Course Syllabus

Code - Course Title	**ZEÖ523 - Teaching Independent Living Skills**
Course Type	I. SEMESTER
Laboratory + Practice	3+0
ECTS	**6.0**
Language of Instruction	Türkçe
Course Type	Elective Courses
Course Instructor(s)	PROF. DR. YASEMİN ERGENEKON

Mode of Delivery	Face to face
Prerequisites	None
Courses Recomended	-
Recommended Resources	Alberto, A. A. & Troutman, A. C. (1995). Applied behavior analysis for teachers. (4. baskı). New Jersey: Prentice-Hall. Baker, L.B. & Brightman, A. J. (2004). Steps to independence: Teaching everyday skills to children with special needs. (4. baskı). Baltimore: Paul Brookes Publishing. Bricker, D., Pretti-Frontczak, K., & McComas, N. (1998). An activity-based approach to early intervention (2nd ed). Baltimore: Paul Brooks Pub. Cavkaytar, A. (2005). Özel gereksinimi olan çocuklara özbakım ve ev içi becerilerinin öğretimi uygulamalı el kitabı. Ankara: Gündüz Eğitim ve Yayıncılık.Heflin, L. J., & Alaimo, D. F. (2007). Students with autism spectrum disorders: Effective instructional practices. Upper Saddle River, NJ: Pearson. http://www.tohumotizmportali.org Kırcaali-İftar, G. (2003). Otistik özellik gösteren çocuklara iletişim becerilerinin kazandırılması. İstanbul: Ya-Pa Yayın Pazarlama.Kırcaali-İftar, G. (2007). Otizm spektrum bozukluğu. İstanbul: Daktylos Yayınevi. Luiselli, J. K., Russo, D. C., Christian, W. P., & Wilczynski, S. M. (Eds.). (2008). Effective practices for children with autism: Educational and behavioral support interventions that work. New York, NY: Oxford University Press.Nikopoulos, C. & Keenan, M. (2006). Video modeling and behaviour analysis: A guide for teaching social skills to children with autism. London: Jessica Kingsley Publishers.Özen, A. & Tavlar, Ö. (2005). Oyun temelli etkinlikler. Ankara: Kök Yayıncılık.Pretti-Frontczak, K., & Bricker, D. (2004). An activity-based approach to early intervention (3rd ed). Baltimore: Paul Brooks Pub.Snell, M. E. & Brown, F. (2000). Instruction of students with severe disabilities. New Jersey: Pearson Education.Sucuoğlu, B. & Çifci, İ. (2001). Yapamıyor mu? Yapmıyor mu? Zihinsel engelli çocuklar için sosyal beceri öğretimi. Ankara: Ankara Üniversitesi Basımevi.Tekin-İftar, E. & Kırcaali-İftar, G. (2012). Özel eğitimde yanlışsız öğretim yöntemleri. Ankara: Vize Yayıncılık. Tekin-İftar, E. (Ed.) (2012). Otizm spektrum bozukluğu olan çocuklar ve eğitimleri. Ankara: Vize Yayıncılık. Vuran, S. (Ed.) (2013). Sosyal yeterliklerin geliştirilmesi: Sosyal beceri yetersizliği gösteren çocuklar için. Ankara: Vize Yayıncılık.
Work Placement	-

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 1		1. The steps and characteristics of learning	
Week - 2		2. The basic concepts and characteristics that about chain behaviors teaching	

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 3		3. The basic concepts and characteristics that about self-care skills	
Week - 4		4. The basic concepts and characteristics that about daily living skills	
Week - 5		5. The basic concepts and characteristics that about social skills	
Week - 6		7. The basic concepts and characteristics that about functional academic skills	
Week - 7		8. The basic concepts and characteristics that about using community resource skills	
Week - 8		9. The basic concepts and characteristics that about safety skills	
Week - 9		10. The basic concepts and characteristics that about self-management skill	
Week - 10		11. The basic concepts and characteristics that about vocational skills	
Week - 11		12. The basic concepts and characteristics that about leisure skills	
Week - 12		13. The basic concepts and characteristics that about transition to community life	
Week - 13		14. The ways which provide family's participation to skill teaching	

Learning Outcomes

#	Learning Outcome
1	1. Will be able to describe the steps and characteristics of learning.
2	2. Will be able to describe the basic concepts and characteristics that about chain behaviors teaching.
3	3. Will be able to describe the basic characteristic of self-care skills (toilet, eating, dressing, personal care and cleaning) area.
4	4. Will be able to describe the basic characteristics of daily living skills (exm.; using household tools, kitchen skills, cleaning and tidying house, laundry and caring clothes, sleeping pattern) area.
5	5. Will be able to describe the basic characteristics of social skills area.
6	6. Will be able to describe the basic characteristics of functional academic skills (reading sight words, telling time, using money).
7	7. Will be able to describe the basic characteristics of using community resource skills (traveling, shopping, eating out, getting examined, doing banking transaction, etc.).
8	8. Will be able to describe the basic characteristics of safety skills area.
9	9. Will be able to describe the basic characteristics of self-management skills area.
10	10. Will be able to describe the basic characteristics of vocational skills area.
11	11. Will be able to describe the basic characteristics of leisure skills.
12	12. Will be able to describe the basic characteristics of transition to community life.
13	13. Will be able to describe the ways which provide family's participation to skill teaching.

Sustainable Development Goals

No content has been provided.

Course Theme

No content has been provided.

AKTS Workload

Activity	Duration (Hour)	Count	Workload
Teorik Derse Katılım	0	0	0
Sınıf Dışı Çalışma (Ön Hazırlık & Pekiştirme Amaçlı)	0	0	0
Ödevler	0	0	0
Proje - Rapor - Sunum Hazırlama	0	0	0
Ara Sınav Hazırlığı (sınav süresi dahil)	0	0	0
Final Sınavı Hazırlığı (sınav süresi dahil)	0	0	0
Uygulama (Laboratuvar, Müzik/Enstrüman Uygulaması, Atölye/Saha Çalışması vb.)	0	0	0
Staj Uygulaması	0	0	0
		Calculated ECTS	**0**

Assessment Method and Passing Requirements

No content has been provided.