

CURRICULUM FOR SPECIAL EDUCATIONAL NEEDS (SEN)

1 – Year Diploma Program

(February 2026)

Special Educational Needs (SEN) Diploma

TRADE OVERVIEW

Special Educational Needs (SEN) refers to learning difficulties or disabilities that make it harder for a child to learn or access education compared to peers of the same age. These needs require special educational provision—support beyond typical, differentiated classroom instruction.

Graduates both male and female of the Special Education Needs (SEN) Diploma are well-prepared to work in mainstream schools as inclusive classroom teachers, SEN support teachers, shadow teachers, or learning support assistants. They are trained to support learners with mild to moderate learning, developmental, and behavioral needs particularly across early years and primary levels, from Play Group to Class Five, where early intervention is most impactful.

CURRICULUM SALIENTS

Name of Course - SEN (Special Educational Needs) 1 – Year Diploma Program

1. ENTRY CRITERIA/ACADEMIC QUALIFICATION

- Minimum Intermediate (12 years of education) from any recognized Board of Intermediate and Secondary Education in Pakistan, or an equivalent recognized qualification from abroad.

2. TRAINER QUALIFICATION REQUIREMENTS

- ECCE Diploma holder or **BS Psychology** (or related field)
- Minimum **2 years of teaching experience** in schools, daycares, or holistic/special education centres.

3. TOOLS & EQUIPMENT REQUIRED IN THE CLASSROOM

- Picture Exchange Communication System (PECS) cards
- Flashcards for language & numeracy
- Manipulatives (counters, blocks, beads, puzzles)

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- Fine motor tools (tweezers, playdough, threading kits)
- Large print materials
- Phonics resources
- Sensory items (stress balls, fidget toys)
- Visual timers
- Noise-cancelling headphones
- Tactile learning materials
- Communication boards
- Visual schedules & routine charts
- Behaviour support tools (reward charts, token boards)
- Calm-down corner resources
- Mirror and emotion cards
- Assessment and progress-monitoring tools

4. SKILL COMPETENCY DETAILS

On successful completion of this course, the trainee should be able to:

- Understand the principles, philosophy, and importance of inclusive and special education.
- Recognize stages of child development and apply major educational psychology theories to support learning.
- Support communication, speech, and language development using tools and strategies for typical and atypical learners.
- Observe, assess, and manage learner behavior using positive behavior support and individualized strategies.
- Select, use, and maintain assistive and learning support tools for communication, literacy, motor, and sensory development.
- Conduct screening, assessment, and educational evaluation to identify learner needs and monitor progress.
- Plan and deliver differentiated instruction for academic, social, and communication skills in inclusive classrooms.
- Apply disability-specific pedagogy for learners with LD, ASD, ID, ADHD, HI, and VI.

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- Adapt curriculum and develop, implement, and monitor Individualized Education Plans (IEPs).
- Implement national and international inclusive education policies and create accessible, engaging classroom environments.
- Provide counselling, collaborate with families, and engage community resources to support learners holistically.
- Apply theory through case studies and field practice, reflecting on experiences to enhance professional competence.

5. KNOWLEDGE PROFICIENCY DETAILS

On successful completion of this course, the trainee will be able to:

- Explain the **philosophy, principles, and importance of inclusive and special education**.
- Describe **child development stages**, domains, and major educational psychology theories.
- Identify **communication, speech, and language development milestones** and common disorders, including ASD.
- Understand **behavior management concepts**, strategies, and positive behavior support principles.
- Recognize various **assistive and learning support tools** and their applications in classrooms.
- Explain **screening, assessment, and evaluation processes**, including observation techniques and developmental checklists.
- Describe **instructional strategies** for learners with diverse needs in inclusive classrooms.
- Understand **disability-specific pedagogy** for LD, ASD, ID, ADHD, HI, and VI.
- Explain **curriculum adaptation methods** and the components and purpose of Individualized Education Plans (IEPs).
- Describe **national and international inclusive education policies** and classroom practices for diverse learners.
- Demonstrate knowledge of **applied case studies and field practices**, including ethical considerations, observation, and reporting.

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SCHEME OF STUDIES **Special Education Needs (SEN)** **(1–Year Diploma Program)**

Semester 1: Foundations of Special Education

Module No.	Module Title	Formative Assessments (40%)	Summative Assessment (60%)
Module 1	Foundations of Special & Inclusive Education	Class tasks, short reflections, quizzes	Final written exam
Module 2	Child Development & Educational Psychology	Observation tasks, concept maps, quizzes	written exam
Module 3	Communication, Speech & Language Development	Practical demonstrations, worksheets, peer review	Oral/practical exam
Module 4	Behavior Management & Support Techniques	Behavior analysis tasks, role-plays, checklists	Case-based written assessment
Module 5	Assistive & Learning Support Tools	Practical exercises, Peer or instructor feedback	Case study analysis, Evaluation of lesson plan or activity
Module 6	Assessment, Screening & Educational Evaluation	Tool practice, portfolio development, rubric exercises	Practical evaluation exam

Overall Semester 1 Grading

- Formative Assessment: 40%
- Summative Assessment: 60%
- Total: 100%

Semester 2: Instruction, Inclusion & Applied Practice

Module No.	Module Title	Formative Assessments (40%)	Summative Assessment (60%)
Module 7	Instructional Strategies for Learners with Special Needs	Lesson planning, microteaching	Practical teaching exam
Module 8	Disability-Specific Pedagogy (LD, ASD, ID, ADHD, HI, VI)	Case reviews, strategy mapping, discussions	written exam
Module 9	Curriculum Adaptations & IEP Development	IEP drafting, curriculum modification tasks	Final IEP project
Module 10	Inclusive Education Policies & Classroom Practices	Reflective journals, scenario analyses	Written exam
Module 11	Counselling, Family Collaboration & Community Engagement	Counselling role-plays, communication tasks	Viva/oral
Module 12	Applied Case Studies & Field Practice	Field logs, observations, reflective tasks	Final case study report

Overall Semester 2 Grading

- Formative Assessment: 40%
- Summative Assessment: 60%
- Total: 100%

DETAIL OF COURSE CONTENTS

**Special Education Needs (SEN)
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Semester 1: Foundations of Special Education

Module No.	Detail of Modules
Module 1	<u>Foundations of Special & Inclusive Education</u> Week 1: Introduction to Special & Inclusive Education (2 Hours) 1.1 Introduction to Special & Inclusive Education 1.1.1 Definition of Special Education 1.1.2 Definition of Inclusive Education 1.1.3 Difference between Special, Integrated, and Inclusive Education 1.1.4 Importance of Inclusive Education in Early Years and Primary Education Week 2: Understanding Learner Diversity & SEN (2 Hours) 1.2 Understanding Learner Diversity 1.2.1 Individual Differences among Learners 1.2.2 Learning Styles and Multiple Intelligences 1.2.3 Barriers to Learning and Participation 1.3 Overview of Special Educational Needs (SEN) 1.3.1 Learning Difficulties 1.3.2 Developmental Delays 1.3.3 Speech and Language Difficulties 1.3.4 Behavioural and Emotional Needs Week 3: Inclusive Teaching & Classroom Practices (2 Hours) 1.4 Inclusive Classroom Practices 1.4.1 Inclusive Teaching Strategies 1.4.2 Differentiated Instruction 1.4.3 Classroom Adaptations and Accommodations 1.4.4 Use of Visual, Sensory, and Assistive Supports Week 4: Roles, Collaboration & Professional Practice (2 Hours) 1.5 Roles and Responsibilities in Inclusive Education 1.5.1 Role of the Classroom Teacher 1.5.2 Role of SEN Support Teacher / Learning Support Assistant 1.5.3 Role of Parents and Caregivers 1.6 Ethical and Professional Practice 1.6.1 Professional Ethics in SEN

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	1.6.2 Collaboration with Multidisciplinary Teams 1.6.3 Reflective Practice and Professional Development
Module 2	<u>Child Development & Educational Psychology</u> Week 1: Introduction to Child Development 2.1 Concept of Child Development 2.1.1 Definition and Scope 2.1.2 Domains of Development: Physical, Cognitive, Social, Emotional, Language 2.1.3 Stages of Child Development: Infancy, Early Childhood, Middle Childhood Week 2: Theories of Child Development 2.2 Major Theories of Child Development 2.2.1 Jean Piaget – Cognitive Development 2.2.2 Lev Vygotsky – Social & Cultural Theory, Zone of Proximal Development 2.2.3 Erik Erikson – Psychosocial Stages 2.2.4 B.F. Skinner – Behaviourist Learning Principles Week 3: Educational Psychology in Learning 2.3 Educational Psychology Principles 2.3.1 Understanding Learning Processes and Motivation 2.3.2 Attention, Memory, and Retention in Children 2.3.3 Learning Styles and Multiple Intelligences 2.3.4 Positive Reinforcement and Behaviour Management Week 4: Assessment & Support Strategies 2.4 Child Observation & Assessment 2.4.1 Observation Techniques and Checklists 2.4.2 Identifying Strengths and Needs 2.4.3 Early Intervention Importance 2.5 Support Strategies 2.5.1 Cognitive and Language Development Activities 2.5.2 Social-Emotional Learning Activities 2.5.3 Behaviour Support and Classroom Adaptations
Module 3	<u>Communication, Speech & Language Development</u> Week 1: Introduction to Communication and Speech 3.1 Basics of Communication 3.1.1 Definition and Importance of Communication 3.1.2 Types of Communication: Verbal, Non-Verbal, Visual

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	3.1.3 Barriers to Effective Communication 3.1.4 Role of Communication in Child Development 3.2 Speech and Language Development 3.2.1 Difference between Speech and Language 3.2.2 Stages of Speech and Language Development 3.2.3 Typical vs. Atypical Speech Patterns Week 2: Language Skills Development 3.3 Receptive Language Skills 3.3.1 Listening and Understanding 3.3.2 Following Instructions 3.3.3 Comprehension Skills 3.4 Expressive Language Skills 3.4.1 Vocabulary Development 3.4.2 Sentence Formation and Grammar 3.4.3 Storytelling and Conversation Skills Week 3: Speech Development and Disorders 3.5 Speech Development 3.5.1 Articulation and Pronunciation – correct sound production 3.5.2 Fluency – focusing on stuttering and smooth speech patterns 3.5.3 Voice – pitch, volume, and clarity 3.6 Speech and Language Disorders 3.6.1 Speech Delay – common in early childhood 3.6.2 Articulation Disorders – mispronunciations impacting learning and communication 3.6.3 Expressive and Receptive Language Disorders 3.6.4 Pragmatic Language Disorder / Social Communication Disorder – challenges in social use of language 3.6.5 Autism Spectrum Disorder (ASD) – key communication challenges in inclusive classrooms Week 4: Strategies and Support for Communication & Language 3.7 Communication Support Tools 3.7.1 Picture Exchange Communication System (PECS) 3.7.2 Communication Boards and Cards 3.7.3 Assistive Technology for Communication 3.8 Language and Speech Support Strategies 3.8.1 Storytelling, Role Play, and Conversation Activities
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	3.8.2 Phonics and Literacy-Based Approaches 3.8.3 Early Intervention and Individual Support Plans
Module 4	<u>Behavior Management & Support Techniques</u> Week 1: Introduction to Behavior Management 4.1 Understanding Behavior in Children 4.1.1 Definition of Behavior and Behavior Management 4.1.2 Types of Behaviors: Positive, Challenging, Adaptive, Maladaptive 4.1.3 Factors Influencing Behavior (Biological, Environmental, Social) 4.1.4 Importance of Behavior Management in Inclusive Classrooms Week 2: Behavior Assessment and Observation 4.2 Observing and Recording Behavior 4.2.1 Observation Techniques (Anecdotal, Event, Time Sampling) 4.2.2 Using Behavior Checklists and Rating Scales 4.2.3 Identifying Triggers and Patterns of Challenging Behavior 4.2.4 Recording Progress and Documentation Week 3: Behavior Management Strategies 4.3 Positive Behavior Support (PBS) 4.3.1 Principles of Positive Reinforcement 4.3.2 Token Economies and Reward Systems 4.3.3 Modeling and Role-Play 4.3.4 Setting Clear Rules and Expectations 4.4 Managing Challenging Behaviors 4.4.1 De-escalation Techniques 4.4.2 Redirection and Prompting 4.4.3 Calm-Down Corners and Sensory Breaks 4.4.4 Collaboration with Parents and Professionals Week 4: Support Techniques and Intervention 4.5 Individualized Behavior Support 4.5.1 Developing Simple Behavior Support Plans (BSP) 4.5.2 Tailoring Strategies to Individual Needs 4.5.3 Integrating Behavioral Support with Learning Activities 4.6 Ethical and Professional Considerations 4.6.1 Respecting Child Rights and Dignity 4.6.2 Confidentiality and Documentation 4.6.3 Reflective Practice and Continuous Professional Development

Module 5	Module 5: Assistive & Learning Support Tools Week 1: Introduction to Assistive Tools 5.1 Basics of Assistive Tools in Education 5.1.1 Definition and Purpose of Assistive Tools 5.1.2 Importance in Inclusive Classrooms 5.1.3 Categories of Assistive Tools: Communication, Sensory, Motor, Cognitive Week 2: Communication and Literacy Support Tools 5.2 Communication Tools 5.2.1 Picture Exchange Communication System (PECS) 5.2.2 Communication Boards and Cards 5.2.3 Assistive Technology (Speech Apps, Text-to-Speech Devices) 5.3 Literacy and Numeracy Support Tools 5.3.1 Flashcards and Large Print Materials 5.3.2 Phonics and Reading Aids 5.3.3 Manipulatives: Counters, Blocks, Beads, Puzzles Week 3: Sensory and Motor Support Tools 5.4 Sensory Tools 5.4.1 Stress Balls, Fidget Toys, Weighted Items 5.4.2 Noise-Cancelling Headphones 5.4.3 Visual Timers and Tactile Learning Materials 5.5 Motor Skills Tools 5.5.1 Fine Motor Tools: Tweezers, Threading Kits, Playdough 5.5.2 Adaptive Seating and Therapy Balls 5.5.3 Safety and Accessibility Aids in Classroom Week 4: Integration and Effective Use of Tools 5.6 Implementing Assistive Tools in Learning 5.6.1 Individualized Use Based on Learner Needs 5.6.2 Supporting Communication and Participation 5.6.3 Combining Tools with Classroom Activities 5.7 Maintenance and Ethical Use of Tools 5.7.1 Proper Care and Storage 5.7.2 Ensuring Safety and Hygiene 5.7.3 Respecting Student Privacy and Autonomy
Module 6	<u>Assessment, Screening & Educational Evaluation</u>

	Week 1: Introduction to Assessment in Education 6.1 Basics of Assessment 6.1.1 Definition and Purpose of Assessment 6.1.2 Types of Assessment: Formative, Summative, Diagnostic 6.1.3 Role of Assessment in Special and Inclusive Education 6.1.4 Principles of Fair and Ethical Assessment Week 2: Screening and Early Identification 6.2 Screening for Development and Learning Needs 6.2.1 Definition and Importance of Screening 6.2.2 Developmental Milestones Screening (Physical, Cognitive, Social, Language) 6.2.3 Early Identification of Special Educational Needs (SEN) 6.2.4 Tools for Screening: Checklists, Questionnaires, Observation Week 3: Educational Evaluation Techniques 6.3 Educational Evaluation 6.3.1 Observation and Anecdotal Records 6.3.2 Standardized and Non-Standardized Assessment Tools 6.3.3 Portfolio and Work Sample Evaluation 6.3.4 Interpreting Assessment Results for Planning Support Week 4: Individualized Planning and Reporting 6.4 Supporting Learners through Assessment 6.4.1 Using Assessment to Inform Individual Education Plans (IEPs) 6.4.2 Target Setting and Goal Monitoring 6.4.3 Reporting Progress to Teachers, Parents, and Professionals 6.4.4 Ethical Considerations and Confidentiality in Assessment
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Semester 2: Instruction, Inclusion & Applied Practice

Module No.	Detail of Modules
Module 7	<u>Instructional Strategies for Learners with Special Needs</u> Week 1: Introduction to Instructional Strategies 7.1 Basics of Instructional Strategies 7.1.1 Definition and Importance of Instructional Strategies 7.1.2 Principles of Inclusive Teaching 7.1.3 Differentiated Instruction: Content, Process, Product 7.1.4 Universal Design for Learning (UDL) Concepts Week 2: Teaching Strategies for Academic Skills 7.2 Literacy Instruction Strategies 7.2.1 Phonics-Based Approaches 7.2.2 Multi-Sensory Reading and Writing Activities 7.2.3 Storytelling, Picture Books, and Role Play 7.3 Numeracy Instruction Strategies 7.3.1 Use of Manipulatives (Counters, Blocks, Beads) 7.3.2 Visual Aids and Graphic Organizers 7.3.3 Step-by-Step Task Sequencing Week 3: Teaching Strategies for Communication, Social, and Behavioral Skills 7.4 Communication Support Strategies 7.4.1 PECS, Communication Boards, and Assistive Technology 7.4.2 Encouraging Expressive and Receptive Language 7.4.3 Modeling and Guided Practice 7.5 Social and Emotional Learning Strategies 7.5.1 Cooperative Learning and Peer Support 7.5.2 Role-Play and Social Stories 7.5.3 Self-Regulation and Behavior Support Integration Week 4: Planning, Adapting, and Evaluating Instruction 7.6 Lesson Planning for Learners with Special Needs 7.6.1 Adapting Curriculum and Activities to Individual Needs 7.6.2 Sequencing and Scaffolding Tasks 7.6.3 Integrating Assessment into Instruction 7.7 Monitoring and Evaluating Learning 7.7.1 Using Observation, Checklists, and Portfolios

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	7.7.2 Adjusting Instruction Based on Learner Progress 7.7.3 Collaboration with Teachers, Parents, and Specialists
Module 8	Disability-Specific Pedagogy (LD, ASD, ID, ADHD, HI, VI) Week 1: Introduction to Disability-Specific Pedagogy 8.1 Basics of Disability-Specific Pedagogy 8.1.1 Definition and Importance 8.1.2 Principles of Inclusive and Individualized Instruction 8.1.3 Differentiated Instruction for Diverse Needs 8.1.4 Collaborative Approaches with Parents and Specialists Week 2: Pedagogy for Learning Disabilities (LD) and Autism Spectrum Disorder (ASD) 8.2 Learning Disabilities (LD) 8.2.1 Characteristics and Challenges in Reading, Writing, and Math 8.2.2 Multi-Sensory and Structured Teaching Approaches 8.2.3 Use of Visual Aids, Manipulatives, and Assistive Technology 8.3 Autism Spectrum Disorder (ASD) 8.3.1 Characteristics and Social-Communication Challenges 8.3.2 Structured Teaching, Visual Schedules, and Social Stories 8.3.3 Sensory Supports and Predictable Routines Week 3: Pedagogy for Intellectual Disabilities (ID) and Attention-Deficit/Hyperactivity Disorder (ADHD) 8.4 Intellectual Disabilities (ID) 8.4.1 Understanding Cognitive Limitations and Functional Skills 8.4.2 Task Simplification and Stepwise Learning 8.4.3 Life Skills Integration in Academic Lessons 8.5 Attention-Deficit/Hyperactivity Disorder (ADHD) 8.5.1 Characteristics and Classroom Challenges 8.5.2 Positive Reinforcement, Breaks, and Movement Strategies 8.5.3 Structured Instructions and Minimal Distractions Week 4: Pedagogy for Hearing Impairment (HI) and Visual Impairment (VI) 8.6 Hearing Impairment (HI) 8.6.1 Communication Strategies: Lip Reading, Sign Language, Assistive Devices 8.6.2 Classroom Accommodations: Seating, Visual Supports, Amplification 8.6.3 Inclusive Teaching Practices

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	8.7 Visual Impairment (VI) 8.7.1 Use of Large Print, Braille, and Tactile Learning Materials 8.7.2 Environmental Adaptations and Orientation Skills 8.7.3 Technology and Assistive Devices
Module 9	<u>Curriculum Adaptations & IEP Development</u> Week 1: Introduction to Curriculum Adaptation 9.1 Basics of Curriculum Adaptation 9.1.1 Definition and Importance in Inclusive Education 9.1.2 Principles of Curriculum Adaptation 9.1.3 Differentiating Content, Process, and Outcomes 9.1.4 Aligning Curriculum with Learner Needs and Abilities Week 2: Types of Curriculum Adaptations 9.2 Academic Adaptations 9.2.1 Adjusting Learning Objectives and Outcomes 9.2.2 Modifying Teaching Materials and Instructional Strategies 9.2.3 Incorporating Multi-Sensory and Assistive Tools 9.3 Environmental and Assessment Adaptations 9.3.1 Classroom Layout and Seating Arrangements 9.3.2 Use of Visual, Auditory, and Tactile Supports 9.3.3 Adapted Assessment Methods and Tools Week 3: Introduction to Individualized Education Plans (IEPs) 9.4 Understanding IEPs 9.4.1 Definition and Purpose of IEP 9.4.2 Components of an IEP: Goals, Objectives, Strategies, Evaluation 9.4.3 Role of Teachers, Parents, and Specialists in IEP Development Week 4: Developing and Implementing IEPs 9.5 IEP Development Process 9.5.1 Identifying Learner Needs through Assessment and Observation 9.5.2 Setting Measurable Goals and Objectives 9.5.3 Selecting Teaching Strategies and Supports 9.6 IEP Implementation and Monitoring 9.6.1 Integrating IEP into Daily Classroom Practices 9.6.2 Monitoring Progress and Making Adjustments 9.6.3 Documentation, Reporting, and Review Cycles

Module 10	<u>Inclusive Education Policies & Classroom Practices</u> Week 1: Introduction to Inclusive Education Policies 10.1 Basics of Inclusive Education Policies 10.1.1 Definition and Importance of Inclusive Education 10.1.2 National Policies and Guidelines (Pakistan Context) 10.1.3 International Policies and Conventions (UNESCO, UNCRRPD, SDG 4) 10.1.4 Rights of Children with Special Educational Needs Week 2: Legal Framework and Policy Implementation 10.2 Legal and Regulatory Framework 10.2.1 Key National Acts and Regulations Supporting Inclusive Education 10.2.2 Rights and Responsibilities of Schools, Teachers, and Parents 10.2.3 Monitoring and Accountability Mechanisms 10.3 Policy Implementation Strategies 10.3.1 Inclusive Practices in School Management 10.3.2 Resource Allocation and Support Services 10.3.3 Teacher Training and Professional Development Week 3: Inclusive Classroom Practices 10.4 Planning for Inclusive Classrooms 10.4.1 Classroom Layout and Accessibility 10.4.2 Differentiated Instruction for Diverse Learners 10.4.3 Use of Assistive and Learning Support Tools 10.5 Managing Diversity 10.5.1 Social-Emotional Support and Peer Interaction 10.5.2 Behavior Management Strategies 10.5.3 Promoting Participation and Engagement for All Learners Week 4: Monitoring, Evaluation, and Continuous Improvement 10.6 Monitoring Inclusive Practices 10.6.1 Observation and Feedback Mechanisms 10.6.2 Student Progress and Learning Outcomes 10.6.3 Teacher Reflection and Classroom Adjustments 10.7 Continuous Professional Development 10.7.1 Updating Knowledge of Policies and Best Practices 10.7.2 Networking and Collaboration with Experts 10.7.3 Integrating Innovations and Research into Classroom Practices
Module 11	<u>Counselling, Family Collaboration & Community Engagement</u> Week 1: Introduction to Counselling in Inclusive Education

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	11.1 Basics of Counselling 11.1.1 Definition and Importance of Counselling for Children with SEN 11.1.2 Types of Counselling: Individual, Group, and Peer Support 11.1.3 Role of Counselling in Academic, Social, and Emotional Development 11.1.4 Ethical Considerations in Counselling Week 2: Family Collaboration 11.2 Importance of Family Collaboration 11.2.1 Understanding Family Needs and Perspectives 11.2.2 Communication Strategies with Parents and Caregivers 11.2.3 Engaging Families in Planning and Decision-Making 11.2.4 Supporting Families in Home-Based Learning Week 3: Community Engagement 11.3 Linking Schools and Community 11.3.1 Role of Community in Inclusive Education 11.3.2 Identifying and Accessing Community Resources 11.3.3 Organizing Awareness Programs and Workshops 11.3.4 Partnerships with NGOs, Health Services, and Social Organizations Week 4: Integrated Counselling and Collaboration Practices 11.4 Implementing Integrated Support 11.4.1 Coordinating Counselling, Family, and Community Support 11.4.2 Case Studies and Collaborative Problem-Solving 11.4.3 Monitoring and Reporting Impact on Learner Development 11.4.4 Reflective Practice and Continuous Improvement
Module 12	<u>Applied Case Studies & Field Practice</u> Week 1: Introduction to Case Studies and Field Practice 12.1 Basics of Applied Learning 12.1.1 Definition and Purpose of Case Studies in SEN 12.1.2 Role of Field Practice in Professional Development 12.1.3 Ethics and Confidentiality in Field Practice 12.1.4 Observation and Recording Techniques Week 2: Case Study Analysis 12.2 Analyzing Learner Cases 12.2.1 Identifying Learner Needs and Challenges 12.2.2 Assessing Academic, Social, Emotional, and Communication Needs 12.2.3 Developing Intervention Plans 12.2.4 Collaborative Discussion and Reflection

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	Week 3: Field Practice in Inclusive Settings 12.3 Practical Experience in Classrooms 12.3.1 Observing and Supporting Learners with SEN 12.3.2 Implementing Instructional and Behavioural Strategies 12.3.3 Using Assistive and Learning Support Tools 12.3.4 Engaging with Teachers, Parents, and Support Staff Week 4: Reporting and Reflective Practice 12.4 Documentation and Evaluation 12.4.1 Recording Observations and Progress Reports 12.4.2 Reflecting on Field Experiences and Challenges 12.4.3 Integrating Feedback into Practice 12.4.4 Preparing for Professional Roles in Inclusive Education
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Overall Semester-wise Grading Breakdown (With Theory–Practical Weightage)

Semester 1: Foundations of Special Education

Overall Grading Composition

- Formative Assessment: 40%
- Summative Assessment: 60%
- Theory Component: 70%
- Practical / Skills Component: 30%
- Total: 100%

Rationale: Semester 1 is more theory-heavy (foundations, psychology, communication, behavior, assessment) but still includes practical demonstrations and applied tasks.

Semester 2: Instruction, Inclusion & Applied Practice

Overall Grading Composition

- Formative Assessment: 40%
- Summative Assessment: 60%
- Theory Component: 50%
- Practical / Skills Component: 50%
- Total: 100%

Rationale: Semester 2 includes microteaching, IEP writing, counselling demonstrations, and field case studies so practical work is deliberately weighted higher.

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Course Duration	1-Year Program (Two Semesters)
Classes per Month	4 (once a week)
Class duration	2 hours
Total weeks (approx.)	48 weeks
Estimated total instructional hours	Weekly - 2 hours Monthly - 4 classes × 2 hours = 8 hours Total - 48 weeks x 8 hours = 384 credit hours

BIBLIOGRAPHY AND KEY REFERENCES

Module 1: Foundations of Special & Inclusive Education

- Florian, L. (2019). *The SAGE Handbook of Special Education: Two Volume Set*. SAGE Publications.
- Loreman, T., Deppeler, J., & Harvey, D. (2010). *Inclusive Education: Supporting Diversity in the Classroom*. Routledge.
- UNESCO. (2020). *Global Education Monitoring Report: Inclusion and Education*.

Module 2: Child Development & Educational Psychology

- Piaget, J. (1972). *The Psychology of the Child*. Basic Books.
- Vygotsky, L.S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Santrock, J.W. (2019). *Child Development*. McGraw-Hill Education.

Module 3: Communication, Speech & Language Development

- Paul, R., & Norbury, C. (2012). *Language Disorders from Infancy Through Adolescence*. Elsevier.
- American Speech-Language-Hearing Association (ASHA). (2020). *Speech and Language Disorders in Children*.
- Tager-Flusberg, H., & Joseph, R. (2003). *Identifying Language Impairment in Autism Spectrum Disorders*.

Module 4: Behavior Management & Support Techniques

- Carr, E.G., & Durand, V.M. (1985). *Reducing Behavior Problems through Functional Communication Training*. Journal of Applied Behavior Analysis.
- O'Neill, R.E., et al. (2015). *Functional Assessment and Program Development for Problem Behavior*. Cengage Learning.

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- Cooper, J.O., Heron, T.E., & Heward, W.L. (2020). *Applied Behavior Analysis*. Pearson.

Module 5: Assistive & Learning Support Tools

- Cook, A.M., & Polgar, J.M. (2015). *Assistive Technologies: Principles and Practice*. Elsevier.
- Edyburn, D.L. (2013). *Rethinking Assistive Technology*. Routledge.
- UNESCO. (2017). *A Guide for Ensuring Inclusion and Equity in Education*.

Module 6: Assessment, Screening & Educational Evaluation

- Gargiulo, R.M., & Bouck, E.C. (2019). *Special Education in Contemporary Society*. SAGE.
- McConkey, R., & Collins, S. (2010). *Assessment in Special and Inclusive Education*. Routledge.
- Fuchs, L.S., & Fuchs, D. (2006). *Introduction to Response to Intervention: What, Why, and How Valid?*

Module 7: Instructional Strategies for Learners with Special Needs

- Tomlinson, C.A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners*. ASCD.
- Friend, M., & Bursuck, W.D. (2019). *Including Students with Special Needs: A Practical Guide for Classroom Teachers*. Pearson.
- Meyer, A., Rose, D.H., & Gordon, D. (2014). *Universal Design for Learning: Theory and Practice*. CAST.

Module 8: Disability-Specific Pedagogy (LD, ASD, ID, ADHD, HI, VI)

- Smith, T., et al. (2007). *Evidence-Based Practices and Treatments for Children with Autism*.
- Fletcher, J.M., et al. (2019). *Learning Disabilities: From Identification to Intervention*. Guilford Press.
- For Hearing & Visual Impairments: American Foundation for the Blind & National Association of the Deaf resources.

Module 9: Curriculum Adaptations & IEP Development

- Yell, M.L., Rogers, D., & Rogers, E.L. (2018). *The Law and Special Education*. Pearson.
- Friend, M., & Bursuck, W.D. (2019). *Including Students with Special Needs*.
- UNESCO. (2009). *Inclusive Education: The Way of the Future*.

Module 10: Inclusive Education Policies & Classroom Practices

- UNESCO. (2020). *Global Education Monitoring Report: Inclusion and Education*.
- Mittler, P. (2012). *Working Towards Inclusive Education: Social Contexts*. Routledge.

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- National Education Policies, Pakistan Ministry of Federal Education & Professional Training.

Module 11: Counselling, Family Collaboration & Community Engagement

- Turnbull, A., Turnbull, R., & Wehmeyer, M.L. (2016). *Exceptional Lives: Special Education in Today's Schools*. Pearson.
- Epstein, J. (2018). *School, Family, and Community Partnerships*. Routledge.
- Sheridan, S.M., & Kratochwill, T.R. (2008). *Conjoint Behavioral Consultation: Promoting Family-School Connections and Interventions*.

Module 12: Applied Case Studies & Field Practice

- Odom, S.L., et al. (2011). *Evidence-Based Practices in Early Childhood Special Education*. Brookes Publishing.
- Gargiulo, R.M., & Bouck, E.C. (2019). *Special Education in Contemporary Society*. SAGE.
- NAVTTC Guidelines for Trade Diploma Practicum and Field Training.

JOB POTENTIAL

With the rising demand for inclusive education, SEN-trained teachers have strong employment prospects in public and private schools, remedial centers, rehabilitation units, NGOs, and community-based programs. They may also provide parental guidance, conduct remedial sessions, and support resource rooms in schools.

Both public and private schools, early childhood centres, learning support units, NGOs, and special education centres offer employment opportunities. The job prospects improve significantly with experience and further qualifications, allowing progression into specialised or leadership positions. Overall, the SEN Diploma offers meaningful, stable, and socially impactful career opportunities for both male and female graduates in a field where demand continues to rise.