### 5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination of the University will conduct final examination at the end of semester with the following number of test items:

|  |                  |
|--|------------------|
| • Objective questions (Multiple choice 10 questions x 1 point) | 10 points        |
| • Short answer questions (6 questions x 5 points)              | 30 points        |
| • <u>Long answer questions (2 questions x 10 points)</u>       | <u>20 points</u> |
| <b>Total</b>   | <b>60 points</b> |

**Note:** There will be 6 short answer questions (1 to 6) and question no 6 contains one alternative question. There will be 2 long answer questions (7 and 8) and question no 8 contains one alternative question.

## 6. Recommended Books

- Anderson, N.B., & Shames, G.H. (2011). Human communication disorders: An Introduction (8<sup>th</sup> Edition). Delhi: Pearson Education, Inc. (for unit III)
- Samovar, L.A., & Porter, R.E. (2001). Communication between cultures. Australia. Canada. Mexico. Singapore. Spain. United Kingdom. United States: Wadsworth Thomson Learning. (for unit III)
- Tom E.C. Smith, Edward A. Polloway, James R.P. Patton, & Carol A. Dowdy. (2011). Teaching students with special needs in inclusive settings (6<sup>th</sup> Edition). Delhi: Pearson Education Inc. PHI Learning Private Ltd. (for units IV & V)
- Wenar, C. & Kerig, P. (2005). Developmental psychopathology: From Infancy through Adolescence (5<sup>th</sup> Edition). Delhi: McGraw-Hill International Edition. (for units I & II)

**Far Western University  
Mahendranagar, Kanchanpur  
Faculty of Education**

**Master of Education (M. Ed) in Special Needs Education (SNE)**

Course Title: **Assistive Technology in Special Needs Education**

Course No: SNE 541

Level: M. Ed.

Semester: 4<sup>th</sup>

Nature of course: Theoretical

Credit Hours: 3

Teaching Hours: 45

• **Course Description**

This course emphasizes the integration of Assistive Technology (AT) into the curriculum and instruction focusing on the use of assistive technology in schools to enhance learning of students with special needs. The linkage between technology and teaching learning drives the organization of the course into school related tasks related tasks that students must perform on a daily basis to be successful. It presents 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 the students with different instructional aspects of assistive technologies.
- To familiarizes the students with AT and its linkages with language teaching Augmentative and Alternative Communication (AAC), Information and Communication Technology (ICT), and rehabilitation.
- To distinguish between assistive technology and other educational technologies
- To develop skills among the students in use of ATS in teaching children with disabilities
- To provide knowledge about selected learning tools and help to use them

3. **Specific Objectives and Content of the Course**

| <b>Specific Objectives</b>   | <b>Contents</b>   |
|--|---|
| <ul style="list-style-type: none"> <li>• Describe the concept and uses of Assistive Technology in School</li> <li>• Clarify the purposes of AT in teaching students with Disabilities</li> <li>• Explain the role of Assistive Technology in promoting IT literacy</li> <li>• Explain the types and use of AT for instructional activities</li> <li>• Identify the precautions in the use of Assistive Technology</li> </ul> | <p><b>Unit I: Understanding Assistive Technology (10 hours)</b></p> <p>1.1 Concept of Assistive Technology</p> <p>1.2 Uses of Assistive Technology in School</p> <p style="padding-left: 20px;">1.2.1 Purposes of Assistive Technology in teaching students with disabilities</p> <p style="padding-left: 20px;">1.2.2 Assistive Technology and IT literacy</p> <p style="padding-left: 20px;">1.2.3 Assistive Technology in instructional activities</p> <p>1.3 Types of Assistive Technology</p> <p style="padding-left: 20px;">1.3.1 Low tech devices</p> <p style="padding-left: 20px;">1.3.2 Mid tech devices</p> <p style="padding-left: 20px;">1.3.3 High tech devices</p> |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Explain the benefits of Assistive Technology</li> </ul>  | <p>1.4 Precautions in the use of Assistive Technology<br/>1.5. Benefits of Assistive Technology</p>   |
| <ul style="list-style-type: none"> <li>• Describe the use of AT Tools in language teaching</li> <li>• Identify the uses of AT devices in AAC</li> <li>• Explain the role of ICT in teaching the students with disabilities</li> <li>• Present the role of AT in rehabilitation of person with disabilities.</li> <li>• Suggest the guiding principles to select the appropriate technologies</li> <li>• Analyze the issues and challenges of AT use in Nepal</li> </ul> | <p><b>Unit II: Application of Assistive Technology (10 Hours)</b></p> <p>2.1. Assistive Technology Tools and Language teaching<br/>2.2. Use of Assistive Technology Devices in Alternative and Augmentative Communication (AAC)<br/>2.3. Teaching students with disabilities through Information Communication Technology (ICT)<br/>2.4. Assistive Technology and Rehabilitation<br/>2.5. Guiding Principles in Selecting appropriate technologies<br/>2.6. Issues and Challenges of Assistive Technology use in Nepal.</p> |
| <ul style="list-style-type: none"> <li>• Explain the relationship of AT with Instructional Technology</li> <li>• Distinguish between Assistive Technology and Adaptive Technology</li> <li>• Explain the selection of assistive technology in designing IEP</li> <li>• Explain the uses of AT in School environment</li> <li>• Identify and relate the of Assistive Technology with Digital Inclusion</li> </ul>  | <p><b>Unit III: Relation of Assistive Technology with other Technology (8 hours)</b></p> <p>3.1 Relation between assistive technology and instructional technology<br/>3.2. Difference between Assistive Technology and Adaptive Technology<br/>3.3. Selection of Assistive Devices in developing Individualization Education Plan (IEP)<br/>3.4. Assessment of Assistive Technology in School Environment<br/>3.5. Assistive Technology and Digital Inclusion (DI)</p>   |
| <ul style="list-style-type: none"> <li>• Describe the use of Assistive Technology in enhancing teaching children with disabilities.</li> <li>• Clarify the concept and uses of reading, listening, written language, memory, and math technology.</li> <li>• Explain the uses of Technological Aid in enhancing teaching children with disabilities.</li> </ul>   | <p><b>Unit IV: Use of Assistive Technology in Teaching Children with Disabilities (10 hours)</b></p> <p>4.3 Reading Technology<br/>4.4 Listening Technology<br/>4.5 Written language Technology<br/>4.6 Memory Technology<br/>4.7 Math technology<br/>4.8 Technological Aids<br/>4.6.1. Communication Aids<br/>4.6.2. Daily Living Aids<br/>4.6.3. Ergonomic Aids</p>   |
| <ul style="list-style-type: none"> <li>• Describe the concepts and uses</li> </ul>  | <p><b>Unit V: Concepts and Uses of Assistive Learning</b></p>   |

|   |  |
|---|--|
| <p>of assistive learning tools for promoting teaching children with disabilities.</p> <ul style="list-style-type: none"> <li>• Clarify the concept and uses of environmental, sensory, mobility and transportation aids, seating and positioning, sports, recreation and leisure, computer, and education and learning aids.</li> </ul> | <p><b>Tools (7 hrs)</b></p> <p>8.1. Environmental Aids<br/>8.2. Sensory Aids<br/>8.3. Mobility and Transportation Aids<br/>8.4. Seating and Positioning Aids<br/>8.5. Sports, Recreation and Leisure Aids<br/>8.6. Computer Access Aids<br/>8.7. Education and Learning Aids</p> |
|---|--|

*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 Lecture
- Question answer
- Guest lecture

##### 4.2 Specific Instructional Techniques

| Unit                      | Activity and Instructional Techniques   |
|---------------------------|---|
| I<br>Library<br>Visit     | <ul style="list-style-type: none"> <li>• Divide the students into 5 groups</li> <li>• Let the group of students study the types of assistive technology from consultation of possible reading materials from the available resources.</li> <li>• Let the groups of students visit E-Library to get information regarding the assigned topics</li> <li>• Let the groups prepare comparative report</li> <li>• Report presentation in the classroom followed by discussion</li> </ul> |
| II<br>Individual<br>Study | <ul style="list-style-type: none"> <li>• Divide the students into 4 groups</li> <li>• Let the groups of students study Use of Assistive Technology from the book linking with the sub-unit of this unit.</li> <li>• Let the groups of students prepare the report and presentation in the classroom followed by discussion</li> </ul>   |
| III<br>Self-<br>Study     | <ul style="list-style-type: none"> <li>• Divide the students into 5 groups</li> <li>• Let the groups of students study understanding concept of assistive technology and relate AT with other technology from the book linking with the sub-unit of this unit</li> <li>• Let the groups of students prepare the report and presentation in the classroom followed by discussion</li> </ul>  |
| IV<br>Case<br>Study       | <ul style="list-style-type: none"> <li>• Divide the students into 4 groups</li> <li>• Let the groups of students visit special and integrated schools and they will be asked to develop cases of children using assistive technology</li> </ul>   |



|                      |  |
|----------------------|--|
|                      | <ul style="list-style-type: none"> <li>• The cases should include how the students are accommodated in the integrated setting</li> <li>• Let the groups of students prepare a brief report and present in the classroom followed by discussion and feedback.</li> </ul>  |
| V<br>Field<br>Survey | <ul style="list-style-type: none"> <li>• Let the students explore individually assistive technology tools through internet and reference book that can be used as learning tools in the classroom.</li> <li>• Let the students conduct a survey of local market to explore learning tools</li> <li>• Let the students prepare a report with types, uses and limitations of AT and present in the classroom.</li> </ul> |

## 5. Evaluation

### 5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

|   |                  |
|---|------------------|
| 37) Attendance and participation                            | 10 points        |
| 38) First assignment/book review/written assignment/quizzes | 10 points        |
| 39) Second assignment/paper writing and or presentation     | 10 points        |
| 40) <u>Third assessment/ written test (1 or two)</u>        | <u>10 points</u> |
| Total   | 40 points        |

### 5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination of the University will conduct external examination at the end of semester

|   |                  |
|---|------------------|
| 1) Objective type question (Multiple choice 10x1)         | 10 points        |
| 2) Short answer questions (6 questions x 5 points)        | 30 points        |
| 3) <u>Long answer questions (2 questions x 10 points)</u> | <u>20 points</u> |
| <u>Total</u>  | <u>60 points</u> |

**Note:** There will be 6 short answer questions (1 to 6) and question no 6 contains one alternative question. There will be 2 long answer questions (7 and 8) and question no 8 contains one alternative question.

## 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* (2<sup>nd</sup> 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.



**Far Western University  
Mahendranagar, Kanchanpur  
Faculty of Education**

**Master of Education (M. Ed) in Special Needs Education (SNE)**

**Course Title: Educating Children with Intellectual and Learning Disabilities**

Course No: SNE 542

Level: Master

Semester: Forth

Nature of Course: Theoretical

Credit Hours: 3

Teaching Hours: 45

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• **Course Description**

This course has been designed to provide deeper understanding on intellectual as well as learning disabilities, their assessment procedures, and educational supports and interventions provided for the students with intellectual disabilities and learning disabilities to the students studying at Master level under the Department of Special Needs Education. After completing this course, students are expected to have clear concept about intellectual disabilities and learning disabilities with their types, characteristics, causes, and prevalence. Furthermore, they will also have in-depth knowledge on assessment tools and procedures that need to be used while diagnosing intellectual as well as learning disabilities. Finally, they will be able to plan and implement effective educational supports and interventions such as relevant curriculum, Individualized Education Program, differentiated instruction, tiered instruction, etc. to enhance the academic performance of these students.

• **General Objectives**

The course has been designed to provide intensive knowledge about intellectual disabilities and learning disabilities to the students studying under the Department of Special Needs Education in Far-Western University. The general objectives of the course are as follows:

- Students will be able to get deeper understanding on intellectual disabilities.
- They will be familiarized with types, causes, characteristics, and prevalence of intellectual disabilities.
- Students will be able to explain different assessment tools useful to diagnose the students with intellectual disabilities.
- Students will be acquainted with educational supports and interventions required to address special learning needs of the children.
- Students will be able to get clear concept on learning disabilities.
- They will be familiarized with types, causes, characteristics, and prevalence of learning disabilities.
- Students will be able to explain different assessment techniques useful to diagnose the students with learning disabilities.

- Students will be acquainted with educational supports and interventions useful for the children with learning disabilities to address their special learning needs.

- **Specific Objectives and Contents**

| Specific Objectives  | Contents   |
|--|--|
| <ul style="list-style-type: none"> <li>• Describe history of intellectual disabilities in brief.</li> <li>• Define intellectual disabilities critically.</li> <li>• Classify intellectual disabilities based on different criteria.</li> <li>• State the causes of intellectual disabilities with brief introduction.</li> <li>• List out the characteristics of intellectual disabilities with brief description.</li> <li>• Discuss the prevalence of people with intellectual disabilities.</li> </ul>  | <p><b>Unit I: Introduction to Intellectual Disabilities (6)</b></p> <p>1.1 Concept of Intellectual Disabilities</p> <p>1.1.1 Definition of ID in Nepal</p> <p>1.1.2 IDEA Definition</p> <p>1.1.3 AAIDD's Definition</p> <p>1.2 Classification of Intellectual Disabilities</p> <p>1.2.1 Based on IQ Score</p> <p>1.2.2 Educable and Trainable</p> <p>1.2.3 Based on Support Levels</p> <p>1.2.4 Classification in Nepal</p> <p>1.3 Causes of Intellectual Disabilities</p> <p>1.4 Characteristics of Intellectual Disabilities</p> <p>1.5 Prevalence of People with Intellectual Disabilities</p>  |
| <ul style="list-style-type: none"> <li>• Give brief introduction on intellectual functioning.</li> <li>• List out different techniques generally used to assess intellectual functioning and explain any three of them.</li> <li>• Define adaptive behavior with examples.</li> <li>• Show relationship between intellectual functioning and adaptive behavior.</li> <li>• State different tools and techniques used for assessing adaptive behaviors of the children with intellectual disabilities.</li> <li>• Discuss different non-standardized measures usually use to assess the children with intellectual disabilities.</li> </ul> | <p><b>Unit II: Assessing Intellectual Disability (10)</b></p> <p>2.1 Concept of Intellectual Functioning</p> <p>2.2. Assessing Intellectual Functioning</p> <p>2.2.1 Cognitive Assessment System</p> <p>2.2.2 Kaufman Assessment Battery for Children</p> <p>2.2.3 Stanford-Binet Intelligence Scales</p> <p>2.2.4 Wechsler Preschool and Primary Scale of Intelligence</p> <p>2.2.5 Wechsler Intelligence Scale for Children</p> <p>2.2.6 Wechsler Adult Intelligence Scale</p> <p>2.3 Adaptive Behavior</p> <p>2.3.1 Concept of Adaptive Behavior</p> <p>2.3.2 Assessment of Adaptive Behavior</p> <ul style="list-style-type: none"> <li>• Vineland Adaptive Behavior Scale</li> <li>• Adaptive Behavior Assessment System</li> <li>• Scales of Independent Behavior</li> <li>• Adaptive Behavior Diagnostic Scale</li> </ul> <p>2.3.3 Non-standardized Measures</p> <p>2.4 Relationship between Intellectual Functioning</p> |

|  |   |
|--|---|
|  | and Adaptive behavior   |
| <ul style="list-style-type: none"> <li>• Introduce academic and functional curriculum required for the children with intellectual disabilities.</li> <li>• Describe strength-based approaches generally used to teach students with intellectual disabilities.</li> <li>• Elaborate factors contributing to the shift to strength-based approaches in brief.</li> <li>• Illustrate characteristics of strength-based approaches.</li> <li>• Apply strength-based approaches to the education of students with intellectual disabilities.</li> <li>• Prepare IEPs to promote access to general education curriculum for students with intellectual disabilities.</li> </ul> | <p><b>Unit III: Educational Supports for Students with Intellectual Disabilities (11)</b></p> <p>3.1 Curriculum for the Children with Intellectual Disabilities</p> <p>3.1.1 Academic Curriculum with Accommodation</p> <p>3.1.2 Functional Curriculum</p> <p>3.2 Strength-Based Approaches to Educate ID Students</p> <p>3.2.1 Introduction to Strength-Based Approaches</p> <p>3.2.2 Factors Contributing to the Shift to Strength-Based Approaches</p> <p>3.2.3 Characteristics of Strength-Based Approaches</p> <p>3.2.4 Application of Strength-Based Approaches</p> <p>3.3 Designing IEPs to Promote Access to General Education Curriculum</p> <p>3.4 Providing Itinerary Services</p> |
| <ul style="list-style-type: none"> <li>• Define learning disabilities in brief.</li> <li>• Describe historical overview of learning disabilities in brief.</li> <li>• Explain major causes of learning disabilities.</li> <li>• State characteristics of learning disabilities in short.</li> <li>• Classify learning disabilities with examples.</li> <li>• Discuss about the prevalence of people with learning disabilities.</li> </ul>   | <p><b>Unit IV: Introduction to Learning Disabilities (6)</b></p> <p>4.1 Concept of Learning Disabilities</p> <p>4.2 Causes of Learning Disabilities</p> <p>4.3 Characteristics of Learning Disabilities</p> <p>4.4 Classification of Learning Disabilities</p> <p>4.5 Prevalence of People with Learning Disabilities</p>   |
| <ul style="list-style-type: none"> <li>• Apply curriculum based measurement for assessing children with learning disabilities.</li> <li>• Describe response to intervention (RtI) method in terms of assessing students with learning disabilities.</li> <li>• Explicate information processing model for diagnosing students with</li> </ul>  | <p><b>Unit V: Assessment and Educational Intervention for the Children with Learning Disabilities (12)</b></p> <p>5.1 Assessing Children with Learning Disabilities</p> <p>5.1.1 Curriculum-based Measurement</p> <p>5.1.2 Assessing by Using Response to Intervention</p> <p>5.1.3 Intelligence and Achievement Test</p>   |

|   |  |
|---|--|
| <p>learning disabilities.</p> <ul style="list-style-type: none"> <li>• Use content enhancements approach to provide educational supports to the students with learning disabilities.</li> <li>• List out different educational placement alternatives for the students with learning disabilities and explain any three of them.</li> <li>• Develop Individualized Education Program to provide education to the learners with learning disabilities as per their special needs.</li> </ul> | <p>5.1.4 Using Information Processing Model</p> <p>5.2 Educational Support for the Students with Learning Disabilities</p> <p>5.2.1 Content Enhancements</p> <p>5.2.2 Learning Strategies</p> <p>5.3 Educational Placement Alternatives</p> <p>5.3.1 General Education Classroom</p> <p>5.3.2 Consultant Teacher</p> <p>5.3.3 Resource Room</p> <p>5.3.4 Separate Classroom</p> <p>5.4 Use of IEPs to Accommodate Special Learning Needs</p> <p>5.5 Use of Tier Instructions</p> |
|---|--|

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

- **Instructional Techniques**

Different types of instructional techniques will be applied 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 used to provide a set of learning experiences to the learners for developing the behaviors intended. The brief introduction of these techniques is given below respectively:

**1. General Instructional Techniques**

Different types of instructional techniques (teacher-oriented, student-oriented, and discussion-oriented) will be applied to convey the contents chosen to the students studying under the Department of Special Needs Education. Especially; lecture method, question-answer method, problem solving method, individual study, cooperative teaching methods, brain-storming, and discussion methods will be used to clarify the suggested contents to the students. Various instructional techniques therefore will be applied by considering the students' needs, nature of the contents, and instructional materials available in the college to make instructional activities more effective and productive. However, priority will be given on student-oriented and cooperative instructional techniques to ensure active participation of the learners in teaching-learning process. Contents of the curriculum will be taught by relating them with the context of disability and special needs education in Nepal. After completing each unit, different types of assignments will be provided to the students for additional clarification. In this regard, teacher will work as a facilitator rather than transmitter of knowledge while implementing curriculum at the classroom.

**2. Specific Instructional Techniques**

Unit-specific activities will be carried out to develop proper knowledge and skills within the learners in the field of curriculum. For this purpose, ample opportunities will be provided to the learners to practice the behaviors intended through specific instructional techniques. These instructional techniques will be helpful for ensuring students' active participation at the classroom to make them clear on the contents suggested. The subject teacher will work as a facilitator at the classroom while conducting these instructional activities. The major specific instructional techniques, need to be applied while implementing this course, are given in the following table.

| Units    | Specific Instructional Techniques   |
|----------|---|
| Unit II  | Students will be classified into different groups composed of 4/5 members in each and they will be asked to visit nearby special school to investigate the procedures that have been applying to assess the students with intellectual disabilities. Then they will be asked to deliver their findings at the class and teacher will clarify whether the processes that have been applying for years are reliable and valid or not with proper feedbacks to each student. |
| Unit III | Students will be categorized into different groups composed of 4/5 members in each. Each of them will be asked to visit nearby special school to investigate educational supports and interventions that have been providing to the students with special needs for years. And then they will be asked to deliver their information in the class for further discussion. Finally, necessary feedbacks will be provided to the students for clarification.                 |

*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.*

- **Evaluation**

Both internal and external assessments will be applied to evaluate the knowledge and skills of students intended by the course. Internal assessment will be used as a part of both formative and summative evaluation. Instructional activities of the classroom will be improved by considering the result of each internal assessment and the score obtained in the assessment will be used to determine the grade of each student. Brief description of internal and external assignment is given below:

### 1. Internal Assessment

Subject teacher will conduct different type of internal assessment based on the taught content on the behalf of department/college. Teacher must use attendance, classroom participation, presentation, written exam, etc. as the major criteria of internal assignment. Thus, subject teacher will evaluate each student internally by using following criteria:

**Criteria of Assessment**

**Points**

|                           |           |
|---------------------------|-----------|
| • Attendance              | 5         |
| • Classroom participation | 5         |
| • First assignment        | 10        |
| • Second assignment       | 10        |
| • Third assignment        | 10        |
| <b>Total</b>              | <b>40</b> |

## 2. Final Examination

Office of the Controller of Examination of the University will final examination at the end of semester. Both subjective and objective questions will be asked in the exam to assess the mastery of knowledge on the offered course. The structure of the final exam will be as follows:

| <b>Types of Questions</b>     | <b>Number of Questions</b> | <b>Marks</b>     |
|-------------------------------|----------------------------|------------------|
| • Objective questions         | 10 multiple choice items   | 10x1=10          |
| • Short answer-type questions | 6 questions                | 6x5 = 30         |
| • Long answer-type questions  | 2 questions                | 2x10 = 20        |
| <b>Total</b>                  | <b>18 questions</b>        | <b>60 points</b> |

**Note:** There will be 6 short answer questions (1to 6) and question no 6 contains one alternative question. There will be 2 long answer questions (7 and 8) and question no 8 contains one alternative question.

### • Recommended Books and References

#### 1. Recommended Books

- Burack, J. A., Hodapp, R. M, Iarocci, G., & Zigler, E. (2012). *The oxford handbook of intellectual disability and development*. USA: Oxford University Press, 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.
- Swanson, H. L., Harris, K. R., & Graham, S. (2013). *Handbook of learning disabilities* (2nd edition). New York: The Guilford Press.
- Wehmeyer, M. L., & Shogren, K. A. (2017). *Handbook of Research-based practices for educating students with intellectual disability*. New York: Routledge Taylor and Francis Group.



**Far Western University  
Mahendranagar, Kanchanpur  
Faculty of Education**

**Master of Education (M. Ed) in Special Needs Education (SNE)**

Course title: **Practicum in Special Needs Education**

Course No.: SNE 543

Level: M.Ed.

Semester: Fourth

Nature of the course: Practical

Credit hours: 3

Duration: **8 weeks**

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### **1. Course Description**

This course is designed to expose student teachers to actual classroom experiences with a view to equip them with the needed pedagogical practices. This practical course will enable them to develop teaching competencies while teaching children with special needs in real classrooms and at the same time helping them to develop skills related to management of special schools and integrated schools. The course has three major parts. First part deals with involvement of the students in micro-teaching and exposure visit to organizations serving children with special needs and lessons learnt from it. Second part is related to teaching school subjects in special schools and integrated schools.. In the third part, students' engagement in the study of institutional practices in special school and integrated schools will be focused. In this course, active participation of students will be ensured through experiential and work-oriented learning exercises. It entails the inculcation of professional practice and provides an opportunity to beginning teachers to become socialized into the teaching profession and it is a crucial time when practicing teachers get the opportunity to develop their professional competencies.

### **2. General Objectives**

The course is designed to accomplish the following general objectives:

- To provide the students with an opportunity to have hands-on experience of real teaching at special school or integrated school after gaining prerequisite knowledge and skills by observing teaching of teachers in special school or integrated school and teaching micro-teaching lessons.
- To help students become socialized into the teaching profession with the development of professional skills.
- To expose the students to the activities of organizations serving children with special needs
- To prepare students with abilities to analyze, share and learn different dimensions of teaching practice at special school or integrated school
- To enable the students to prepare in-depth case study in one of the critical areas of special school/integrated school
- To enhance student teacher quality through strengthening their pedagogical and classroom management skills in special, integrated and inclusive schools.

### 3. Specific Objectives and Activities

#### Part I: Observation of School and organizations

| Specific Objectives  | Observation of Teaching Activities in School (1 week)   |
|--|---|
| <ul style="list-style-type: none"> <li>• Prepare observation guidelines for collecting information from teaching of teachers of special schools and integrated schools</li> <li>• Collect pertinent information during observation of teaching</li> <li>• Prepare a brief report of collected information to find out good practices and sharing it among the peers</li> <li>• Prepare good lesson plans for micro-teaching with teaching aids</li> <li>• Conduct micro-teaching practice in their campuses following micro-teaching cycle</li> <li>• Prepare good lesson plans for teaching using appropriate instructional techniques with teaching aids</li> <li>• Observe and record the teaching of their peers</li> <li>• Analyse the teaching of peers and find the difference between their observation and that of campus supervisor</li> <li>• Find good practices of teaching demonstrated by their peers and provide feedback to them</li> <li>• Construct and administer a test which is applicable to students with special needs</li> <li>• Analyze the test results and provide feedback to students</li> <li>• Prepare report of teaching practice</li> </ul> | <ol style="list-style-type: none"> <li>1. Experience as a Learner               <ol style="list-style-type: none"> <li>1.1 Preparation of observation guidelines for observing the teaching of teachers who are teaching the children with visual impairment, hearing impairment, intellectual disability , physical disabilities and etc. in a special school or an integrated schools or a school with resource class</li> <li>1.2 Observation of teaching of effective teachers of special school/integrated school/campus/ school with resource class at least one from each area of special needs mentioned in 1.1</li> <li>1.3 Discussion with mentor teacher for the planning of actual classroom teaching.</li> </ol> </li> <li>2. Preparation of observation guidelines for the Observation of the disability related organizations (Autism Care Centre or Celebral Palsy Centre or Down Syndrome and other Society)</li> <li>3. Preparation of observation report along with lesson learnt</li> <li>4. Experience sharing in campus               <ol style="list-style-type: none"> <li>4.1 Analysis of information collected from observation of teaching and working in the organization mentioned in no. 2 above.</li> <li>4.2 Identification of good practices and lesson learnt</li> <li>4.3 Experience sharing of brief observation report of teaching and observation at their own campus with peers and internal supervisor</li> </ol> </li> </ol> |

#### Part II: Practice on Micro-teaching

| Specific Objectives   | On Campus Micro-teaching Practice (1 Week) |
|---|--|
| <ul style="list-style-type: none"> <li>• Prepare good lesson plans for</li> </ul> |  |

|  |   |
|--|---|
| <p>micro-teaching with teaching aids</p> <ul style="list-style-type: none"> <li>• Conduct micro-teaching practice in their campuses following micro-teaching cycle</li> <li>• Practice different skills of micro-teaching as preparation for actual practice teaching in schools.</li> <li>• Explain and assimilate new teaching skills under controlled conditions.</li> <li>• Master a number of teaching skills.</li> <li>• Gain confidence in teaching.</li> </ul> | <ol style="list-style-type: none"> <li>1. Experience as a Teacher in Micro-teaching Practice Using Lessons Learnt during Observation</li> <li>2. Planning micro-lessons for developing specific skills focusing on simulation and role play</li> <li>3. Teaching micro-lessons following micro-teaching cycle (micro lesson plan, teach, feedback, re-plan, re-teach)</li> <li>4. Practice on skills of micro-teaching             <ol style="list-style-type: none"> <li>4.1 Introduction Skill</li> <li>4.2 Skill of Probing Questions</li> <li>4.3 Skill of Explanation</li> <li>4.4 Skill of Stimulus Variation</li> <li>4.5 Skill of Blackboard Writing</li> <li>4.6 Skill of Achieving Closure</li> <li>4.7 Skill of Reinforcement</li> <li>4.8 Skill of Using Teaching and Learning Aids</li> <li>4.9 Skills of assessing students' achievement</li> <li>4.10 Skills of time management</li> </ol> </li> <li>5. Feedback and sharing of experiences</li> </ol> |
|--|---|

### Part III: Teaching Practice in School

| Specific Objectives   | Actual Teaching in School (5 Weeks)   |
|---|---|
| <ul style="list-style-type: none"> <li>• Prepare good lesson plans for teaching using appropriate instructional techniques with teaching aids</li> <li>• Observe and record the teaching of their peers to develop teaching observation skills.</li> <li>• Analyze the teaching of peers and find the difference between their observation and that of campus supervisor</li> <li>• Find good practices of teaching demonstrated by their peers and provide feedback to them</li> <li>• Construct and administer a test which is applicable to students with special needs</li> <li>• Analyze the test results and provide feedback to students</li> <li>• Prepare report of teaching practice</li> </ul> | <ol style="list-style-type: none"> <li>1. Experience as a full-teacher at special school/ integrated school/campus/school with resource class             <ol style="list-style-type: none"> <li>1.1 Preparation of full lessons at least four lessons from each area of disability mentioned in no. 1.1 in consultation with campus supervisor (at least 16 lesson plans).</li> <li>1.2 Preparation of instructional aids</li> <li>1.3 Teaching at assigned schools along with observation of campus supervisor and feedback in selected lessons and with observation of their peers in most of the lessons</li> </ol> </li> <li>2. Peer class observation             <ol style="list-style-type: none"> <li>2.1 Observation of at least 4 classes by student teacher</li> <li>2.2 Feedback to the peer by observer (student teacher) and feedback to observer by subject/mentor teacher and campus supervisor</li> </ol> </li> <li>3. Test construction, administration and analysis of test results             <ol style="list-style-type: none"> <li>3.1 Construction and administration of a test</li> </ol> </li> </ol> |

|  |  |
|--|--|
|  | <p>including subjective and objective items applicable to children with special needs</p> <p>3.2 Analysis and interpretation of test results</p> <p>4. Preparation of teaching practice report</p> |
|--|--|

#### Part IV: Internship in Cooperating Schools

| Specific Objectives  | Institutional Practices in Special Schools and Integrated Schools (1 weeks)  |
|--|--|
| <ul style="list-style-type: none"> <li>• Examine teacher management and development activities being practiced in special schools and integrated schools</li> <li>• Point out problems and issues in teacher management and development in special schools and integrated schools</li> <li>• Assess the ways of managing instructional facilities at special schools and integrated schools</li> <li>• Explain the ways of managing residential facilities, scholarships and health and nutrition of students in special schools and integrated schools</li> <li>• Prepare an in-depth case study report</li> <li>• Prepare internship report</li> </ul> | <ol style="list-style-type: none"> <li>1. Teacher management and development in special schools and integrated schools               <ol style="list-style-type: none"> <li>1.1 Teacher selection practices (setting of eligibility criteria)</li> <li>1.2 Teacher development practices</li> <li>1.3 Problems and issues in teacher management and development</li> <li>1.4 SMC support in school</li> </ol> </li> <li>2. Ways of managing instructional facilities at special schools and integrated schools               <ol style="list-style-type: none"> <li>2.1 Classroom management (classroom setting and student placement) in special schools and integrated schools</li> <li>2.2 Equipment and resources in special schools and integrated schools</li> <li>2.3 Disability friendly environment in school</li> </ol> </li> <li>3. Managing students in special schools and integrated schools               <ol style="list-style-type: none"> <li>3.1 Residential facilities</li> <li>3.2 Scholarships to the students</li> <li>3.3 Health and nutrition</li> </ol> </li> <li>4. Preparation of in-depth case study report in any one critical area of special school/integrated school/school with resource class               <ol style="list-style-type: none"> <li>4.1 Source of information:                   <ol style="list-style-type: none"> <li>4.1.1 Interview with individual student</li> <li>4.1.2 Shadowing/following the student</li> <li>4.1.3 Resource teacher</li> <li>4.1.4 A micro-level community survey</li> </ol> </li> </ol> </li> <li>5. Preparation of internship report</li> </ol> |

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

#### 4. Guidelines for Conducting Major Activities

##### 4.1 Orientation of Practicum

- Conduct a workshop for those campus tutors/supervisors who will be involved in practicum and it will be facilitated by experts from Faculty of Education and/or chairperson of practice teaching instruction committee of respective campus
- Conduct orientation of practicum for students by campus supervisors addressing four parts of the course

#### 4.2 Requirements to be fulfilled by the student-teachers (Daily attendance is compulsory during practicum period)

- On-campus activities
  - Participation in orientation programme
  - Preparation of guidelines for observing the teaching
  - Campus level experience sharing: Students will share their experiences which they can utilize for improving their teaching competencies (For this, students will prepare a brief report from the observation of teaching of school/campus teachers focusing on the lesson learnt which will be useful for improving their teaching)
  - Micro-teaching practices with the support of campus supervisor: Let the students include those skills or competencies identified in the teaching of teachers of special schools and integrated schools in their micro-teaching lessons.  
Teach at least 6 lessons to develop teaching skills using the micro-teaching cycle
  - Preparation of guidelines for observing the organization serving children with special needs
  - Campus level sharing of observation report
- Activities to be carried at an organization serving for children with special needs
  - Observation of organization using the guidelines
  - Collection of data/information through guidelines and informal discussion with concerned officials
- Activities to be carried at special school/integrated school/school resource class
  - Observation of teaching of school or campus teachers
  - Study of management of special schools and integrated schools
  - Preparation of at least 20 lesson plans using variety of instructional techniques
  - Preparation of teaching aids
  - Teaching of at least 20 lessons (Prepare lessons using different instructional techniques with the support of campus supervisor
  - Improve the lessons through continual repetitions with the suggestions of campus supervisor and concerned subject teacher
- Observation of at least five lessons of peers' teaching and prepare its report after analyzing the results and provide knowledge of results to both students
- Preparation of an internship report of the cooperating school and report of in-depth case study
- Report preparation along with the record of all the activities conducted during practicum period

4.3 Student-teachers should be regarded as unpaid full-time teachers of the school/campus and are required to be free from all other commitments during the school/campus day (usually 10:00 – 4:00), and are expected to make themselves available for extra-curricular responsibility when requested to do so.

4.4 Prepare a **comprehensive practicum report** including observation of the classes and organization serving children with special needs, teaching practice, institutional practices in special school/integrated school and submit it to concerned department for evaluation

## 5 Evaluation of Practicum

Distribution of Marks (Total Marks: 100)

| Main Parts  | Headings   | Internal Supervisor (50%) | Mentor Teacher of Cooperating School or Campus (10%) | External Examination (40%)                    |
|---|--|---------------------------|--|---|
| I observation of school and organization                            | <ul style="list-style-type: none"> <li>• Observation report</li> <li>• Sharing of experiences</li> </ul>   | 5                         | -  | 5 (Based on report)                           |
| II. Micro-teaching practice   | <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Micro-teaching practice</li> </ul>  | 5                         | -  | -   |
|   | <ul style="list-style-type: none"> <li>• Micro-teaching skills</li> </ul>  | 5                         | -  | -   |
| III. Teaching Practice in School                                    | <ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Teaching aids</li> <li>• Report on feedback to peers (peer observation)</li> </ul> | 5                         | 5  | 10 (Based on documents, materials and report) |
|   | <ul style="list-style-type: none"> <li>• Classroom performance</li> </ul>  | 5                         | 5  | -   |
|   | <ul style="list-style-type: none"> <li>• Test construction, administration and analysis of test results</li> </ul>                                 | 5                         |  | 5 (Based on report)                           |
| IV. Observation of organization serving children with special needs | <ul style="list-style-type: none"> <li>• Observation report and its presentation</li> </ul>  | 5                         | -  | 5 (Based on report and presentation)          |
|   | <ul style="list-style-type: none"> <li>• Internship report</li> </ul>  | 10                        |  | 10 (based on report and presentation)         |
|   | <ul style="list-style-type: none"> <li>• In-depth case study report</li> </ul>   | 5                         |  | 5 (Based on report and presentation)          |
|   | Total  | 50                        | 10   | 40  |

*Note: Students' performance in all headings mentioned in above table should be evaluated addressing practical activities as well as their respective report. Detailed evaluation forms will be developed for evaluating the performance of the students in four different parts.*

## **6 Recommended Books and Reference Materials**

- American Psychological Association.(2009). *Publication manual of American Psychological Association*. (6<sup>th</sup> ed.). Washington DC: APA.
- Beaudoin, Jean-Pascal (2013). Introduction to Inclusive teaching practices. Centre for University Teaching, University of Ottawa Retrieved in 28/07/2018 from <https://www.uottawa.ca/respect/sites/www.uottawa.ca.respect/files/accessibility-inclusion-guide-2013-10-30.pdf>
- Boitumelo Mangope, Boitumelo (2018). Teaching practice experiences in inclusive classrooms in International Journal of Whole Schooling. Vo l. 14, No. 1, 2018. University of Botswana. Retrieved in 28/07/2018. <https://files.eric.ed.gov/fulltext/EJ1179678.pdf>
- Cohen, L., Menion, L., & Morriuson, K. (2010). *Teaching practice*. India: Routledge.
- Department of Education. (2008-2009). *Special Education Practicum Handbook*. Staten Island: College of Staten Island/CUNY.
- Faculty of Education. (2014). *Teaching practice handbook*. Hongkong: The University of Hongkong.  
[http://csivc.csi.cuny.edu/education/files/pdf/edp630\\_practium\\_handbook.pdf](http://csivc.csi.cuny.edu/education/files/pdf/edp630_practium_handbook.pdf)  
<http://web.edu.hku.hk/community/school-university-partnerships/teaching-practice/teaching-practice-handbook> (Retrieved 8/23/2015)
- Hollenweger, Judith Nataša Pantić, Lani Florian (2015). Tools to upgrade teacher education practices for inclusive education. Retrieved in 28/07/2018 from <https://pjp-eu.coe.int/documents/1473702/8927135/Tool+to+Upgrade+Teacher+Education+Practices+for+Inclusive+Education/0cf28c1b-4f95-49ab-9fd3-de77b772ffed%20>
- Meizer, C.J.W.(Ed) (2001). Inclusive education and effective classroom practice. European Agency for Development in Special Needs Education. Retrieved in 28/07/2018 from [https://www.european-agency.org/sites/default/files/inclusive-education-and-effective-classroom-practice\\_IECP-Literature-Review.pdf](https://www.european-agency.org/sites/default/files/inclusive-education-and-effective-classroom-practice_IECP-Literature-Review.pdf)

**Far Western University  
Mahendranagar, Kanchanpur  
Faculty of Education**

**Master of Education (M. Ed) in Special Needs Education (SNE)**

Course Title: **Thesis Writing**  
Course No: SNE 544  
Level: M.Ed.  
Semester: Fourth

Nature of the course: Practical  
Credit hours: 6  
Teaching hours: 90

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### **1. Course Description**

This course is designed to provide the students knowledge and understanding in preparing a thesis in the form of dissertation. The overall aim of this course is to enable students to understand the relationships between the theoretical concepts taught in class and their application in specific situations; acquire in-depth knowledge and skills for developing research proposal, conducting research and writing a thesis in a standard format. The course is divided into two parts: proposal writing (PW) and thesis writing (TW). Proposal writing presents the basic components of a research proposal and prepares the students to develop a proposal in the area of interest in their major subject. It is expected that thesis writing will help students show evidence of a critical and holistic knowledge and have a deeper understanding of their chosen subject area; appreciate practical implications and constraints of the specialist subject; understand the process and decisions to be made in managing a project within strict deadlines. Each student is required to prepare a detailed proposal and thesis under the guidance of the thesis supervisor and present both in the departmental research committee for evaluation and approval.

### **2. General Objectives**

The general objectives of this course are as follows:

- To make the students able to put theories and concepts learned on the program into practice through proposal writing and thesis writing.
- To provide an opportunity to study a particular topic in depth.
- To provide an opportunity to define, design and deliver an academically rigorous piece of research;
- To prepare the students to write and present a research proposal on a researchable problem.
- To enable the students to write a thesis in a standard format and present it in the departmental research committee.
- To develop students' ability to relate independent investigation by showing relevant theories along with interaction with the practitioners.
- To develop students' ability to apply different approaches and methods of research in the course of writing a thesis.



## 2. Specific Objectives and Contents

| Specific Objectives   | Contents  |
|---|---|
| <ul style="list-style-type: none"> <li>• Identify basic errors or weakness of the research study or thesis.</li> <li>• Identify the sources of invalidity associated with a study based on different research design.</li> <li>• To identify and summarize established new truth, find out new facts, formulates new theory in order to make conceptual clarity of the purposed study</li> <li>• Make summary of the research report</li> <li>• Prepare cover page of the thesis</li> <li>• Prepare thesis title and levels of headings</li> <li>• Explain the ways of preparing tables showing relation between tables and text</li> <li>• Explain the ways of citations in the text and plagiarism and self-plagiarism.</li> <li>• Prepare references as per APA</li> </ul> | <p><b>Unit I: Review of Research Study (Thesis) and Style guidelines</b></p> <p>1.1 Study of a research report or M.Ed. Thesis</p> <p style="padding-left: 20px;">1.1.1 Relevance of the research topics, objectives and research questions</p> <p style="padding-left: 20px;">1.1.2 Appropriateness of methodology</p> <p style="padding-left: 20px;">1.1.3 Theoretical considerations</p> <p style="padding-left: 20px;">1.1.4 Appropriateness and adequacy of analysis and interpretation of data</p> <p style="padding-left: 20px;">1.1.5 Relationship among objectives, findings and recommendations</p> <p style="padding-left: 20px;">1.1.6 Educational implications</p> <p>1.2 Making summary of the research report/thesis</p> <p>1.3 Style guidelines</p> <p style="padding-left: 20px;">1.3.1 Cover page</p> <p style="padding-left: 20px;">1.3.2 Title</p> <p style="padding-left: 20px;">1.3.3 Level of headings</p> <p style="padding-left: 20px;">1.3.4 Writing Acronyms and Abbreviations</p> <p style="padding-left: 20px;">1.3.5 Crediting sources and references</p> |
| <ul style="list-style-type: none"> <li>• Explain the concept of a research proposal</li> <li>• Discuss the components of a research proposal</li> <li>• Identify a researchable problem and its title with research objectives/questions</li> <li>• Develop the skills of writing a research proposal with necessary components</li> <li>• Develop the research proposal in a given format and present in DRC</li> <li>• Apply the APA style of writing the proposal in an organized way.</li> </ul>  | <p><b>Unit II: Proposal Writing</b></p> <p>2.1 Recapitulation of proposal writing format</p> <p>2.2 Developing a research proposal</p> <p style="padding-left: 20px;">2.2.1 Identifying a researchable problem and title of the study</p> <p style="padding-left: 20px;">2.2.2 Reviewing related literature</p> <p style="padding-left: 20px;">2.2.3 Stating research objectives and research questions</p> <p style="padding-left: 20px;">2.2.4 Theoretical framework</p> <p style="padding-left: 20px;">2.2.5 Writing methods and procedures</p> <p style="padding-left: 40px;">2.2.5.1 Research design</p> <p style="padding-left: 40px;">2.2.5.2 Population and sample size</p> <p style="padding-left: 40px;">2.2.5.3 Data collection tools</p> <p style="padding-left: 40px;">2.2.5.4 Data collection procedures</p> <p style="padding-left: 40px;">2.2.5.5 Data analysis procedures</p>  |
| <ul style="list-style-type: none"> <li>• Prepare and finalize appropriate data collection tools</li> <li>• Conduct field/research work to collect relevant for the study</li> </ul>   | <p><b>Unit III: Thesis Writing</b></p> <p>3.1 Preparation and finalization data collection tools</p> <p>3.2 Conducting field/research work</p> <p>3.3 Developing outlines for sequential presentation and</p>   |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Review and relate the review of the literature to the theme of the research</li> <li>• Conduct field/research work to collect relevant data for the study</li> <li>• Develop outlines for sequential presentation of data using analytical framework</li> <li>• Write the thesis by following the given format</li> <li>• Follow the APA style of research report writing while writing the thesis</li> <li>•</li> </ul> | <p>inserting data/information under related themes using analytical framework</p> <p>3.4 Analysis of data: Preparing tables, figures, quoting verbatim</p> <p>3.5 Interpretation of data</p> <p>3.6 Relating among objectives, themes of discussion and recommendations while writing thesis</p> <p>3.7 Drawing conclusions and recommendations</p> |
| <ul style="list-style-type: none"> <li>• Check the format and style of the thesis before facing the viva voce.</li> <li>• Present the thesis in an organized way to face the viva voce in a confident way.</li> </ul>   | <p><b>Unit IV: Attending Viva Voce</b></p> <p>4.1 Checking of the format of the thesis by internal supervisor</p> <p>4.2 Attending viva voce</p> <p>4.3 Incorporation of comments and suggestions</p> <p>4.4 Submission of the thesis</p>   |

**Note:** The figures within the parentheses indicate approximate teaching hours allocated to each unit.

#### 4. Instructional Techniques

##### 4.1 General Instructional Techniques

Lecture and discussion will be mostly used instructional technique while delivering knowledge and skills of review of literature, proposal writing and thesis writing. The teacher will generate discussion in the class to share their experiences in identifying research problems, developing proposal, preparing tools, conducting field work, and writing thesis.

##### 4.2 Specific Instructional Techniques

| Units | Proposed Specific Instructional Techniques  |
|-------|---|
| I     | <ul style="list-style-type: none"> <li>• The class will be divided into different groups. Subject. Campus will provide theses on related areas of the program. Those groups will be asked to study theses in libraries to identify good thesis titles, objectives, research questions, statement of problem, rationale of study, review of related literature, and methods and procedures. Those groups will present their work in the class to identify the best possible ways of presenting components of thesis proposal.</li> <li>• The groups will present their work in the class followed by discussion and teacher's feedback.</li> </ul> |

|            |   |
|------------|---|
|            | <ul style="list-style-type: none"> <li>• Each student will have to select one M. Ed. theses or research report provided by the campus. Under the guidance of the thesis supervisor, the students in individually prepare a brief review report on the review of the thesis.</li> <li>• The individual student will be asked to study theses focusing on the Relevance of the research topics, objectives and research questions, Appropriateness of methodology, theoretical considerations, appropriateness and adequacy of analysis and interpretation of data, Relationship among objectives, findings and recommendations, Educational implications , Related topics for further study.</li> </ul>          |
| <b>II</b>  | <p>The students will present the proposals followed by discussion and teacher's feedback.</p> <p>Each student will be asked to prepare a detailed proposal under the guidance of thesis supervisor and present in the DRC. The student will revise and finalize the proposal by incorporating the comments and suggestions of DRC.</p>  |
| <b>III</b> | <ul style="list-style-type: none"> <li>• Each student will be asked to prepare appropriate tools and share among the peers in the presence of thesis supervisor. The students will finalize the tools by incorporating the suggestions of thesis supervisor.</li> <li>• Each student will conduct field study work based on the approved proposal. Students prepare the report based on the given format. Citation and references should be mentioned in the report, follow APA format while preparing the report.</li> <li>• Student has to present the synopsis of the thesis before internal supervisor. The presentation of the students will be followed by discussion along with the feedback.</li> </ul> |
| <b>IV</b>  | <ul style="list-style-type: none"> <li>• Internal supervisor has to approve the thesis for its final viva voce by jointly by DRC, internal supervisor and external supervisor.</li> </ul>   |

### 5. Requirements to be fulfilled by the students

In order to maintain the originality of thesis work, the students should fulfill the following requirements.

- Each student will prepare his/her thesis proposal in consultation with thesis supervisor and present it in the departmental research committee (DRC) meeting. He/she will revise the proposal by incorporating the comments and suggestions given by DRC members.
- The student should prepare the data collection tools and improve them by incorporating the suggestion of the thesis supervisor and take his permission before starting field work.
- The student should present the collected raw data through different tools to the thesis supervisor and take suggestions to tabulate and process the data.
- The student should consult with the thesis supervisor for analyzing and interpreting the data showing the processed data.

- The student should present first draft of thesis to the thesis supervisor and revise it by incorporating the suggestions of the thesis supervisor.
- With the recommendation of thesis supervisor, the student will present the thesis with loose binding to the DRC. After completing the viva voce examination, the student should revise the thesis by incorporating the suggestions of external examiner.
- Finally, the student will submit the thesis with hard binding to the DRC along with electronic copy.

## 6. Evaluation

### 6.1 Internal Evaluation 40%

Internal evaluation will be conducted by thesis supervisor as following:

|   |           |
|---|-----------|
| • First assessment: Review of research report or thesis points  | 10        |
| • Second assessment: Preparation of a detailed proposal points  | 10        |
| • Third assessment: Preparation of study tools and conducting field work points   | 10        |
| • Fourth assignment: preparation and analytical framework and presentation of the synopsis among peers and internal supervisor points | 10        |
| <b>Total points</b>   | <b>40</b> |

### 6.2 External Evaluation (Final Examination) 60%

External examination will be carried out by thesis supervisor and external examiner using detailed evaluation criteria prepared by Dean's Office.

Thesis writing (Preparation and presentation)

|                   |                  |
|-------------------|------------------|
| Viva voce         | 20 points        |
| Quality of thesis | 40 points        |
| <b>Total</b>      | <b>60 points</b> |

## 7. Recommended Books and Reference

### Recommended Books

American Psychological Association. (2010). *Publication manual of American Psychological Association*. (6<sup>th</sup> ed.). Washington, DC: APA.

Chandrasekhar, R. (2008). How to write a thesis; A working guide. University of Western Australia. Retrieved from

[http://www.student.uwa.edu.au/data/assets/pdf\\_file/0007/1919239/How-to-write-a-thesis-A-working-guide.pdf](http://www.student.uwa.edu.au/data/assets/pdf_file/0007/1919239/How-to-write-a-thesis-A-working-guide.pdf)

- Cohen, L., Manion, L., & Morriuson, K., (2010). *Research methods in education*. Noida, India: Sirohi Brothers.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (4th ed.). New Delhi: PHI Learning Pvt. Ltd.
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**Far Western University  
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Faculty of Education**

**Master of Education (M. Ed) in Special Needs Education (SNE)**

**Annex 1: Proposal Writing Format**

**Preliminary Part**

**Cover page** with title, details of the researcher, the level for which it is written and the department/campus.

**Table of Contents**

**Acronyms/Abbreviations**

**List of Tables** (If necessary)

**List of Figures** (If necessary)

**List of Charts and Graphs** (If necessary)

**CHAPTER I: Introduction**

Background of the Study

Statement of the Problem

Rationale of the Study

Objectives of the Study

Research Question/s (if necessary)

Significance of the Study

Delimitations of the Study

Definition of the Key Terms

**CHAPTER II: Review of Related Literature and Theoretical Framework**

Review of Related Literature

Conceptual

Theoretical

Empirical

Conceptual Framework

Implications of the Review for the Research

**CHAPTER III: Methods and Procedures**

Research Design (Qualitative, Quantitative and Mixed Design)

Population and Sample

Research Tools

Sources of Data

Data Collection Procedures

Data Analysis Procedures

Ethical Considerations

References (APA format)

Appendices (List of respondents, tools, tables, work schedule.)

.....

## Annex 2: Thesis Format

### Preliminary Part

**Cover page** with thesis title, details of the researcher, the level for which it is written and department/campus.

**Recommendation Letter** (Letter head of the department/campus)

**Approval Letter** (Letter head of the department/campus)

**Acknowledgement** (Few words of gratitude to the contributors of the thesis )

**Abstract** (An abstract of the thesis with not more than one and half pages or in 350 to 400 words includes the **topic, major objective, method and procedure, main findings and key recommendations** of the study).

**Table of Contents**

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- Research Design
- Population and Sample
- Research Tools
- Sources of Data
- Data Collection Procedures
- Data Analysis Procedures
- Ethical Considerations

**CHAPTER IV: Results and Discussion**

(Presentation and discussion of results should be based on the themes derived from the analytical framework.)

**CHAPTER V: Conclusions and Recommendations**

- Conclusions
- Recommendations

**References**

Appendices