



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Application in Special Education II							
Course Code		ÇGP214		Couse Level		Short Cycle (Associate's Degree)			
ECTS Credit	6	Workload	153 (Hours)	Theory	1	Practice	5	Laboratory	0
Objectives of the Course		To practice in mainstreaming institutions							
Course Content		A-RECOGNIZING THE INDIVIDUAL EDUCATION PROGRAM PREPARED FOR CHILDREN WITH SPECIAL NEEDS 1-Examining the content of IEP 2-Examining the interview form 3- Examining the educational performance forms of the student 4-Examining the united annual plan a) Long-term aim b) Short-term aim c) Instructional aim 5 - Examine the interim evaluation reports of IEP B- RECOGNIZING THE INDIVIDUAL CURRICULUM FOR CHILDREN 1. The stages of the REP a) The stage of selecting long-term goals under the guidance of the IEP b) The stage of selecting the short-term objectives from the IEP c) Preparing the RDP schedule d) Determining the duration of the program e) Determining the methods and techniques to be implemented f) Determining the teaching-learning process g) Determining the means of the equipment to be used h) Preparing the teaching environment AK 1-Preparing resources and tools before the application 2-Preparing the group or the child for the activity 3-Applying the RDP program to the children with special needs together with the teacher. 1. Checklists should be prepared in order to determine detailed information about the characteristics of the expected behavior of the student and the missing points of student performance. 2. Project assignments should be given to the students to demonstrate whether they have acquired the knowledge and skills taught and can associate them with daily life. multiple choice, classic, practical, etc. for the measurement of more information, mental skills and abilities. Types of exams should be used. 4. It should be determined whether or not the student has the competence to practice in institutions providing inclusion education.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Demonstration, Case Study, Project Based Study, Individual Study					
Name of Lecturer(s)		Ins. Ayfer ERGEZEN							

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Practice Examination	1	100

Recommended or Required Reading

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

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
Midterm Examination	1	4	1	5
Final Examination	1	0	14	14
Total Workload (Hours)				153
[Total Workload (Hours) / 25*] = ECTS				6
*25 hour workload is accepted as 1 ECTS				

Learning Outcomes

1	To make language development activity
2	To practice in mainstreaming institutions
3	To make academic development activity
4	To make cognitive development activity
5	Preparing 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 method 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. Knows 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	5	5	5
P2	5	5	5	5	5
P3	5	5	5	5	5
P4	4	5	5	5	5
P5	4	5	5	5	5
P6	5	5	5	5	5
P7	5	5	5	5	5
P8	5	5	5	5	5
P9	5	5	5	5	5
P10	5	5	5	5	5
P11	5	5	5	5	5

