Course Syllabus

Code - Course Title	**İEÖ625 - Support Special Education Practices for Hearing Impaired Stu**
Course Type	II. SEMESTER
Laboratory + Practice	3+0
ECTS	**7.5**
Language of Instruction	Türkçe
Course Type	Elective Courses
Course Instructor(s)	DOÇ. DR. ELİF AKAY

Mode of Delivery	Face to face
Prerequisites	There is no prerequisite for this course.

Recommended Resources	Affleck, J. Q., Adams, S. M. A. ve Lowenbraun S. (1988). Integrated classroom versus resource model: Academic viability and effectiveness. Exceptional Children, 54(4), 339-348. Foster, S. ve Cue, K. (2009). Roles and responsibilities of itinerant specialist teachers of deaf and hard of hearing students. American Annals of The Deaf, 153(5), 435-449. Akdemir-Okta, D. (2008). Kaynaştırma sınıflarına devam eden işitme engelli öğrencilerin sınıf öğretmenlerine sağlanan destek hizmetlerin belirlenmesi. Yayınlanmamış yüksek lisans tezi, Anadolu Üniversitesi, Eskişehir. Antia, S. D., Stinson, M. S. ve Gaustad, M. G. (2002). Developing membership in the education of deaf and hard-of-hearing students in inclusive settings. Journal of Deaf Studies and Deaf Education, 7(3), 214-229. Batu, S. (2000). Kaynaştırma, destek hizmetler ve kaynaştırmaya hazırlık etkinlikleri. Anadolu Üniversitesi Özel Eğitim Dergisi 2(4), 35-45. Batu, S. ve Topsakal, M. (2003). Özel eğitim danışmanlığı süreci ve bir danışmanlık örneği. Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi, 4(1), 19-29. Black, R. S. ve Morris, C. C. (1974). The resource room: A pratical approach to providing instruction for mildy handicapped children. Colombia: South Carolina Department of Education. Coladarci, T. ve Breton, W. A. (1997). Teacher efficacy, supervision and the special education resource-room teacher. The Journal of Educational Research, 90(4), 230-239. Erdiken, B. (2001). Eskişehir İli özel rehabilitasyon merkezlerindeki öğretmenlerin destek eğitime ilişkin görüşleri. Eskişehir: Birlik Ofset Yayıncılık. Gelzheiser, L. M. ve Meyers, J. (1991). Reading instruction by classroom, remedial and resource room teachers. The Journal of Special Education, 24(4), 512-526. Glomb, N. K. ve Morgan, D. P. (1991). Resource room teachers' use of strategies that promote the success of handicapped students in regular classrooms. The Journal of Special Education, 25(2), 221-235. Gürgür, H. (2008). Kaynaştırma uygulamasının yapıldığı ilköğretim sınıfında işbirliği ile öğretim yaklaşımının incelenmesi. Eskişehir. Anadolu Üniversitesi. Eğitim Fakültesi Yayınları. Kluwin, T. (1999). Coteaching deaf and hard of hearing students: Research on social integration. American Annals of The Deaf, 144(4), 339-344. Kriemeyer, K. H. (2000). Academic and social benefits of a co-enrollment model of inclusive education for deaf and hard-of-hearing children. Journal of Deaf Study and Deaf Education, 5(2) 174-185. Lott, L. A., Hudak, B. J. ve Sheetz, J. A. (1975). Strategies and techniquies for meainstreming: A resource room handbook. Michigan: Monroe County Intermediate School District. Liu, A. (1995). Full inclusion and deaf education redefining equality. Journal of Law & Education, 24(2), 241-266. Lynch, P. ve McCall, S. (2007). The role of the itinerant teachers. Community Eye Health Journal, 20(62), 26-27. Marschark, M., Young, A. ve Lukomski, J. (2002). Perspectives on inclusion. Journal of Deaf Studies and Deaf Education, 7(3), 187-188. Mastropieri, M. A. ve Scruggs, T. E. (2004). The inclusive classroom strategies for effective instruction (2nd ed.) N. J.: Pearson/Merrill Prentice Hall. Moores, D. F. (2008). Inclusion, itinerant teachers, and the pull-out model. American Annals of the Deaf, 153(3), 273-274.

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Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 1		Integration to inclusiveness overview	
Week - 2		Characteristics of the hearing impaired student (hearing assistive technologies, language development)	
Week - 3		Conditions of placement of hearing-impaired students in inclusive environments	

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Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 4		Planning process of support special education services	
Week - 5		Support special education services: Resource room (place, method of implementation, contributions, limitations)	
Week - 6		Examination of national studies on resource room practices	
Week - 7		Examination of international research on resource room practices	
Week - 8		Support special education services: Special education counseling (place, method of application, contributions, limitations)	
Week - 9		Examination of national studies on special education counseling	
Week - 10		Examination of international research on special education counseling	
Week - 11		Support special education services: Co-teaching (place, method of application, contributions, limitations)	
Week - 12		Examination of national studies on co-teaching practices	
Week - 13		Examination of international research on co-teaching practices	
Week - 14		Reporting of research on support special education services	

Learning Outcomes

#	Learning Outcome
1	Will be able to explain the importance of support special education services in inclusive education.
2	Will be able to explain types of support special education services.
3	Will be able to explain the factors that should be considered in the support of hearing-impaired children in special education service practices.
4	Will be able to analyze recent researches on special education services offered to hearing impaired children.

Sustainable Development Goals

No content has been provided.

Course Theme

No content has been provided.

AKTS Workload

Activity	Duration (Hour)	Count	Workload

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.