**SNE-361 LOW INCIDENCE DISABILITIES**

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| Program | **BS Honors in Special Needs Education** |
| Credit Hours | **3+0** |
| Duration | One Semester  |
| Prerequisites | **SNE-361: Low Incidence Disabilities** |
| Resource Person |  |
| Counseling Timing |  |
| Contact |  |

**Resource Person’s Signature …………………….**

**Chairman/Director signature………………………………….**

**Dean’s signature…………………………… Date………………………………………….**

**Learning Objective:**

The participants will be able to:

1. Identify high incidence disabilities in the classroom
2. Identify low incidence disabilities in the classroom
3. Identify Characteristics of individuals with low incidence disabilities.
4. Review issues and trends in teaching of students with low incidence disabilities
5. Describe identification and assessment procedures regarding different disabilities
6. Discuss the family and lifespan issues of children with low incidence disabilities
7. Discuss the access to curriculum

**Objectives:**

The objective of this course is to enable students to learn about the Difference between low and high incidence disabilities, will know in detail about Low incidence disabilities their symptoms, characteristics, educational accommodations and how to include them in a general education class room.

**Syllabus:**

This course is designed to give general educators, special educators and other caregivers an overview of children with Low Incidence Disabilities. The main emphasis of this course is to provide an introduction to the broad span of children with Low Incidence Disabilities. It will help the students to understand which the Low Incidence Disabilities are? And why thee disabilities called Low Incidence Disabilities? About their problems needs and provide them educational accessibility in a general classroom. This course will benefit general educators to deal with exceptionalities in their classrooms. The overview of this group of children includes those children at risk, those with, children with intellectual differences, children with sensory impairments, and children with emotional and behavioral problems. Additional areas discussed include children with special health needs, areas of low incidence disabilities, and what we have to do to provide them accessibility to general education.

**Learning Methodology:**

* Lectures as provided in the Weekly Semester Activities
* Assignments related to the studied topics
* Case Studies inside and outside Pakistan
* Presentation on allocated topics
* Discussion with experts

**Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

**Marks Evaluation Marks in percentage**

Quizzes 10%

Assignments 10%

Mid Term 20%

Presentations 10%

Final exam 50%

Total 100%

**Recommended Text Books:**

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|  **Week** |  **Course Contents**  | **Reference Chapter(s)** |
|  1 | The Exceptional Child, Low-Incidence Disabilities, Examples of Low-Incidence Disabilities, High-Incidence Disabilities, Examples of High-Incidence Disabilities, Prevalence, Different low incidence disabilities, Characteristics. | Introduction and Overview Low-Incidence Disabilities |
|   2 | Nature of Deafness, Anatomy of the ear, Hearing Mechanism, Hearing Impairment, Deafness, Hard of Hearing, Classification of Deafness, Degree of Hearing Loss | Hearing Impairment |
|  3 | Types of Hearing Loss, Causes of hearing loss, Psychological and Social Issues of Deafness, Language Development, Cognitive Development, Social Development, Personal and emotional Development, Teaching approaches for Deaf, Education Adaptation, Social adaptation, Behavioral adaptation. | Hearing Impairment |
|  4 | Meaning and definition of Visual Impairment, Types of Visual Impairment, Challenges of visual impairment in the classroom, Identification of Visual Impairment***Assignment # 1(Review of an article related with discussed topic )*** | Visual Impairment |
|  5 | Causes of Visual Impairment, Educational Provisions for Visual Impairment, Tools and Technology for the visual impairments, Modern technologies used to aid the visually impaired. | Visual Impairment |
|  6 | History of Emotional and Behavioral Disorders, Definition of Emotional Disturbance, Classifications of students with EBD, Characteristics of Externalizing and Internalizing Behaviors, Prevalence of EBD***Assignment # 2 (Review of an article related with discussed topic )******Quiz #1*** | Students with Emotional Behavioral Disorders |
|   7 | Causes of EBD, Possible Characteristics of Students with EBD, Teaching Plan for EBD, Transition Planning Needed for Students with EBD | Students with Emotional Behavioral Disorders |
|  8 | Mid Term Examination | Class Notes |
|  9 | Definition of asthma, Causes of Asthma, Severe Persistent Asthma, Diagnosis, Goals of Asthma Treatment, and Treatment of Asthma.***Assignment#3*** | Asthma |

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|  10 | Definition of cerebral palsy, Symptoms of cerebral palsy, Causes cerebral palsy, Who’s at risk for cerebral palsy?, Different types of cerebral palsy, Classification of cerebral palsy, Diagnosis of cerebral palsy, Conditions are associated with cerebral palsy. | Cerebral Palsy |
|  11 | Children with Mental Retardation and Developmental Disabilities, Definition, Identification, Family and Lifespan Issues, Psychological characteristics of children with MR | Children with Mental Retardation and Developmental Disabilities |
|  12 | Deaf BlindDefinition, Causes, Challenges, Abilities and Needs, Effects on Development, Rehabilitation | Deaf Blind |
| 13 | ***Presentations***Universal Design for Learning (UDL), Low-incidence disabilities, Challenged in serving students with low-incidence disabilities, Needs of students with low-incidence disabilities, Curricula and instructional practices are currently used with students with low incidence disabilities, Planning models are in use for students with low-incidence disabilities, IEPs ensure greater access to the general curriculum for students with low incidence disabilities, Existing approaches for enabling students with low-incidence disabilities to participate state- and district-level assessment systems? , UDL framework increase access to the general curriculum for students with low-incidence disabilities. | Curriculum Access for Students with Low Incidence Disabilities: The Promise of Universal Design for Learning |
|  14 | Children with Emotional and Behavior Disorders, History, Definition, Identification and Placement, Intervention Strategies, Psychological characteristics of children with EBD | Children with Emotional and Behavior Disorders |
| 15 | **Education and life planning,** Individualized family service plan, Individualized education plan, Individualized transition plan. | Education and Life Planning |
|  16 | ***Final Submission of the Term Project***Review of the all disabilities discussed in the course | Class Notes |
|  17 | All submissions finalized and review of the course taught and consideration of meeting the learning objectives | Class Notes |