

**Vocational School / Child Development**

**2022 - 2023 Academic Year**

**SPECIAL EDUCATION**

**Syllabus**

<b>Course Description</b>					
<b>Name</b>	<b>Code</b>	<b>Semester</b>	<b>T+A Hour</b>	<b>Credit</b>	<b>ECTS</b>
SPECIAL EDUCATION	ÇCG1142970	Fall Semester	3+0	3	5
<b>Prerequisites Courses</b>					
<b>Recommended Elective Courses</b>					
<b>Language of Instruction</b>	Turkish				
<b>Course Level</b>	Short Cycle (Associate's Degree)				
<b>Course Type</b>	Required				
<b>Course Coordinator</b>	Lect. Kezban Ekin ÖZBEY DUYGU				
<b>Name of Lecturer(s)</b>					
<b>Assistant(s)</b>					
<b>Aim</b>	The aim of this lesson is teaching the basic principles of special education, information about children who is handicapped, information about different diagnoses and programs which are used in special education.				
<b>Course Content</b>	This course contains; The basic concepts of special education, Historical view to special education and current studies in Turkey and the world, Introduction to aims and principals of special education, development support programs of handicapped children. Children with developmental risk, Children with attention deficit and hyperactivity disorder, Children with mental retardation, Children with physical problem, Children with specific learning problems, Children with autism, Children with down syndrome, Hearing impaired children, Visually impaired children, Gifted and talented children, Families who have special children, Assessment.				
<b>Course Learning Outcomes</b>			<b>Teaching Methods</b>	<b>Assessment Methods</b>	
Discuss basic concepts and history of special education.			1, 3	A, C	
Explain basic concepts of special education.			1, 3	A, C	
Interpret special education in Turkey and in the world through history			1, 3	A, C	
Student can understand different diagnoses of children who are handicapped and select an appropriate program.			1, 3	A, C	
Students can describe development characteristics of children who have development risk and interpret development supportive programs.			1, 3	A, C	
Students can describe the development characteristics of mentally retarded children and interpret programs which support these children.			1, 3	A, C	
Students can describe the development characteristics of physically handicapped children and interpret programs which support these children.			1, 3	A, C	
Students can describe the development characteristics of children with specific learning problems and interpret programs which support these children.			1, 3	A, C	
Students can describe the development characteristics of autistic children and interpret programs which support these children.			1, 3	A, C	
Students can describe the development characteristics of hearing impaired and interpret programs which support these children.			1, 3	A, C	
Students can describe the development characteristics of visually impaired children and interpret programs which support these children.			1, 3	A, C	
Students can describe the development characteristics of gifted and talented children and interpret programs which support these children.			1, 3	A, C	
Students can describe the development characteristics of attention deficit and hyperactivity disorder and interpret programs which support these children.			1, 3	A, C	
Students can interpret feelings and thoughts of families who have handicapped children.			1, 3	A, C	
Students can explain family attitudes and behaviors to their handicapped children.			1, 3	A, C	
<b>Teaching Methods</b>	1: Lecture, 3: Discussion				
<b>Assessment Methods</b>	A: Written Exam, C: Homework				
<b>Lecture Schedule</b>					
<b>Sequence</b>	<b>Topics</b>	<b>Preliminary Preparation</b>			
1	The basic concepts of special education	Preparation of the related subject from the recommended sources			
2	Historical view to special education and current studies in Turkey and the world.	Preparation of the related subject from the recommended sources			
3	Introduction to aims and principals of special education, development support programs of handicapped children. Children with developmental risk.	Preparation of the related subject from the recommended sources			
4	Children with attention deficit and hyperactivity disorder.	Preparation of the related subject from the recommended sources			
5	Children with mental retardation	Preparation of the related subject from the recommended sources			
6	Children with physical problem	Preparation of the related subject from the recommended sources			
7	Children with specific learning problems	Preparation of the related subject from the recommended sources			
8	Children with autism	Preparation of the related subject from the recommended sources			
9	Children with down syndrome	Preparation of the related subject from the recommended sources			
10	Hearing impaired children	Preparation of the related subject from the recommended sources			
11	Visually impaired children	Preparation of the related subject from the recommended sources			
12	Gifted and talented children	Preparation of the related subject from the recommended sources			
13	Families who have special children.	Preparation of the related subject from the recommended sources			
14	Assessment	Preparation of the related subject from the recommended sources			
<b>Evaluation Methods</b>		<b>Weight(%)</b>			
Midterm Exam		40			
General Exam		60			

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**Resources**

Lecturer's note. Greenspan, I.S., Wieder, S., Simons, R. (2004) Özel Gereksinimli Çocuk (Çev. İsmail Ersevrim). Özgür Yayınları, İstanbul.  
Baykoç, N., (2011) (Edt.) Özel Gereksinimli Çocuklar ve Özel Eğitim. Eğiten Yayınları, Ankara.  
Lesson notes