

CURRICULUM FOR SPECIAL EDUCATIONAL NEEDS (SEN)

6 – Months Certificate Course

(February 2026)

Special Educational Needs (SEN) Six-Months Certificate Course

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 Educational Needs (SEN) six months certificate program 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) Six-Months Certificate Course

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

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- Manipulatives (counters, blocks, beads, puzzles)
- 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 Educational Needs (SEN) (6 Months Certificate Course)

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 Grading

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

DETAIL OF COURSE CONTENTS

**Special Educational Needs (SEN)
(6 Months Certificate Program)**

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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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%

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

Course Duration	6-Month Program (One Semester)
Classes per Month	4 (once a week)
Class duration	2 hours
Total weeks (approx.)	24 weeks
Estimated total instructional hours	Weekly - 2 hours Monthly - 4 classes × 2 hours = 8 hours Total - 24 weeks × 8 hours = 192 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*.

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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.
- 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?*

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.