

## LESOTHO COLLEGE OF EDUCATION



### COURSE OUTLINE

PROGRAMME	DIPLOMA IN EDUCATION PRIMARY			
FACULTY	EDUCATION			
DEPARTMENT	EARLY CHILDHOOD DEVELOPMENT & SPECIAL EDUCATION			
COURSE TITLE	INTRODUCTION TO SPECIAL EDUCATION			
COURSE CODE	EDU 1303 P-A		NO OF CREDITS HOURS	3
COURSE TYPE	COMPULSORY	YES	ELECTIVE	NO
COURSE LECTURER	M. KHATLELI			
LECTURER’S CONTACTS	58783093			
GROUP REPRESENTATIVES	MATSELISO KHANARE, TEBOHO NCHABENG & RAMAROU KAPHE			
ABRIDGED COURSE SYNOPSIS				
<p>Learning problems in children typically hamper academic achievement in one, some or all subjects. In this course you will learn about the barriers to learning and how to provide and develop learning programmes to enable participation of learners with Special Educational Needs(SEN) and disabilities experiencing barriers to learning and development.</p> <p>Specific topics of study include learning styles, forms of disabilities/SEN, importance of early identification/detection, assessment, referral and teaching strategies/techniques for learners with disabilities and SEN. Other Specific topics of study include the history of special education globally and locally; basic skills in Sign Language, Braille, Orientation and Mobility.</p>				
COURSE AIMS AND OBJECTIVES				
<p>By the end of the course student teachers should be able to:</p> <ul style="list-style-type: none"><li>✓ Describe terms used in Special/Inclusive Education.</li><li>✓ Differentiate types of disabilities/Special Educational Needs(SEN).</li></ul>				

- ✓ Explain trends of Special Education globally and in Lesotho.
- ✓ Identify, assess and refer learners with disabilities/Special Educational Needs (SEN).
- ✓ Describe the learning styles and their importance to learners
- ✓ Apply the teaching methods and strategies for learners with disabilities/SEN.
- ✓ Design an Individual Educational Plan for children with disabilities/SEN
- ✓ Demonstrate basic skills in Orientation and Mobility (especially sighted guide and white cane usage)
- ✓ Interpret the use of Braille and Sign Language Alphabet
- ✓

### CONTENT

WEEK	TOPICS	DESCRIPTION
1	Learning styles Terminology	-What, why and types of learning styles  Definition of the following terms: <ul style="list-style-type: none"> <li>• Special Education</li> <li>• Special Educational Needs (SEN)</li> <li>• Impairment</li> <li>• Disability</li> <li>• Inclusive Education</li> </ul>
2	History of Special Education	- History of Special Education globally and in Lesotho. Special Education trends (integration, segregation, inclusion) - Causes of disabilities/SEN
3	Identification, assessment, referral and individualized educational plan	- Definition of identification, assessment and referral. - Use of Assessment, referral, progress report and Individual Educational Plan forms
4, 5 & 6	<b>Types of disabilities:</b>  Visual Impairment  Hearing Impairment	- Definition, types of visual impairment, causes, identification, assessment, & teaching techniques. - Definition of hearing impairment. - Types of hearing impairment, causes, identification, assessment & teaching techniques.
7 & 8	Learning Difficulties	- Definition of learning difficulties. - Types of learning difficulties: dyslexia, dyscalculia and dysgraphia, identification, assessment & teaching techniques.

TEST	TEST	TEST	TEST	TEST	TEST	TEST
9	Emotional and Behavioural Disorder (ADHD)	- Definition, causes - Identification, assessment & teaching approaches.				
10	Gifted and Talented	- Definition, causes, identification, assessment & teaching techniques				
11	Developmental Disorders: (Autism) (Down Syndrome)	- Definition, causes, identification, assessment & teaching techniques				
12	Physical Disability	- Definition, types, causes, identification assessment and teaching approaches				
	<b>Assignment: Assignment</b>	<b>Assignment : Assignment : Assignment : Assignment</b>				
13	Other Health Impairments: Epilepsy	- Definition, types, causes, identification assessment and teaching techniques				
14	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>	
15	<b>EXAMINATION</b>					

COURSE ASSESSMENT			
Assessment method	Description	Weight	Aligned course learning outcome
Assignment 1	The content provided	10%	- Inclusion barriers and solutions for Lesotho Schools.
Test	The content provided	20%	- Topics covered from week one to week eight
Assignment 2 (presentation)	The content provided	10%	- Types of disabilities, causes, identification, assessment & teaching techniques.
Course Work		40%	
Examination		60%	Covers all the course objectives.

REFERENCES
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Corn, A.L. & Erin, J.N. 2010. *Foundations of Low Vision: Clinical and functional perspectives*. New York, America: AFB Press.

Dovigo, F., 2017. *Special Educational Needs and Inclusive Practices: an international perspective*. Rotterdam, Boston: Sense Publishers.

Garner, P. & David, J.D. 2001. *Introducing Special Education with Special Needs: A Companion Guide for Student Teachers*. London: David Fulton Publisher Ltd.

Heward, H.L. 2006. *Exceptional Children*. New Jersey: Prentice Hall.

Heward, W.L. & Wood, C.L., 2013. *Exceptional Children: An introduction to Special Education (10<sup>th</sup> ed.)*. USA: Pearson Education, Inc.

Kapp, J.A. 2008. *Children with Problems: an Orthopedagogical Perspective*. Pretoria, South Africa: Van Schaik.

Kirk, S.A., Gallagher, J.J. & Anastasiow, N.J., 2006. *Educating Exceptional Children*. Boston: Houghton Mifflin Company.

Landsberg, E., 2013. *Addressing Barriers to Learning*. Pretoria: Van Schaik.

Sorbeck, C., 2007. *Education of the Deaf and Hard of Hearing: In Addressing Barriers in Learning*. Pretoria: Van Schaik.

Sinelli, C.G., 2006. *Classroom Assessment for Students in Special and General Education (2<sup>nd</sup> ed.)*. Columbus, OH: Merrill/Prentice.

Vaughn, S. & Boss, C., 2012. *Strategies for Teaching Students with Learning and Behavioural Problems*. Boston: Pearson.

Wearmouth, J., 2016. *Special Educational Needs and Disability*. London: Routledge

#### ADDITIONAL INFORMATION

The course is offered to DES 1 in the first semester and to DEP 1 in the second semester

#### FOR OFFICE USE

Lecturer's Signature----- Date-----  
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HOD's Signature ----- Date-----