SNE 421 **ADAPTATION IN CURRICULUM AND INSTRUCTION**

**Capsule Statement**

 The course “Adaptation of Curriculum and Instruction” will include a comprehensive introduction of curriculum. It will comprehend process of curriculum adaptations with reference to the context of child. This course will also address the issues involved in process of adaptations. Besides curriculum, important instructional adaptations will also be discussed. Necessary Material adaptations for students with disabilities will be presented. Models for curriculum evaluation and adaptations for evaluation of classroom performance of students with disabilities will be discussed in detail.

**Learning Outcomes**

This course is designed to

1. Provide ea comprehensive introduction of curriculum
2. Discuss concept of curriculum adaptations and provide effective strategies for curriculum adaptations for special needs
3. Highlight and discuss issues involved in curriculum adaptations
4. Discuss necessary instructional adaptations for students with special needs
5. Present different models and approaches to curriculum evaluation

**Course Contents**

**1. Introduction to curriculum**

1.1 Definitions of curriculum

1.2 Types of curriculum

1.3 Components of curriculum

(Objectives, content, organization of learning experiences, evaluation)

1.4 Approaches to curriculum

**2 Models of Curriculum**

**2.1** Tyler’s Model

2.2 Wheeler’s Model

2.3 Kerr’s Model

2.4 Lawton’s Model

**3 Curriculum adaptations**

3.1 The context of special child

3.2 Curriculum modification

3.3 Components of curriculum modification

 (Accommodation, Adaptation, Parallel curriculum outcomes, overlapping curricula)

3.4 Issues in curriculum adaptation

 Basic Considerations in curriculum adaptations

3.5 Strategies for curriculum adaptations

**4.** **Instructional adaptations**

4.1 Adapting basic skill instructions

4.2 Improving clarity in communication

4.3 Adaptations for independent work

4.4 Adapting instruction of subject area content

4.5 Adapting homework assignments

 4.6 Adapting Instructions for mainstreaming

4.7 Adapting instructions for inclusive classroom

**5. Adaptations for students with disabilities**

5.1 Adaptations for students with multiple disabilities

5.2 Adaptations for students with sensory impairments

5.3 Adaptations for students with physical and health disabilities

5.4 Adaptations for students with Intellectual impairments

**6. Curriculum Considerations for IEP**

6.1 IEP past, present and future

6.2 IEP preparation: Basic considerations

6.3 IEP final report

6.4 IEP implementations

1. **Curriculum evaluation**

7.1 Barriers in curriculum evaluations

7.2 Types of curriculum evaluation

7.3 Purpose of evaluation

7.4 Evaluation strategy

7.5 Models of curriculum evaluation

7.6 Approaches to curriculum evaluation

7.7 Adaptations for classroom tests

**Suggested Readings**

1. Andrews, J & Lupart, J. (2000). *The inclusive classroom: Educating exceptional children*. Canada: Nelson Thomson Learning
2. Friend, M & Bursuck, W. D. (1996). *Including students with special needs: A practical guide for classroom teachers.* Boston: Allyn & Bacon
3. Apple, M.W. (1996). Ideology and curriculum. New York: 11 New Father lane.
4. Barnes, Douglas (1985). Practical mcurriculum studies. London: Routledge & Kegan Paul.