



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Application in Special Education I							
Course Code		ÇGP101		Course Level		Short Cycle (Associate's Degree)			
ECTS Credit	6	Workload	148 (<i>Hours</i>)	Theory	1	Practice	5	Laboratory	0
Objectives of the Course		Conducting practice in mainstreaming institutions							
Course Content		RECOGNIZING THE INDIVIDUAL EDUCATION PROGRAM FOR CHILDREN WITH A-SPECIAL REQUIREMENTS 1-Examining the contents of the BEP 2-Examining the interview form 3- Examining the student's Educational Performance forms 4-Examining the united annual plan a) Long-term aim b) Short-term goal c) Instructional goal 5 - Examining the interim evaluation reports of the BEP B- RECOGNIZING THE INDIVIDUAL TEACHING PROGRAM PREPARED FOR CHILDREN 1. Stages of the PDP a) The stage of selecting the long-term objectives from the BEP through teacher guidance b) The phase of selecting short-term objectives from the BEP stage d) Phase of determination of the duration of the program e) Phase of determining the methods and techniques to be applied f) Stage of determining the teaching-learning process g) Stage of determining the means of use of vehicles h) Stage of preparing the teaching environment AK 1-Preparing resources and tools before the application 2-Preparing the group or the children for the activity 3-Applying the PDP program to the children with special needs with the teacher MEASUREMENT AND EVALUATION: In evaluating the objectives of the module; 1. Checklists should be prepared in order to determine detailed information about the characteristics of the expected behavior and the missing points of the student performance. 2. Project assignments should be given to the students, indicating that they have acquired the knowledge and skills that are taught and can also associate with daily life. multiple choice, classical, practical etc. for more information, mental skills and skills measurement. exam types should be used. 4. It should be determined whether or not the student has the competence to practice in the institutions engaged in mainstreaming.							
Work Placement		No							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Case Study, Project Based Study, Individual Study, Problem Solving					
Name of Lecturer(s)		Ins. Ayfer ERGEZEN							

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Practice Examination	1	110

Recommended or Required Reading

1	MENTALLY HANDICAPPED AND TRAININGSYazarlar: Prof. Dr. Gönül Kırcaali-İftar -Prof. Dr. Elif Tekin-İftar-Prof. Dr. Sema Kaner -Dr. Hatice Bakkaloğlu-Editör: Prof. Dr. Bülbin Sucuoğlu
2	TEACHING SOCIAL SKILLS WITH COGNITIVE PROCESS APPROACHYazan : Yrd. Doç. Dr. İlknur Çifci - Prof. Dr. Bülbin Sucuoğlu kök yayıncılık
3	INDIVIDUALIZED TRAINING PROGRAMYazan : Prof. Dr. Mehmet Özyürek kök yayınları
4	TEACHING SELF CARE SKILLS Yazan : Doç. Dr. Nihal Varol Yazan : Yrd. Doç. Dr. Tûbâ Tuncer - Öğr. Gör. Banu Altunay DOĞAN kök yayınlı
5	MOVEMENT DEVELOPMENT AND EDUCATION OF DOWN SYNDROME BABIESYazan : Hiroko Fujita Çevirenler: Prof. Dr. Nergiz GÜVEN - Prof. Dr. Servet BAL - Dr. Özcan

Week	Weekly Detailed Course Contents	
1	Practice	To recognize the individual education program for children with special needs
2	Practice	To recognize the individual curriculum for children
3	Practice	To cooperate with the teacher to implement the activities prepared in accordance with RDP
4	Practice	To support the implementation of academic development activity
5	Practice	To support the implementation of academic development activity
6	Practice	To support the planning of cognitive development activity
7	Practice	To cooperate with the teacher to implement the activities prepared in accordance with RDP
8	Practice	To cooperate with the teacher to implement the activities prepared in accordance with RDP
9	Practice	To support the planning of cognitive development activity
10	Practice	To support the planning of cognitive development activity
11	Theoretical	To support planning language and communication activities.
12	Theoretical	To support planning language and communication activities.



13	Theoretical	To support planning language and communication activities.
14	Theoretical	To support planning language and communication activities.
15	Final Exam	Semester final exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	1	0	14	14
Lecture - Practice	4	0	14	56
Assignment	1	0	14	14
Term Project	1	2	12	14
Studio Work	1	2	14	16
Individual Work	1	0	14	14
Practice Examination	1	5	1	6
Final Examination	1	0	14	14
Total Workload (Hours)				148
[Total Workload (Hours) / 25*] = ECTS				6

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Language Development activity
2	To practice in mainstreaming institutions
3	To make academic development activity
4	To make cognitive development activity
5	Making and implementing individual training plan

Programme Outcomes (Child Care and Youth Services)

1	Special Education Institutions of children, pre-school institutions for children and children's clinics, game rooms, lasting treatments for children, developmental areas (physical, mental, social, and emotional) support.
2	Child personality and her life to gain education and training methods to prepare the patience, compassion, and taking into account the child's personality characteristics and apply
3	Observations on education and training of the children's behavior, ability to regulate the development activities. Know the basic concepts of development
4	To give them by being with children good habits, bad behavior will be eligible to make the guidance to take preventive measures against
5	To give drama, painting, music, computer and gymnastics training to children in special education institutions
6	Caring for the health and safety measures related to the occupation, maintaining coolness in exceptional situations and applying first aid
7	Develops concepts of creativity and creative thinking
8	Knows all the educational institutions related to children, their job definitions and functions
9	Understand the importance and place of the game in pre-school education
10	Gelişimle ilgili temel kavramları bilir ve Fiziksel Zihinsel İşitme, Görme engellilerin Dil gelişimi ve iletişim bozukluğu olan çocukların Hasta çocukların tanımı, çeşitlerini, nedenlerini, gelişim özelliklerini ve eğitim ilkelerini kavrar.
11	To be able to regularly participate in various scientific, cultural, artistic and sportive activities that facilitate students' adaptation to university life by perceiving the concept of university

Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

	L1	L2	L3	L4	L5
P1	5	5	4	5	5
P2	5	5	5	5	5
P3	5	5	5	4	5
P4	5	5	5	5	5
P5	5	5	5	5	5
P6	5	5	5	5	4
P7	5	5	5	5	4
P8	5	5	5	5	5
P9	5	5	5	5	5
P10	5	5	5	5	5



P11	5	5	5	5	5
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