

# **SPE103 Special Educational Needs in its Diversity**

**Level:** 1

**Credit Units:** 5 Credit Units

**Language:** ENGLISH

**Presentation Pattern:** EVERY SEMESTER

## **Synopsis:**

The disciplines of medicine and psychology have played significant roles in the theory and practice of special education. SPE103 Special Educational Needs in its Diversity examines the conceptions of Special Educational Needs, the recognition of individual differences, needs and interests in the context of educational provision. It explores the processes for identifying and assessing children with Special Educational Needs and the implications that they have for the placement of the children, as well as the dilemma involved in determining the threshold for resource allocation. The course highlights the need for a code of practice that details the guidance essential for formal actions to be taken by the multiple disciplines working with the child with Special Educational Needs and his family. Systems of classification of Special Educational Needs that have been developed and implemented, and their underlying theoretical rationale and models, are introduced in the course. The International Classification of Functioning (ICF) and the Diagnostic Statistical Manual (DSM) are examined for their implications for the learning and development of children with Special Educational Needs. It engages participants in reflective thinking about what the implications these classification systems have for Special Education practice.

## **Topics:**

- Medical and Educational Frames of Special Educational Needs
- The Plurality of Special Education
- The International Classification of Functioning (ICF)
- The Diagnostic Statistical Manual (DSM)
- Systems of Classification of Special Educational Needs
- Main Categories of Special Educational Needs
- Needs and Interests In The Context Of Educational Provision
- Informal Complements To Learning
- Placement in Special Education
- Meeting Special Educational Needs: Processes and Practices
- Meeting Special Educational Needs: Theoretical Approaches and Models
- Meeting Special Educational Needs: Code of Practice

## **Textbooks:**

Hallahan, Kauffman & Pullen.: Exceptional Learners: An Introduction to Special Education. (eText)  
14th Edition Pearson  
ISBN-13: 9780134806846

**Learning Outcome:**

- Explain how the definition of Special Educational Needs is derived.
- Discuss the systems used for classifying Special Educational Needs.
- Name and describe the main categories of Special Educational Needs.
- Describe the dominant perspectives on how Special Educational Needs is conceptualised.
- Comment on some of the processes involved in meeting Special Educational Needs.
- Illustrate the application of Code of Practice using specific examples.

**Assessment Strategies (Evening Class):**

<b>Components</b>	<b>Description</b>	<b>Weightage Allocation (%)</b>
Overall Continuous Assessment	PRE-COURSE QUIZ 1	5
	TUTOR-MARKED ASSIGNMENT 1	20
	TUTOR-MARKED ASSIGNMENT 2	25
Overall Examinable Components	Written Exam	50
<b>Total</b>		<b>100</b>