**College of Education**

**Department of special Education**



**Subject**

Special Education English topics

**second year**

**first course**

. **Lecturer’s Name**

**Dr. MEDYA ABDULKHALIC OTHMAN**

**Academic Year: 2021– 2022**

**Course Book**

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|  | Course Name | Special Education English topics |
|  | **Course Code** |  |
|  | **Lecturer in Charge** |  |
|  | **Department/College** | **College of Education, department of Special Education** |
|  | **Contact information** | **e-mail:medyaothman@su.edu.krd**  **Mobile(optional):07504659662** |
|  | **Time(in hours) per week** | **Theory:2 hr.** |
|  | **Office Hours** | Don’t have |
|  | **Teacher’s Academic Profile** | PHD. In Psychology;  THE INFLUENCE OF PSYCHOLOGICAL, SOCIOCULTURAL AND DEMOGRAPHIC FACTORS ON BODY DYSMORPHIC DISORDER AMONG FEMALE STUDENTS IN THE KURDISTAN REGION.  MSc. in Psychology; prefer characters in personality among student.  BSc. Education& Psychology. |
|  | **Keywords** | Assistive Technology in Education  Deaf Education  Inclusion in Education  Individualized Education Program  Individuals with Disabilities Education Act (IDEA) |
|  | **Course Overview:**  At the end of this course the student should understand the special education topics in English to native language, and from native to English. The main idea is recognise the concepts of special education and the definitions in a right way, also it could help to use these concepts and topics to get references and more information about their field \*special education\*. | |
|  | **Course Objective:**  The objective of learning counseling Psychologydescribes and explains the conceptual of counseling, it will an attempt to:-  1. Developing student’s English language in special education.  2. To familiarize the students with the basic concepts, perspective and methods of special education in English.  3. To prepare the students for further topics of the advanced topics in special education  4.To help the student understand and translate topics from English to Kurdish. | |
|  | **Course Requirement:**  **-** Attend Midterm and final exam  -Attend the class regularly.  -Submit the requirement homework on time | |
|  | **Forms of Teaching Method and tools:**  -Lecture and Discussion  -Book, Data show and Power point, white board… | |
|  | **Assessment Scheme:**  Breakdown of overall assessment and examination | |
|  | **Students Learning Outcome:**  communicate the intended learning to students and others  • Recognize the concepts of special education.  • Outline the differences between types of topics.  • Select appropriate tools and techniques to translate the topics from English to Kurdish .  • Make a more effective contribution towards the special English topics. | |
|  | **Course Reading List and References:**  References   * Special Teaching for Special Children: A Pedagogy for Inclusion? (Inclusive Education)   253 Pages•2004•1.78 MB•1,108   * Inclusive Special Education: Evidence-Based Practices for Children with Special Needs   200 Pages•2014•1.64 MB•1,371   * ADHD in the Schools, Third Edition by George J. DuPaul; Gary Stoner; Robert Reid (Foreword by) Publication Date: 2014 * Autism Services Across America by Peter Doehring   Publication Date: 2013-06-04   * Assessment for Intervention, Second Edition by Rachel Brown-Chidsey (Editor); Kristina J. Andren (Editor); Patti L. Harrison (Foreword by); Rachel Brown-Chidsey (Editor)   Publication Date: 2012-09-25   * An Introduction to Special Education, Wisconsin Department of Public Instruction   Tony Evers, PhD, State Superintendent | |
| 1. L | **The Topics:**  **Lecture Schedule**   |  |  |  |  | | --- | --- | --- | --- | | Week | Lecture Date | Number of hours | Topic | | 1 |  | **2** | 1. Special Education | |  |  |  | | 2 |  | **2** | Assistive Technology in Education | |  |  |  | | 3 |  | **2** | Deaf Education | |  |  |  | | 4 |  | **2** | Inclusion in Education) | |  |  |  | | 5 |  | **2** | Individualized Education Program IEP | |  |  |  | | 6 |  | **2** | Individuals with Disabilities Education Act (IDEA) | |  |  |  | | 7 |  | **2** | Least Restrictive Environment | |  |  |  | | 8 |  | **2** | Mainstreaming | |  |  |  | | 9 |  | **2** | No Child Left Behind Act (NCLB) | |  |  |  | | 10 |  | **2** | Response to Intervention (RTI) | |  |  |  | | 11 |  | **2** | Teaching Hearing Impaired Students | |  |  |  | | 12 |  | **2** | Teaching Special Education | |  |  |  | | 13 |  | **2** | Teaching Students with Attention Deficit Hyperactivity Disorder (ADHD | |  |  |  | | 14 |  | **2** | Teaching Students with Autism | |  |  |  | | 15 |  | **2** | Teaching Visually Impaired Students | |  |  |  | | 16 |  | **2** | Final Examination | |  |  |  | |  |  |  |  | |  |  | | |
|  | **Examinations:**  **Translate these concepts from English to Kurdish or Arabic:**    **Special education professional assistance**  **Adolescents learning aids**  **Physical special settings**  **Mental**  **Emotional**  **behavioral problems**  **Put these concepts in educational sentences:**  **Autism, visually impaired, Deaf Impaired, inclusion in Education** | |
|  | **Extra notes** | |