

ESP101

ELEMENTS OF SPECIAL EDUCATION



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Series 1

Course Code: ESP 101

Course Title: Elements of Special Education

Course Credit load: 2 Units

List Series:

Series 1: Foundations of Special Needs Education

Series 2: Identification and Instructional Procedures in Special Education

Series 3: Categorical Approaches to Special Needs

Series 4: Instructional Strategies for Inclusive Classrooms

Series 5: Services and Programmes in Special Education

Parts Outline for Series 1:

Part 1.1 Concepts of Special Education

1. Definition of Special Education
2. Importance of Special Education in the School System
3. Scope of Special Education

Part 1.2 Historical and Philosophical Foundations

- 1.2.1 Historical Development of Special Education
- 1.2.2 Philosophical Perspectives on Special Needs
- 1.2.3 Principles Guiding Special Education

Part 1.3 Approaches to Working with Learners with Special Needs

- 1.3.1 Inclusive Education Approach
- 1.3.2 Segregated and Integrated Approaches
- 1.3.3 Emerging Practices in Special Education

Part 1.4 Educational Practices in Special Education

- 1.4.1 Identification Procedures for Learners with Special Needs
- 1.4.2 Teaching Materials and Instructional Procedures
- 1.4.3 Ethical and Professional Considerations

Introduction

Education is most meaningful when it reaches every learner, regardless of their abilities or challenges. In many classrooms, you may encounter pupils who require additional support to thrive. This Series sets the foundation for understanding how education can be adapted to meet the needs of such learners, ensuring that no one is excluded from the opportunity to learn and grow. By exploring the roots and principles of special education, you will gain insight into why this area is vital to the teaching profession and to society at large.



The aim of this Series is to introduce you to the fundamental concepts, historical perspectives, and approaches that underpin special education. It seeks to equip you with the knowledge needed to recognise the importance of inclusive practices and to appreciate the philosophical and practical bases of working with learners who have special needs.

We shall commence this Series by examining the basic concepts of special education, including its definition, importance, and scope. Then, we will move on to the historical and philosophical foundations that have shaped the field over time. Following that, we will explore different approaches to working with learners with special needs, ranging from inclusive to segregated practices. Finally, we will wrap up by considering educational practices in special education, focusing on identification procedures, teaching materials, and professional considerations. This sequential journey will provide you with a strong grounding for the rest of the course.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 1.1:** define the concept of **special education**, including its importance and scope,
- **SLO 1.2:** explain the historical development of special education and the philosophical perspectives that underpin it,
- **SLO 1.3:** analyse different approaches to working with learners with special needs, including inclusive, segregated, and integrated practices,
- **SLO 1.4:** describe educational practices in special education, focusing on identification procedures, teaching materials, and instructional methods, and
- **SLO 1.5:** evaluate ethical and professional considerations in the delivery of special education.

1.1 Concepts of Special Education

1.1.1 Definition of special education

Special education refers to organised educational practices designed to meet the unique learning needs of individuals who have disabilities or other conditions that make traditional classroom instruction unsuitable. It involves adapting teaching methods, materials, and environments so that learners with special needs can access education equitably. The goal is not only to provide knowledge but also to foster independence, social participation, and personal growth.

Fill in the blank: Special education is designed to meet the ____ learning needs of individuals who cannot benefit fully from traditional classroom instruction.



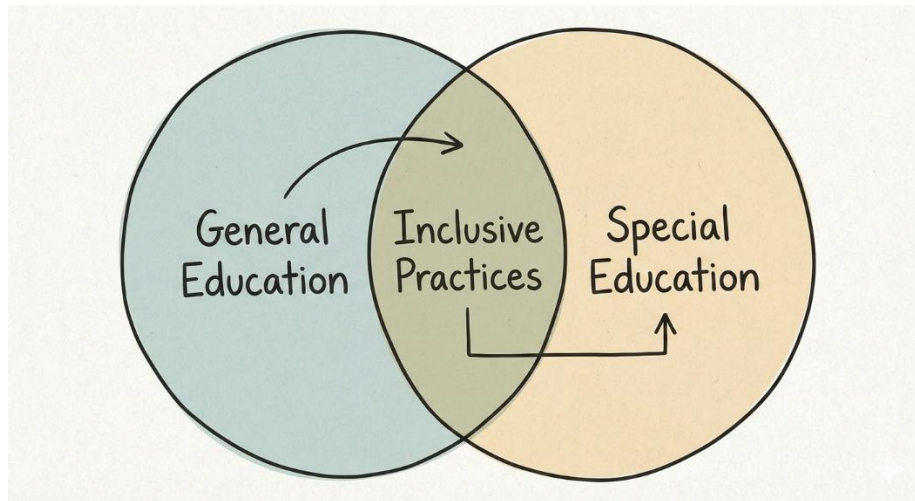


Figure 1.1 Relationship between general education and special education.

1.1.2 Importance of special education in the school system

Special education is important because it ensures that all learners, regardless of ability, have access to meaningful learning opportunities. It promotes **equity**, which means fairness in educational provision, and **inclusion**, which means ensuring learners with special needs are part of the school community. Without special education, many learners would be excluded from achieving their potential.

Fill in the blank: Special education promotes both _____ and inclusion in the school system.



Plate 1.1: Image of a diverse classroom with children of varying abilities learning together.

1.1.3 Scope of special education

The **scope** of special education refers to the range of services, programmes, and practices that fall under its umbrella. It covers early identification of learners with special needs, provision of tailored instructional materials, specialised teaching methods, and support services such as



counselling and therapy. It also extends to collaboration with families and communities to ensure holistic development.

Fill in the blank: The scope of special education includes early _____ of learners with special needs and provision of tailored instructional materials.

Selected Areas Covered by Special Education
Early identification of learners with special needs
Provision of tailored instructional materials
Specialised teaching methods
Support services such as counselling and therapy
Collaboration with families and communities

Box 1.1 Selected areas covered by special education

Pilot Questions 1.1

1. Which term refers to educational practices designed to meet the unique learning needs of individuals with disabilities?
2. What two principles are promoted by special education in the school system?
3. What is meant by the scope of special education?
4. Identify one support service that falls under the scope of special education.
5. Fill in the blank: Special education fosters _____, social participation, and personal growth.

1.2 Historical and Philosophical Foundations

1.2.1 Historical development of special education

The history of **special education** reflects society's evolving attitudes towards individuals with disabilities. In earlier centuries, many learners with special needs were excluded from formal schooling. Over time, advocacy movements and educational reforms began to challenge these exclusions, leading to the establishment of specialised schools and programmes. Today, special education is recognised as a vital part of the educational system, ensuring that learners with diverse needs are given opportunities to succeed.



Fill in the blank: In earlier centuries, many learners with special needs were _____ from formal schooling.

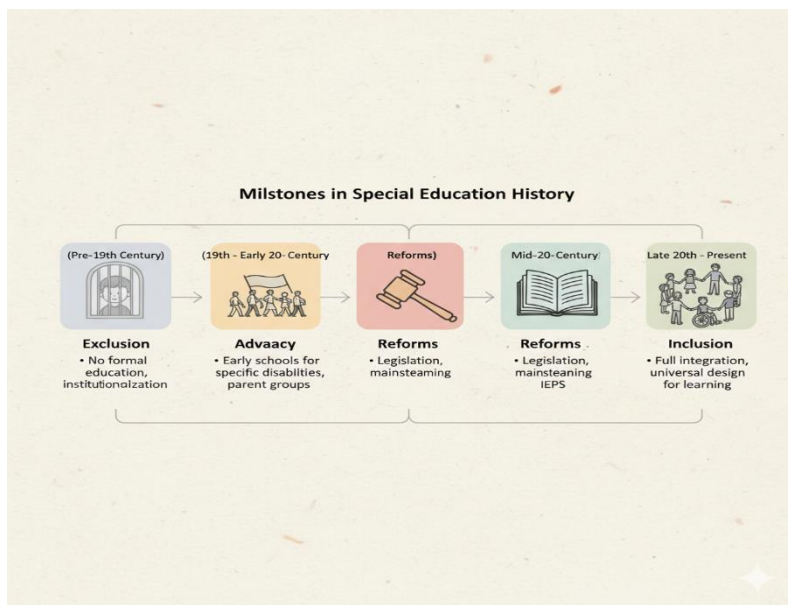


Figure 1.2 Milestones in the history of special education.

1.2.2 Philosophical perspectives on special needs

Philosophical perspectives provide the guiding beliefs and values that shape how societies respond to learners with special needs. Some philosophies emphasise **human dignity**, which means recognising the inherent worth of every individual. Others highlight **social justice**, which focuses on fairness and equal opportunities. A third perspective is **functionalism**, which stresses the importance of preparing learners to contribute meaningfully to society. These philosophies influence policies, teaching approaches, and the overall direction of special education.

Fill in the blank: Philosophical perspectives such as human dignity, social justice, and _____ shape how societies respond to learners with special needs.

Box 1.2 Selected philosophical perspectives in special education

1.2.3 Principles guiding special education

The **principles** of special education serve as the foundation for practice. These include **individualisation**, which means tailoring instruction to each learner's needs, **least restrictive environment**, which ensures learners are educated alongside peers as much as possible, and **collaboration**, which involves teachers, families, and specialists working together. These principles ensure that special education is not only effective but also respectful of learners' rights.



Fill in the blank: One principle of special education is _____, which means tailoring instruction to each learner's needs.

Principle	Description
Individualisation	Tailoring instruction to each learner's needs
Least restrictive environment	Educating learners alongside peers as much as possible
Collaboration	Teachers, families, and specialists working together

Table 1.1 Principles guiding special education

Pilot Questions 1.2

1. What was the status of learners with special needs in earlier centuries?
2. Which philosophical perspective emphasises fairness and equal opportunities?
3. Name one principle that ensures learners are educated alongside their peers.
4. Fill in the blank: The principle of _____ involves teachers, families, and specialists working together.
5. Which philosophical perspective stresses preparing learners to contribute meaningfully to society?

1.3 Approaches to Working with Learners with Special Needs

1.3.1 Inclusive education approach

Inclusive education is an approach where learners with special needs are taught alongside their peers in the same classroom. The principle behind inclusion is that every child, regardless of ability, has the right to participate fully in the learning process. Teachers adapt their methods and materials to ensure that all learners benefit. This approach fosters acceptance, reduces stigma, and promotes social interaction among learners.

Fill in the blank: Inclusive education ensures that learners with special needs are taught alongside their _____ in the same classroom.





Plate 1.2 Image of a classroom where a teacher is guiding both learners with and without disabilities

1.3.2 Segregated and integrated approaches

The **segregated approach** involves teaching learners with special needs in separate schools or classrooms. While this allows for specialised attention, it may limit opportunities for social interaction with peers. The **integrated approach**, on the other hand, places learners with special needs in regular schools but often in separate classes or with limited participation in mainstream activities. Integration is a step towards inclusion but does not fully embrace the idea of equal participation.

Fill in the blank: The segregated approach provides specialised attention but may limit opportunities for _____ interaction with peers.



Integrated Approach		
Inclusive Approach	Integrated Approach	Segregated Approach
✓ All students learn together in the ✓ Full participation and sense general of boucation classroom - Curriculum adapted for for all - Support services within classroom	• Students with disabilities in general educaom → May join for diseeral education for part the the day → May join for specific specific subjects or social times - Separate special edusroom ('resource room') for focused instruction	• Students wh disabilities educated separately ✗ Special schools or self-contained classrooms ✗ Limited interaction with with peers without disabilities - Specialized curriculum and staff

Figure 1.3 Comparison of inclusive, integrated, and segregated approaches.

1.3.3 Emerging practices in special education

Emerging practices in special education reflect new strategies and innovations aimed at improving learning outcomes. These include the use of **assistive technology**, defined as devices or software that help learners with disabilities access learning materials, and **universal design for learning (UDL)**, which is a framework for designing flexible learning environments that accommodate diverse learners. Another emerging practice is **collaborative teaching**, where general and special educators work together to plan and deliver instruction.

Fill in the blank: Devices or software that help learners with disabilities access learning materials are called _____ technology.

Box 1.3 Selected emerging practices in special education

Pilot Questions 1.3



1. What is the main principle behind inclusive education?
2. Which approach involves teaching learners with special needs in separate schools or classrooms?
3. Fill in the blank: Integration is a step towards _____ but does not fully embrace equal participation.
4. What term refers to devices or software that help learners with disabilities access learning materials?
5. Name one emerging practice in special education that involves collaboration between teachers.

1.4 Educational Practices in Special Education

1.4.1 Identification procedures for learners with special needs

Identification procedures are systematic methods used to recognise learners who may require special education services. These procedures often involve observation, screening tests, medical assessments, and educational evaluations. Teachers play a crucial role by noticing patterns of difficulty in learning, behaviour, or communication. Early identification is important because it allows timely intervention, which can significantly improve outcomes for learners.

Fill in the blank: Early _____ is important because it allows timely intervention and improves outcomes for learners.

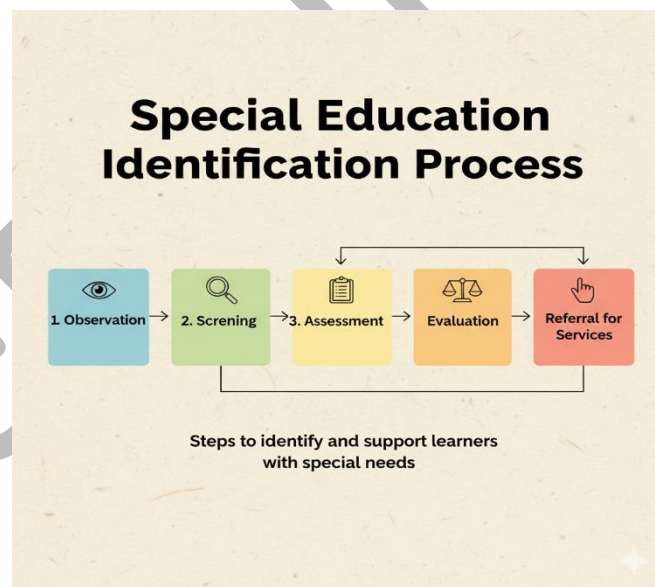


Figure 1.4 Steps in identification procedures for learners with special needs.

1.4.2 Teaching materials and instructional procedures

Teaching materials in special education are resources adapted to meet the needs of learners with disabilities. These may include visual aids, tactile resources, simplified texts, or digital tools.

Instructional procedures refer to the methods teachers use to deliver content, such as



differentiated instruction, scaffolding, and multisensory approaches. The aim is to ensure that learners can access and engage with the curriculum effectively.

Fill in the blank: Teaching materials in special education may include visual aids, tactile resources, simplified texts, or _____ tools.



Plate 1.3: Image of a teacher using visual aids and tactile resources with learners.

1.4.3 Ethical and professional considerations

Ethical considerations in special education involve respecting the dignity, rights, and confidentiality of learners. Teachers must avoid discrimination and ensure fairness in their practices. **Professional considerations** include continuous training, collaboration with specialists, and adherence to policies and standards. These ensure that learners receive quality education and support.

Fill in the blank: Ethical considerations in special education involve respecting the dignity, rights, and _____ of learners.

Box 1.4 Ethical and professional considerations in special education

Pilot Questions 1.4

1. What is the purpose of identification procedures in special education?
2. Fill in the blank: Teachers play a crucial role by noticing patterns of difficulty in _____, behaviour, or communication.



3. Name one type of teaching material that can be adapted for learners with special needs.
4. Which instructional method involves using multiple senses to deliver content?
5. What is one ethical consideration that teachers must uphold in special education?

Series Summary

This Series has introduced you to the foundations of special education, highlighting its purpose and relevance in ensuring that all learners, regardless of ability, have access to meaningful learning opportunities. We began by defining the concept of special education, considering its importance in promoting equity and inclusion, and outlining its scope. Then, we examined the historical development of special education and the philosophical perspectives that guide practice, followed by a discussion of the principles that underpin the field. Moving on, we explored different approaches to working with learners with special needs, including inclusive, segregated, and integrated models, as well as emerging practices such as assistive technology and collaborative teaching. Finally, we considered educational practices, focusing on identification procedures, teaching materials, instructional methods, and ethical and professional responsibilities.

By completing this Series, you should now be able to define the concept of special education, explain its historical and philosophical foundations, analyse approaches to working with learners with special needs, describe key educational practices, and evaluate ethical and professional considerations. These abilities, reflected in the Series Learning Outcomes, provide you with a strong grounding for further study and practice in the field of special education.

Glossary of terms

- **Assistive technology:** Devices or software that help learners with disabilities access learning materials and participate in classroom activities.
- **Collaboration:** A principle of special education where teachers, families, and specialists work together to support learners with special needs.
- **Equity:** Fairness in educational provision, ensuring that all learners, regardless of ability, have access to meaningful learning opportunities.
- **Functionalism:** A philosophical perspective that emphasises preparing learners to contribute meaningfully to society.
- **Human dignity:** The belief that every individual has inherent worth and should be respected in educational settings.
- **Identification procedures:** Systematic methods used to recognise learners who may require special education services, such as observation, screening, and assessment.
- **Inclusive education:** An approach where learners with special needs are taught alongside their peers in the same classroom, with adaptations made to support participation.



- **Individualisation:** Tailoring instruction to meet the unique needs of each learner in special education.
- **Least restrictive environment:** A principle that ensures learners with special needs are educated alongside their peers as much as possible.
- **Scope of special education:** The range of services, programmes, and practices that fall under special education, including identification, tailored instruction, and support services.
- **Segregated approach:** An approach where learners with special needs are taught in separate schools or classrooms, often with specialised attention.
- **Social justice:** A philosophical perspective that focuses on fairness and equal opportunities for all learners.
- **Special education:** Organised educational practices designed to meet the unique learning needs of individuals with disabilities or conditions that make traditional classroom instruction unsuitable.
- **Universal design for learning (UDL):** A framework for creating flexible learning environments that accommodate diverse learners.

Concept Check Questions [Series 1]

Objective questions

1. Special education is designed to meet the _____ learning needs of individuals who cannot benefit fully from traditional classroom instruction. (Linked to SLO 2.1)
2. Which principle of special education ensures learners are educated alongside their peers as much as possible? (Linked to SLO 2.2)
3. Inclusive education promotes both _____ and inclusion in the school system. (Linked to SLO 2.3)
4. Which emerging practice in special education involves general and special educators working together to plan and deliver instruction? (Linked to SLO 2.3)
5. Ethical considerations in special education involve respecting the dignity, rights, and _____ of learners. (Linked to SLO 2.5)

Short-answer questions

6. Define special education and explain its primary purpose. (Linked to SLO 2.1)
7. Identify one philosophical perspective that influences special education and briefly describe its focus. (Linked to SLO 2.2)
8. Differentiate between the segregated and integrated approaches to special education. (Linked to SLO 2.3)



9. List two types of teaching materials that can be adapted for learners with special needs. (Linked to SLO 2.4)

10. State one professional consideration that teachers must uphold in special education practice. (Linked to SLO 2.5)

Long-answer questions

11. Analyse the historical development of special education and discuss how attitudes towards learners with special needs have changed over time. (Linked to SLO 2.2)

12. Evaluate the strengths and limitations of inclusive education compared to segregated and integrated approaches. (Linked to SLO 2.3)

13. Describe the identification procedures for learners with special needs and explain why early identification is important. (Linked to SLO 2.4)

14. Discuss the ethical and professional responsibilities of teachers in special education, highlighting how these ensure quality practice. (Linked to SLO 2.5)

Answers to Concept Check Questions [Series 1]

Objective questions

1. Unique
2. Least restrictive environment
3. Equity
4. Collaborative teaching
5. Confidentiality

Short-answer questions

6. Special education refers to organised educational practices designed to meet the unique learning needs of individuals with disabilities or conditions that make traditional classroom instruction unsuitable. Its primary purpose is to ensure equitable access to learning and foster independence and social participation.

7. One philosophical perspective is social justice, which focuses on fairness and equal opportunities for all learners.

8. The segregated approach involves teaching learners with special needs in separate schools or classrooms, while the integrated approach places them in regular schools but often in separate classes or with limited participation in mainstream activities.

9. Examples include visual aids and tactile resources.

10. Continuous professional training is one professional consideration teachers must uphold.

Long-answer questions



11. *Basic response:* Historically, learners with special needs were excluded from formal schooling. Over time, advocacy movements and reforms led to specialised schools and programmes, and today special education is recognised as essential for equitable learning. *Value-added response:* Beyond this, learners can note that international conventions, such as the UN Convention on the Rights of Persons with Disabilities, have influenced policies worldwide, promoting inclusive education and shifting societal attitudes towards acceptance and equity.
12. *Basic response:* Inclusive education promotes participation and social interaction, while segregated and integrated approaches provide specialised attention but limit full inclusion. *Value-added response:* Outstanding learners may add that inclusive education fosters long-term societal benefits such as reduced stigma and stronger community cohesion, though challenges remain in resource allocation and teacher preparedness.
13. *Basic response:* Identification procedures include observation, screening, medical assessments, and educational evaluations. Early identification is important because it allows timely intervention and improves outcomes. *Value-added response:* Learners may expand by noting that early identification also reduces long-term costs of remediation, supports family involvement, and aligns with global best practices in inclusive education.
14. *Basic response:* Ethical responsibilities include respecting dignity, rights, and confidentiality, while professional responsibilities involve continuous training, collaboration, and adherence to policies. These ensure fairness and quality practice. *Value-added response:* Learners may add that ethical and professional responsibilities also strengthen trust between schools and families, promote accountability, and align with international standards for inclusive education.

Answers to Pilot Questions [Series 1]

Part 1.1 Concepts of Special Education

1. Special education
2. Equity and inclusion
3. The scope refers to the range of services, programmes, and practices in special education
4. Counselling or therapy
5. Independence

Part 1.2 Historical and Philosophical Foundations

1. They were excluded from formal schooling
2. Social justice
3. Least restrictive environment
4. Collaboration
5. Functionalism



Part 1.3 Approaches to Working with Learners with Special Needs

1. Every child has the right to participate fully in the learning process
2. Segregated approach
3. Inclusion
4. Assistive technology
5. Collaborative teaching

Part 1.4 Educational Practices in Special Education

1. To recognise learners who may require special education services and provide timely intervention
2. Learning
3. Visual aids or tactile resources
4. Multisensory approaches
5. Confidentiality

References and Attributes [Series 1]

This section compiles all references and illustration attributions used or suggested in Series 1: Foundations of Special Education. Entries are presented in APA style for clarity and consistency.

General references

- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2019). *Exceptional learners: An introduction to special education* (14th ed.). Pearson.
- UNESCO. (2020). *Inclusive education: Ensuring access to education for all*. Paris: UNESCO Publishing.
- United Nations. (2006). *Convention on the Rights of Persons with Disabilities*. New York: United Nations.

Illustrations

- *Figure 1.1 Relationship between general education and special education* Attribution: AI-generated using Copilot graphic tool. Prompt: “Create a simple diagram showing overlapping circles labelled general education and special education, with shared area labelled inclusive practices.” Suggested OER search string: “special education vs general education diagram OER”.
- *Plate 1.1 Inclusive classroom environment* Attribution: Suggested OER image. Suggested OER search string: “inclusive classroom image OER”. AI prompt (if generated): “Generate an image of a classroom with children of diverse abilities learning together with a teacher guiding them.”



- *Box 1.1 Selected areas covered by special education* Attribution: AI-generated text box using Copilot graphic tool. Prompt: “Generate a text box listing selected areas covered by special education, formatted as a single-column table.” Suggested OER search string: “scope of special education OER”.
- *Figure 1.2 Milestones in the history of special education* Attribution: AI-generated using Copilot graphic tool. Prompt: “Create a timeline diagram showing milestones in special education history, including exclusion, advocacy, reforms, and inclusion.” Suggested OER search string: “history of special education timeline OER”.
- *Box 1.2 Selected philosophical perspectives in special education* Attribution: AI-generated text box using Copilot graphic tool. Prompt: “Generate a text box listing selected philosophical perspectives in special education with short explanations.” Suggested OER search string: “philosophical perspectives special education OER”.
- *Table 1.1 Principles guiding special education* Attribution: AI-generated table using Copilot graphic tool. Prompt: “Generate a simple table listing principles of special education with descriptions.” Suggested OER search string: “principles of special education OER”.
- *Plate 1.2 Inclusive education in practice* Attribution: Suggested OER image. Suggested OER search string: “inclusive education classroom OER”. AI prompt (if generated): “Generate an image of a classroom with diverse learners, including children with disabilities, learning together.”
- *Figure 1.3 Comparison of inclusive, integrated, and segregated approaches* Attribution: AI-generated using Copilot graphic tool. Prompt: “Create a diagram with three columns comparing inclusive, integrated, and segregated approaches in special education.” Suggested OER search string: “inclusive vs integrated vs segregated education diagram OER”.
- *Box 1.3 Selected emerging practices in special education* Attribution: AI-generated text box using Copilot graphic tool. Prompt: “Generate a text box listing emerging practices in special education with short explanations.” Suggested OER search string: “emerging practices in special education OER”.
- *Figure 1.4 Steps in identification procedures for learners with special needs* Attribution: AI-generated using Copilot graphic tool. Prompt: “Create a flowchart showing identification steps: observation, screening, assessment, evaluation, referral.” Suggested OER search string: “identification procedures special education flowchart OER”.
- *Plate 1.3 Adapted teaching materials in special education* Attribution: Suggested OER image. Suggested OER search string: “special education teaching materials OER”. AI prompt (if generated): “Generate an image of a teacher using visual aids and tactile resources with learners in a classroom.”
- *Box 1.4 Ethical and professional considerations in special education* Attribution: AI-generated text box using Copilot graphic tool. Prompt: “Generate a text box listing ethical and professional considerations in special education.” Suggested OER search string: “ethical considerations in special education OER”.



Series 2

Course Code: ESP 101

Course Title: Elements of Special Education

Course Credit load: 2 Units

List Series:

Series 1: Foundations of Special Needs Education

Series 2: Identification and Instructional Procedures in Special Education

Series 3: Categorical Approaches to Special Needs

Series 4: Instructional Strategies for Inclusive Classrooms

Series 5: Services and Programmes in Special Education

Parts Outline for Series 2

Part 2.1 Identification of Learners with Special Needs

- 2.1.1 Observation and screening methods
- 2.1.2 Medical and psychological assessments
- 2.1.3 Educational evaluations and referrals

Part 2.2 Instructional Materials for Special Education

- 2.2.1 Adapted teaching resources
- 2.2.2 Use of visual, tactile, and digital aids
- 2.2.3 Selection criteria for instructional materials

Part 2.3 Instructional Procedures in Special Education

- 2.3.1 Differentiated instruction
- 2.3.2 Scaffolding and multisensory approaches
- 2.3.3 Classroom management strategies

Part 2.4 Professional and Ethical Considerations in Instruction

- 2.4.1 Role of teachers and specialists
- 2.4.2 Collaboration with families and communities
- 2.4.3 Ethical responsibilities in instructional practice

Introduction



Education becomes truly effective when it recognises and responds to the diverse needs of learners. In many classrooms, some pupils may struggle with learning, communication, or behaviour in ways that require additional support. This Series focuses on how teachers can identify such learners and apply instructional procedures that ensure they are not left behind. By exploring both the recognition and teaching aspects, you will see how special education bridges the gap between challenges and opportunities for growth.

The aim of this Series is to equip you with the knowledge and skills needed to identify learners with special needs and to apply appropriate instructional materials and procedures. It also seeks to highlight the professional and ethical responsibilities that guide effective practice in special education.

We shall commence this Series by examining the identification of learners with special needs, including observation, screening, and assessment methods. Then, we will move on to instructional materials, considering how teaching resources can be adapted to meet diverse needs. Following that, we will explore instructional procedures such as differentiated instruction, scaffolding, and classroom management strategies. Finally, we will conclude with professional and ethical considerations, emphasising the role of teachers, collaboration with families, and adherence to standards that ensure quality practice.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 2.1:** describe the procedures used to identify learners with special needs, including observation, screening, and assessment methods,
- **SLO 2.2:** explain how medical, psychological, and educational evaluations contribute to the identification process,
- **SLO 2.3:** demonstrate the selection and adaptation of instructional materials to meet diverse learner needs,
- **SLO 2.4:** apply instructional procedures such as differentiated instruction, scaffolding, and multisensory approaches in classroom practice,
- **SLO 2.5:** analyse classroom management strategies that support effective learning for learners with special needs, and
- **SLO 2.6:** evaluate professional and ethical responsibilities in instructional practice, including collaboration with families and adherence to standards.

2.1 Identification of Learners with Special Needs

2.1.1 Observation and screening methods

Observation refers to the careful watching of learners in the classroom to identify patterns of behaviour, communication, or learning difficulties. Teachers may notice signs such as persistent struggles with reading, difficulty following instructions, or unusual social interactions.

Screening methods are simple tests or checklists used to detect possible learning or developmental issues. These are not diagnostic but help to flag learners who may need further assessment.



Fill in the blank: Screening methods are not diagnostic but help to _____ learners who may need further assessment.

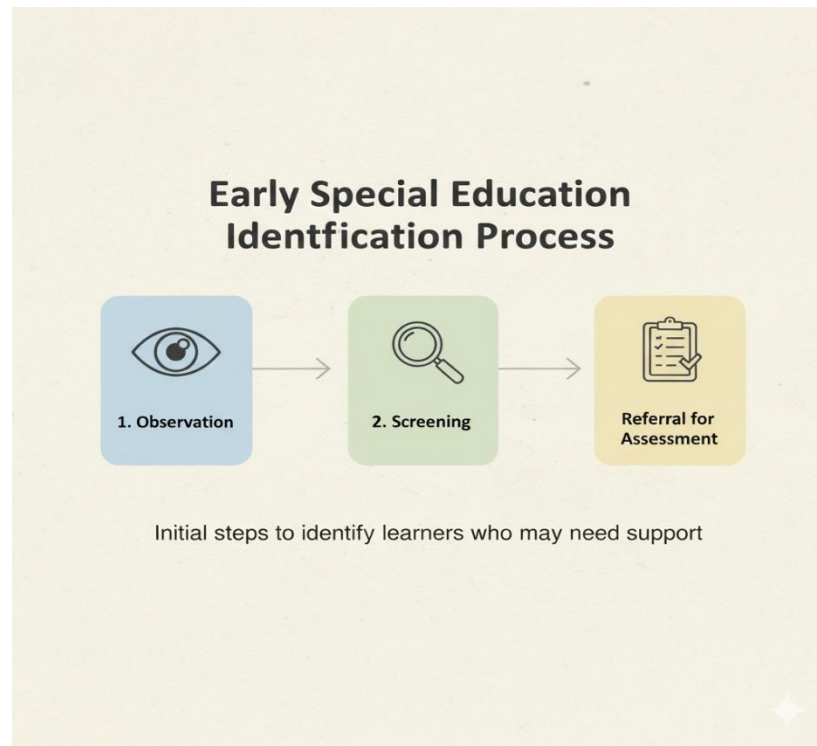


Figure 2.1 Observation and screening process in special education

2.1.2 Medical and psychological assessments

Medical assessments involve health professionals examining learners to identify physical or neurological conditions that may affect learning. **Psychological assessments** are conducted by psychologists to evaluate cognitive abilities, emotional functioning, and behavioural patterns. These assessments provide detailed information that helps in planning appropriate educational interventions.

Fill in the blank: Medical assessments identify physical or neurological conditions, while _____ assessments evaluate cognitive and emotional functioning.

Plate 2.1: Image of a child undergoing a psychological assessment with a professional.

Educational evaluations are conducted by teachers and specialists to measure academic performance, communication skills, and social behaviour. These evaluations help determine whether a learner qualifies for special education services. **Referrals** occur when teachers or parents formally request further assessment or support for a learner. Referrals ensure that learners receive timely help from specialists.

Fill in the blank: Educational evaluations measure academic performance, communication skills, and _____ behaviour.



Box 2.1 Key components of educational evaluations

Pilot Questions 2.1

1. What is the purpose of observation in identifying learners with special needs?
2. Fill in the blank: Screening methods are not diagnostic but help to _____ learners who may need further assessment.
3. Which type of assessment evaluates cognitive abilities and emotional functioning?
4. What are two key components of educational evaluations?
5. What is the role of referrals in the identification process?

2.2 Instructional Materials for Special Education

2.2.1 Adapted teaching resources

Adapted teaching resources are materials modified to meet the needs of learners with disabilities. These may include simplified texts, enlarged print, tactile resources such as raised diagrams, or audio versions of reading materials. The purpose of adaptation is to ensure that learners can access the curriculum in ways that suit their abilities.

Fill in the blank: Adapted teaching resources may include simplified texts, enlarged print, tactile resources, or _____ versions of reading materials.

Plate 2.2: Image of a learner using enlarged print and tactile diagrams in class.

2.2.2 Use of visual, tactile, and digital aids

Visual aids such as charts, diagrams, and pictures help learners with comprehension difficulties. **Tactile aids** like textured letters or raised maps support learners with visual impairments. **Digital aids** include software and applications that provide interactive learning experiences. Together, these aids enhance engagement and make learning more accessible.

Fill in the blank: Tactile aids such as textured letters or raised maps support learners with _____ impairments.

Figure 2.2 Categories of instructional aids in special education.

2.2.3 Selection criteria for instructional materials

The **selection criteria** for instructional materials in special education include relevance to the learner's needs, accessibility, cultural appropriateness, and alignment with curriculum objectives. Teachers must ensure that materials are not only suitable for the learner's abilities but also engaging and motivating.



Fill in the blank: Selection criteria for instructional materials include relevance, accessibility, cultural appropriateness, and _____ with curriculum objectives.

Box 2.2 Selection criteria for instructional materials

Pilot Questions 2.2

1. What is the purpose of adapted teaching resources?
2. Fill in the blank: Adapted teaching resources may include simplified texts, enlarged print, tactile resources, or _____ versions of reading materials.
3. Which type of aid supports learners with visual impairments?
4. Name two categories of instructional aids used in special education.
5. What is one selection criterion teachers should consider when choosing instructional materials?

2.3 Instructional Procedures in Special Education

2.3.1 Differentiated instruction

Differentiated instruction is a teaching approach where lessons are tailored to meet the diverse needs of learners. Teachers may vary the content, process, or product of learning depending on the learner's abilities, interests, and readiness. For example, while some learners may work with simplified texts, others may engage with more complex materials on the same topic. This ensures that all learners can participate meaningfully in the learning process.

Fill in the blank: Differentiated instruction involves varying the content, process, or _____ of learning to meet diverse needs.

Figure 2.3 Elements of differentiated instruction.

2.3.2 Scaffolding and multisensory approaches

Scaffolding refers to the support teachers provide to learners as they acquire new skills. This support is gradually reduced as learners become more independent. **Multisensory approaches** involve engaging multiple senses—such as sight, hearing, and touch—during instruction. For example, teaching reading may involve visual letters, auditory sounds, and tactile tracing. These approaches help learners with special needs to grasp concepts more effectively.

Fill in the blank: Scaffolding is the support teachers provide to learners, which is gradually _____ as they gain independence.



Plate 2.3: Image of a teacher guiding a learner through a multisensory reading activity.

2.3.3 Classroom management strategies

Classroom management strategies are techniques teachers use to create a supportive learning environment for learners with special needs. These may include establishing clear routines, using positive reinforcement, and arranging the classroom to minimise distractions. Effective management ensures that learners remain engaged and that teaching time is used productively.

Fill in the blank: Classroom management strategies may include establishing clear routines, using positive reinforcement, and minimising _____.

Box 2.3 Classroom management strategies in special education

Pilot Questions 2.3

1. What is the purpose of differentiated instruction?
2. Fill in the blank: Differentiated instruction involves varying the content, process, or _____ of learning to meet diverse needs.
3. What does scaffolding involve in teaching learners with special needs?
4. Which instructional approach engages multiple senses during learning?
5. Name two classroom management strategies that support learners with special needs.

2.4 Professional and Ethical Considerations in Instruction

2.4.1 Role of teachers and specialists

Teachers in special education act as facilitators of learning, adapting lessons to meet diverse needs. Specialists such as speech therapists, psychologists, and occupational therapists provide targeted support that complements classroom teaching. Together, they ensure that learners receive holistic support that address both academic and developmental needs.

Fill in the blank: Specialists such as speech therapists and psychologists provide _____ support that complements classroom teaching.

Plate 2.4: Image of a teacher collaborating with a speech therapist in a classroom.

2.4.2 Collaboration with families and communities

Collaboration with families and communities is essential in special education. Families provide insights into learners' strengths, challenges, and cultural backgrounds, while



communities offer resources and support networks. Effective collaboration ensures continuity between home and school, creating a supportive environment for learners.

Fill in the blank: Collaboration with families ensures continuity between _____ and school for learners with special needs.

Box 2.4 Benefits of collaboration with families and communities

2.4.3 Ethical responsibilities in instructional practice

Ethical responsibilities in special education include respecting learners' dignity, maintaining confidentiality, and ensuring fairness in instructional practices. Teachers must avoid bias and discrimination, while also adhering to professional standards and policies. Upholding these responsibilities safeguards learners' rights and promotes trust between educators, families, and communities.

Fill in the blank: Ethical responsibilities in special education include respecting learners' dignity, maintaining confidentiality, and ensuring _____ in instructional practices.

Responsibility	Description
Respect for dignity	Treating learners with respect and valuing their individuality
Confidentiality	Protecting learners' personal information
Fairness	Ensuring equal opportunities and avoiding discrimination
Professional standards	Following policies and codes of practice

Table 2.1 Ethical responsibilities in instructional practice

Pilot Questions 2.4

1. What role do specialists play in supporting learners with special needs?
2. Fill in the blank: Collaboration with families ensures continuity between _____ and school for learners with special needs.
3. Name two benefits of collaboration with communities in special education.
4. Which ethical responsibility involves protecting learners' personal information?
5. Fill in the blank: Ethical responsibilities in special education include respecting learners' dignity, maintaining confidentiality, and ensuring _____ in instructional practices.



Series Summary

This Series has focused on how learners with special needs are identified and supported through appropriate instructional procedures. We began with identification, exploring observation, screening, medical and psychological assessments, and educational evaluations. We then examined instructional materials, including adapted resources, visual, tactile, and digital aids, and the criteria for selecting suitable materials. Next, we considered instructional procedures such as differentiated instruction, scaffolding, multisensory approaches, and classroom management strategies. Finally, we discussed professional and ethical considerations, highlighting the role of teachers and specialists, collaboration with families and communities, and responsibilities that safeguard learners' rights.

By completing this Series, you should now be able to describe identification procedures, explain the role of assessments, demonstrate the adaptation of instructional materials, apply instructional procedures, analyse classroom management strategies, and evaluate professional and ethical responsibilities. These abilities, reflected in the Series Learning Outcomes, provide practical skills and knowledge for effective teaching in special education.

Glossary of Terms

- **Adapted teaching resources:** Materials modified to meet the needs of learners with disabilities, such as simplified texts or enlarged print.
- **Classroom management strategies:** Techniques used to create supportive learning environments, including routines and positive reinforcement.
- **Differentiated instruction:** Tailoring lessons by varying content, process, or product to meet diverse learner needs.
- **Educational evaluations:** Assessments conducted by teachers and specialists to measure academic performance, communication, and social behaviour.
- **Medical assessments:** Examinations by health professionals to identify physical or neurological conditions affecting learning.
- **Multisensory approaches:** Instructional methods that engage multiple senses, such as sight, hearing, and touch.
- **Observation:** Careful watching of learners to identify patterns of behaviour, communication, or learning difficulties.
- **Psychological assessments:** Evaluations by psychologists to measure cognitive abilities, emotional functioning, and behaviour.
- **Referrals:** Formal requests for further assessment or support for learners with special needs.



- **Scaffolding:** Support provided by teachers that is gradually reduced as learners gain independence.
- **Selection criteria:** Standards for choosing instructional materials, including relevance, accessibility, and alignment with curriculum.
- **Specialists:** Professionals such as speech therapists or psychologists who provide targeted support in special education.

Concept Check Questions [Series 2]

Objective questions

1. Screening methods are not diagnostic but help to _____ learners who may need further assessment. (Linked to SLO 2.1)
2. Which type of assessment evaluates cognitive abilities and emotional functioning? (Linked to SLO 2.2)
3. Adapted teaching resources may include simplified texts, enlarged print, tactile resources, or _____ versions of reading materials. (Linked to SLO 2.3)
4. Differentiated instruction involves varying the content, process, or _____ of learning. (Linked to SLO 2.4)
5. Ethical responsibilities in special education include respecting dignity, maintaining confidentiality, and ensuring _____. (Linked to SLO 2.6)

Short-answer questions

6. Define observation in the context of special education. (Linked to SLO 2.1)
7. State one purpose of medical assessments in identifying learners with special needs. (Linked to SLO 2.2)
8. Name two categories of instructional aids used in special education. (Linked to SLO 2.3)
9. What does scaffolding involve in teaching learners with special needs? (Linked to SLO 2.4)
10. Identify one benefit of collaboration with families in special education. (Linked to SLO 2.6)

Long-answer questions

11. Analyse the importance of observation, screening, and referrals in the identification of learners with special needs. (Linked to SLO 2.1)
12. Evaluate the role of adapted teaching resources and instructional aids in supporting diverse learners. (Linked to SLO 2.3)
13. Discuss differentiated instruction, scaffolding, and multisensory approaches as strategies for effective teaching in special education. (Linked to SLO 2.4)



14. Explain the ethical and professional responsibilities of teachers in special education, highlighting collaboration with families and specialists. (Linked to SLO 2.6)

Answers to Concept Check Questions [Series 2]

Objective questions

1. Flag
2. Psychological assessments
3. Audio
4. Product
5. Fairness

Short-answer questions

6. Carefully watching learners to identify patterns of behaviour, communication, or learning difficulties.
7. To identify physical or neurological conditions that may affect learning.
8. Visual aids and tactile aids.
9. Providing structured support, that is gradually reduced as learners gain independence.
10. It builds continuity between home and school and strengthens trust.

Long-answer questions

11. Basic response: Observation identifies patterns of need in daily classroom contexts; screening offers quick checks to flag learners for further assessment; referrals formally initiate deeper evaluation by specialists, ensuring timely support. Value-added response: Effective identification integrates multi-source data, uses culturally responsive tools, and documents interventions over time, improving accuracy and reducing false positives while engaging families early.

12. Basic response: Adapted resources and instructional aids remove access barriers, increase engagement, and align content with learner abilities. Value-added response: High-quality materials also promote independence, provide multiple means of representation, and, when selected with clear criteria, support measurable progress and curriculum alignment.

13. Basic response: Differentiated instruction varies content, process, or product; scaffolding structures tasks and fades support; multisensory approaches engage sight, sound, and touch to reinforce learning. Value-added response: Combining these strategies with formative assessment and clear routines enhances generalisation of skills, sustains motivation, and improves outcomes for diverse learners.

14. Basic response: Teachers uphold dignity, confidentiality, fairness, and collaborate with families and specialists to ensure consistent support. Value-added response: Ethical,



collaborative practice strengthens accountability, aligns with standards, and builds community partnerships that sustain inclusive learning environments.

Answers to Pilot Questions [Series 2]

Part 2.1 Identification of Learners with Special Needs

1. To identify patterns of behaviour, communication, or learning difficulties.
2. Flag
3. Psychological assessments
4. Academic performance and social behaviour
5. Referrals ensure learners receive timely help from specialists.

Part 2.2 Instructional Materials for Special Education

1. To ensure learners can access the curriculum in ways suited to their abilities.
2. Audio
3. Tactile aids
4. Visual and digital aids
5. Alignment with curriculum objectives

Part 2.3 Instructional Procedures in Special Education

1. To tailor lessons to diverse learner needs.
2. Product
3. Providing support that is gradually reduced as learners gain independence.
4. Multisensory approaches
5. Clear routines and positive reinforcement

Part 2.4 Professional and Ethical Considerations in Instruction

1. They provide targeted support that complements classroom teaching.
2. Home
3. Offering resources and building trust
4. Confidentiality
5. Fairness

References and Attributes [Series 2]



General references

- Friend, M., & Bursuck, W. D. (2021). *Including students with special needs: A practical guide for classroom teachers* (9th ed.). Pearson.
- UNESCO. (2020). *Inclusive education: Ensuring access to education for all*. Paris: UNESCO Publishing.
- United Nations. (2006). *Convention on the Rights of Persons with Disabilities*. New York: United Nations.

Illustrations

- *Figure 2.1 Observation and screening process in special education* Attribution: AI-generated using Copilot graphic tool. Prompt: “Create a flowchart showing observation leading to screening, then referral for assessment in special education.” Suggested OER search string: “observation and screening special education OER”.
- *Plate 2.1 Psychological assessment in practice* Attribution: Suggested OER image. Suggested OER search string: “psychological assessment child education OER”. AI prompt (if generated): “Generate an image of a child working with a psychologist during an assessment session.”
- *Box 2.1 Key components of educational evaluations* Attribution: AI-generated text box using Copilot graphic tool. Prompt: “Generate a text box listing key components of educational evaluations in special education.” Suggested OER search string: “educational evaluation special education OER”.
- *Plate 2.2 Adapted teaching resources in practice* Attribution: Suggested OER image. Suggested OER search string: “adapted teaching resources special education OER”. AI prompt (if generated): “Generate an image of a learner using enlarged print and tactile diagrams in a classroom setting.”
- *Figure 2.2 Categories of instructional aids in special education* Attribution: AI-generated using Copilot graphic tool. Prompt: “Create a diagram showing three categories of instructional aids: visual, tactile, and digital.” Suggested OER search string: “instructional aids special education diagram OER”.
- *Box 2.2 Selection criteria for instructional materials* Attribution: AI-generated text box using Copilot graphic tool. Prompt: “Generate a text box listing selection criteria for instructional materials in special education.” Suggested OER search string: “selection criteria instructional materials special education OER”.
- *Figure 2.3 Elements of differentiated instruction* Attribution: AI-generated using Copilot graphic tool. Prompt: “Create a diagram showing three aspects of differentiated instruction: content, process, product.” Suggested OER search string: “differentiated instruction diagram OER”.
- *Plate 2.3 Multisensory approach in reading instruction* Attribution: Suggested OER image. Suggested OER search string: “multisensory teaching special education OER”. AI prompt (if generated): “Generate an image of a teacher guiding a learner through a multisensory reading activity using letters, sounds, and tactile tracing.”



- *Box 2.3 Classroom management strategies in special education* Attribution: AI-generated text box using Copilot graphic tool. Prompt: “Generate a text box listing classroom management strategies in special education.” Suggested OER search string: “classroom management strategies special education OER”.
- *Plate 2.4 Collaboration between teacher and specialist* Attribution: Suggested OER image. Suggested OER search string: “teacher specialist collaboration special education OER”. AI prompt (if generated): “Generate an image of a teacher collaborating with a speech therapist in a classroom setting.”
- *Box 2.4 Benefits of collaboration with families and communities* Attribution: AI-generated text box using Copilot graphic tool. Prompt: “Generate a text box listing benefits of collaboration with families and communities in special education.” Suggested OER search string: “family collaboration special education OER”.

Table 2.1 Ethical responsibilities in instructional practice Attribution: AI-generated table using Copilot graphic tool. Prompt: “Generate a table listing ethical responsibilities in instructional practice with descriptions.” Suggested OER search string: “ethical responsibilities special education OER”.

Series 3

Course Code: ESP 101

Course Title: Elements of Special Education

Course Credit load: 2 Units

List Series:

Series 1: Foundations of Special Needs Education

Series 2: Identification and Instructional Procedures in Special Education

Series 3: Categorical Approaches to Special Needs

Series 4: Instructional Strategies for Inclusive Classrooms

Series 5: Services and Programmes in Special Education

Parts Outline for Series 2

3.1 Introduction to Categorical Approaches

- 3.1.1 Meaning of categorical approaches
- 3.1.2 Importance of categorisation in special education
- 3.1.3 Limitations of categorical approaches

3.2 Categories of Special Needs: Sensory Impairments



- 3.2.1 Visual impairments
- 3.2.2 Hearing impairments
- 3.2.3 Instructional implications

3.3 Categories of Special Needs: Cognitive and Learning Disabilities

- 3.3.1 Intellectual disabilities
- 3.3.2 Specific learning disabilities (e.g., dyslexia, dyscalculia)
- 3.3.3 Instructional implications

3.4 Categories of Special Needs: Emotional, Behavioural, and Physical Conditions

- 3.4.1 Emotional and behavioural disorders
- 3.4.2 Physical and health-related conditions
- 3.4.3 Instructional implications

Introduction

Special education often requires teachers to recognise and respond to the diverse categories of learners' needs. While earlier Series focused on foundational principles and instructional procedures, this Series turns to **categorical approaches**, which organise learners' needs into distinct groups such as sensory, cognitive, emotional, behavioural, and physical conditions. Understanding these categories helps educators to plan targeted interventions and ensures that learners receive support appropriate to their specific challenges.

The aim of this Series is to provide you with knowledge and skills to identify, describe, and apply instructional strategies for different categories of special needs. We shall begin by introducing the meaning, importance, and limitations of categorical approaches. Next, we will examine sensory impairments, including visual and hearing difficulties, and their instructional implications. We will then explore cognitive and learning disabilities, such as intellectual disabilities and specific learning disorders. Finally, we will consider emotional, behavioural, and physical conditions, highlighting how these categories influence classroom practice and the ethical responsibilities of educators.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 3.1:** define categorical approaches and explain their importance and limitations in special education.
- **SLO 3.2:** describe the characteristics of learners with sensory impairments and analyse their instructional implications.
- **SLO 3.3:** explain the nature of cognitive and learning disabilities and apply appropriate instructional strategies.
- **SLO 3.4:** identify emotional, behavioural, and physical conditions that affect learning and evaluate suitable classroom practices.



3.1 Introduction to Categorical Approaches

3.1.1 Meaning of categorical approaches

Categorical approaches in special education refer to the classification of learners with special needs into distinct groups based on the nature of their disabilities or conditions. These categories help educators, policymakers, and specialists to design targeted interventions and allocate resources effectively. Common categories include sensory impairments, cognitive and learning disabilities, emotional and behavioural disorders, and physical or health-related conditions.

Fill in the blank: Categorical approaches classify learners into distinct groups based on the nature of their _____.

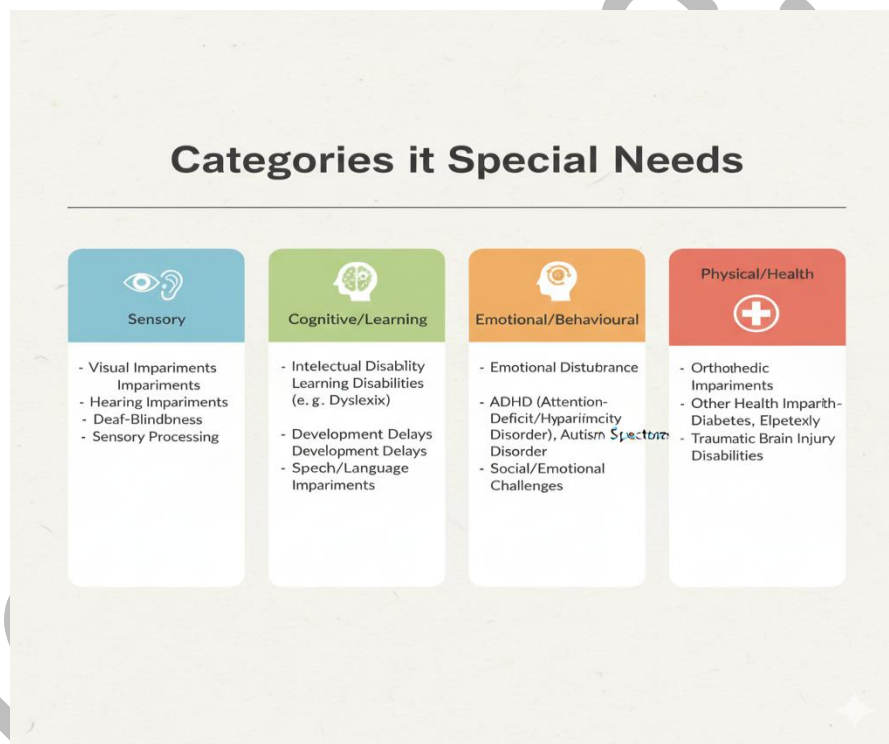


Figure 3.1 Main categories of special needs in education.

3.1.2 Importance of categorisation in special education

Categorisation is important because it:

- Provides clarity in identifying learners' needs.
- Guides the development of specialised instructional strategies.
- Helps in resource allocation and policy planning.



- Facilitates collaboration among professionals by using common terminology.

Fill in the blank: Categorisation in special education helps in resource allocation and _____ planning.

Box 3.1 Importance of categorisation in special education

3.1.3 Limitations of categorical approaches

While useful, categorical approaches have limitations:

- Risk of labelling and stigmatisation.
- Overgeneralisation, as learners within the same category may have diverse needs.
- May lead to rigid instructional practices that overlook individual differences.
- Can create barriers to inclusive education if categories are used to segregate learners.

Fill in the blank: One limitation of categorical approaches is the risk of _____ and stigmatisation.



Plate 3.1: Image showing a teacher encouraging diverse learners in an inclusive classroom, countering the effects of labelling.

Pilot Questions 3.1

1. What does the term “categorical approaches” mean in special education?



2. Fill in the blank: Categorical approaches classify learners into distinct groups based on the nature of their _____.
3. State two reasons why categorisation is important in special education.
4. Fill in the blank: Categorisation in special education helps in resource allocation and _____ planning.
5. Identify one limitation of categorical approaches in special education.
6. Fill in the blank: One limitation of categorical approaches is the risk of _____ and stigmatisation.

3.2 Categories of Special Needs: Sensory Impairments

3.2.1 Visual impairments

Visual impairments refer to partial or complete loss of vision that affects a learner's ability to access visual information. This category includes low vision, blindness, and conditions such as cataracts or glaucoma. Learners with visual impairments may require adapted materials such as Braille, enlarged print, tactile diagrams, or audio resources.

Fill in the blank: Learners with visual impairments may require adapted materials such as Braille, enlarged print, tactile diagrams, or _____ resources.

Plate 3.2: Image of a learner reading Braille in a classroom.

3.2.2 Hearing impairments

Hearing impairments include partial or complete loss of hearing, which may affect communication and language development. This category covers conditions such as conductive hearing loss, sensorineural hearing loss, and deafness. Learners with hearing impairments may benefit from sign language, hearing aids, speech-to-text technology, and visual cues during instruction.

Fill in the blank: Learners with hearing impairments may benefit from sign language, hearing aids, and _____-to-text technology.





Figure 3.2 Supports for learners with hearing impairments.

3.2.3 Instructional implications

Instruction for learners with sensory impairments must be adapted to ensure accessibility. For learners with visual impairments, teachers should use tactile and auditory materials, provide orientation and mobility training, and ensure classroom layouts are safe. For learners with hearing impairments, teachers should use clear visual aids, encourage peer communication, and integrate assistive technologies. The goal is to create inclusive learning environments where sensory barriers are minimised.

Fill in the blank: Instruction for learners with hearing impairments should integrate assistive technologies and clear _____ aids.

Box 3.2 Instructional implications for sensory impairments

Pilot Questions 3.2

1. What are two examples of visual impairments?



2. Fill in the blank: Learners with visual impairments may require adapted materials such as Braille, enlarged print, tactile diagrams, or _____ resources.
3. Name one condition that falls under hearing impairments.
4. Fill in the blank: Learners with hearing impairments may benefit from sign language, hearing aids, and _____-to-text technology.
5. State two instructional strategies for learners with visual impairments.
6. Fill in the blank: Instruction for learners with hearing impairments should integrate assistive technologies and clear _____ aids.

3.3 Categories of Special Needs: Cognitive and Learning Disabilities

3.3.1 Intellectual disabilities

Intellectual disabilities are characterised by significant limitations in intellectual functioning and adaptive behaviour. Learners may experience difficulties in reasoning, problem-solving, communication, and social skills. Instructional support often includes simplified tasks, step-by-step guidance, and opportunities for repeated practice.

Fill in the blank: Intellectual disabilities are characterised by significant limitations in intellectual functioning and _____ behaviour.

Plate 3.3: Image of a teacher guiding a learner through step-by-step tasks.

3.3.2 Specific learning disabilities (e.g., dyslexia, dyscalculia)

Specific learning disabilities are conditions that affect particular areas of learning, despite average or above-average intelligence. Examples include dyslexia (difficulty with reading), dyscalculia (difficulty with mathematics), and dysgraphia (difficulty with writing). Learners with these disabilities benefit from targeted interventions such as phonics-based reading programmes, visual aids for mathematics, and structured writing exercises.

Fill in the blank: Dyslexia is a specific learning disability that affects a learner's ability to _____.





Figure 3.3 Types of specific learning disabilities.

3.3.3 Instructional implications

Instructional strategies for learners with cognitive and learning disabilities must be tailored to their unique needs. For intellectual disabilities, teachers should use simplified instructions, visual supports, and consistent routines. For specific learning disabilities, teachers should provide targeted interventions, use multisensory approaches, and offer additional time for tasks. The emphasis is on building confidence and ensuring learners can participate meaningfully in classroom activities.

Fill in the blank: Instructional strategies for learners with specific learning disabilities should include targeted interventions and _____ approaches.

[Insert box here] Caption: Box 3.3 Instructional implications for cognitive and learning disabilities

- Simplified instructions for intellectual disabilities
- Visual supports and consistent routines
- Targeted interventions for specific learning disabilities
- Multisensory approaches
- Additional time for tasks
- Confidence-building activities

AI prompt suggestion: "Generate a text box listing instructional implications for cognitive and learning disabilities." Search string: "instructional strategies cognitive learning disabilities OER"

Pilot questions 3.3



1. What are two characteristics of intellectual disabilities?
2. Fill in the blank: Intellectual disabilities are characterised by significant limitations in intellectual functioning and _____ behaviour.
3. Name one example of a specific learning disability.
4. Fill in the blank: Dyslexia is a specific learning disability that affects a learner's ability to _____.
5. State two instructional strategies for learners with intellectual disabilities.
6. Fill in the blank: Instructional strategies for learners with specific learning disabilities should include targeted interventions and _____ approaches.

3.4 Categories of Special Needs: Emotional, Behavioural, and Physical Conditions

3.4.1 Emotional and behavioural disorders

Emotional and behavioural disorders (EBD) are characterised by difficulties in emotional regulation and behaviour that interfere with learning and social interaction. Examples include anxiety disorders, depression, oppositional defiant disorder, and conduct disorder. Learners with EBD may struggle with classroom routines, peer relationships, and academic tasks. Instructional support often involves counselling, behaviour management strategies, and structured routines.

Fill in the blank: Emotional and behavioural disorders are characterised by difficulties in emotional regulation and _____ that interfere with learning.

Plate 3.4: Image of a teacher using positive reinforcement with a learner showing behavioural challenges.

3.4.2 Physical and health-related conditions

Physical and health-related conditions include chronic illnesses, mobility impairments, and other medical conditions that affect participation in education. Examples are cerebral palsy, epilepsy, asthma, and muscular dystrophy. Learners with these conditions may require assistive devices, modified classroom environments, and health-related support services.

Fill in the blank: Learners with physical and health-related conditions may require assistive devices, modified environments, and _____ support services.



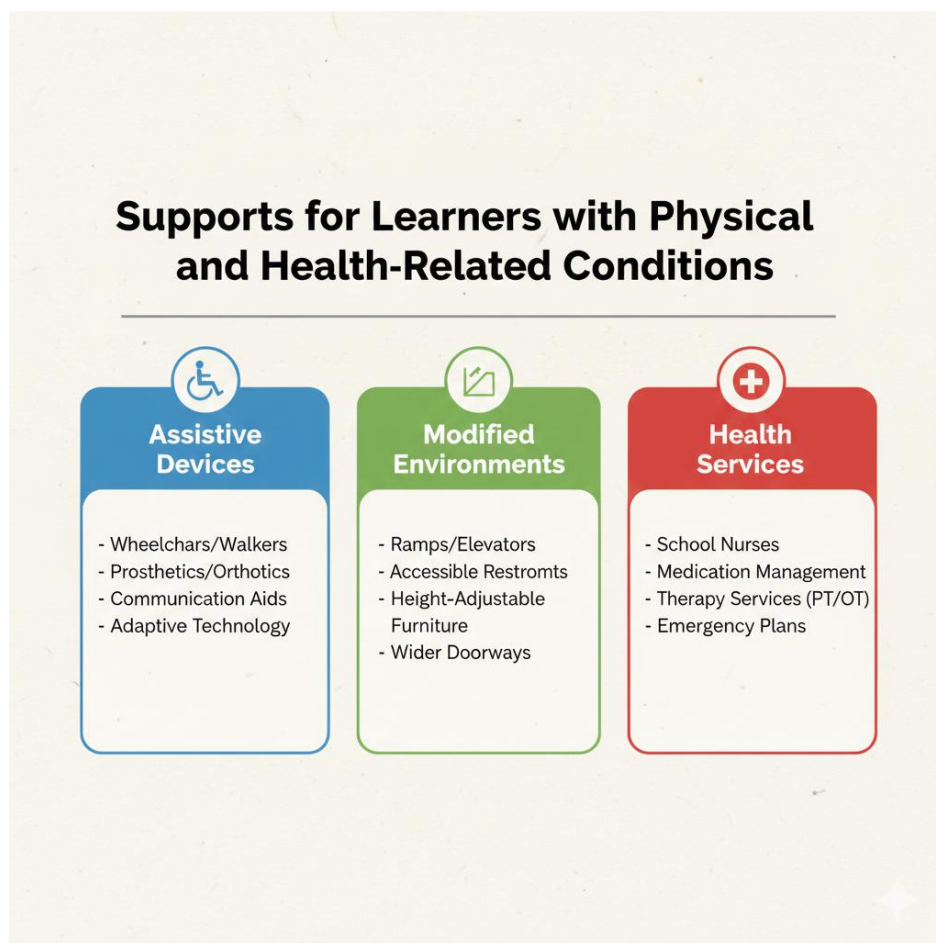


Figure 3.4 Supports for learners with physical and health-related conditions

3.4.3 Instructional implications

Instruction for learners with emotional, behavioural, and physical conditions must be flexible and supportive. For EBD, teachers should use positive reinforcement, establish clear rules, and provide counselling support. For physical and health-related conditions, teachers should ensure accessibility, collaborate with health professionals, and adapt classroom activities to accommodate learners' abilities. The emphasis is on inclusion and respect for learners' dignity.

Fill in the blank: Instruction for learners with emotional and behavioural disorders should include positive reinforcement and clear _____.



Pilot Questions 3.4

1. What are two examples of emotional and behavioural disorders?
2. Fill in the blank: Emotional and behavioural disorders are characterised by difficulties in emotional regulation and _____ that interfere with learning.
3. Name one example of a physical or health-related condition.
4. Fill in the blank: Learners with physical and health-related conditions may require assistive devices, modified environments, and _____ support services.
5. State two instructional strategies for learners with emotional and behavioural disorders.
6. Fill in the blank: Instruction for learners with emotional and behavioural disorders should include positive reinforcement and clear _____.

Series Summary

This Series explored how learners with special needs can be grouped into categories to guide instructional practice. We began with the meaning, importance, and limitations of categorical approaches. We then examined sensory impairments (visual and hearing), cognitive and learning disabilities (intellectual disabilities and specific learning disorders), and emotional, behavioural, and physical conditions. Each category was linked to instructional implications, emphasising inclusive strategies, assistive technologies, and collaboration with specialists. By completing this Series, you should now be able to define categorical approaches, describe key categories of special needs, and apply appropriate instructional strategies for each.

Glossary of Terms

- **Categorical approaches:** Classification of learners into groups based on the nature of their disabilities.
- **Visual impairments:** Partial or complete loss of vision affecting access to visual information.
- **Hearing impairments:** Partial or complete loss of hearing affecting communication and language development.
- **Intellectual disabilities:** Significant limitations in intellectual functioning and adaptive behaviour.
- **Specific learning disabilities:** Disorders affecting particular areas of learning, such as dyslexia, dyscalculia, or dysgraphia.
- **Emotional and behavioural disorders (EBD):** Conditions involving difficulties in emotional regulation and behaviour that interfere with learning.



- **Physical and health-related conditions:** Chronic illnesses or mobility impairments that affect participation in education.
- **Instructional implications:** Teaching strategies adapted to meet the needs of learners in each category.

Concept Check Questions [Series 3]

Objective questions

1. Categorical approaches classify learners into distinct groups based on the nature of their _____.
2. Categorisation in special education helps in resource allocation and _____ planning.
3. One limitation of categorical approaches is the risk of _____ and stigmatisation.
4. Learners with visual impairments may require adapted materials such as Braille, enlarged print, tactile diagrams, or _____ resources.
5. Learners with hearing impairments may benefit from sign language, hearing aids, and _____-to-text technology.
6. Intellectual disabilities are characterised by significant limitations in intellectual functioning and _____ behaviour.
7. Dyslexia is a specific learning disability that affects a learner's ability to _____.
8. Instructional strategies for learners with specific learning disabilities should include targeted interventions and _____ approaches.
9. Emotional and behavioural disorders are characterised by difficulties in emotional regulation and _____ that interfere with learning.
10. Learners with physical and health-related conditions may require assistive devices, modified environments, and _____ support services.

Short-answer questions

11. Define categorical approaches in special education.
12. State two reasons why categorisation is important in special education.
13. Identify one limitation of categorical approaches.
14. Name two instructional strategies for learners with visual impairments.
15. State one instructional strategy for learners with intellectual disabilities.
16. Identify one benefit of using multisensory approaches for learners with specific learning disabilities.
17. Name two instructional strategies for learners with emotional and behavioural disorders.
18. State one way teachers can support learners with physical and health-related conditions.



Long-answer questions

19. Analyse the importance and limitations of categorical approaches in special education.
20. Discuss instructional implications for learners with sensory impairments.
21. Explain strategies for supporting learners with intellectual disabilities and specific learning disabilities.
22. Evaluate classroom practices for learners with emotional, behavioural, and physical conditions.

Answers to Concept Check Questions [Series 3]

Objective questions

1. Disabilities
2. Policy
3. Labelling
4. Audio
5. Speech
6. Adaptive
7. Read
8. Multisensory
9. Behaviour
10. Health

Short-answer questions

11. Categorical approaches classify learners into groups based on the nature of their disabilities.
12. They provide clarity in identification and guide instructional strategies.
13. Risk of labelling and stigmatisation.
14. Use Braille and tactile diagrams.
15. Simplified instructions with step-by-step guidance.
16. It helps learners engage multiple senses, improving comprehension and retention.



17. Positive reinforcement and clear rules.
18. Provide assistive devices or adapt classroom activities.

Long-answer questions

19. Importance: clarity, resource allocation, instructional guidance, professional collaboration. Limitations: labelling, overgeneralisation, rigid practices, barriers to inclusion.
20. Instructional implications include tactile and auditory materials for visual impairments, and visual aids, sign language, and assistive technologies for hearing impairments.
21. Intellectual disabilities require simplified tasks, visual supports, and routines; specific learning disabilities require targeted interventions, multisensory approaches, and extended time.
22. Emotional and behavioural disorders benefit from counselling, clear rules, and reinforcement; physical conditions require accessibility, collaboration with health professionals, and adapted activities.

Answers to Pilot Questions [Series 3]

Part 3.1 Introduction to Categorical Approaches

1. Categorical approaches mean classifying learners into groups based on the nature of their disabilities.
2. Disabilities
3. Clarity in identification and guidance for instructional strategies.
4. Policy
5. Risk of labelling and stigmatisation.
6. Labelling

Part 3.2 Categories of Special Needs: Sensory Impairments

1. Low vision and blindness.
2. Audio resources
3. Conductive hearing loss (or sensorineural hearing loss, or deafness).
4. Speech-to-text technology
5. Use tactile and auditory materials; provide orientation and mobility training.
6. Visual aids

Part 3.3 Categories of Special Needs: Cognitive and Learning Disabilities

1. Difficulties in reasoning and communication (or problem-solving and social skills).
2. Adaptive behaviour



3. Dyslexia (or dyscalculia, or dysgraphia).
4. Read
5. Simplified instructions and consistent routines.
6. Multisensory approaches

Part 3.4 Categories of Special Needs: Emotional, Behavioural, and Physical Conditions

1. Anxiety disorders and conduct disorder (other valid examples: depression, oppositional defiant disorder).
2. Behaviour
3. Cerebral palsy (other valid examples: epilepsy, asthma, muscular dystrophy).
4. Health support services
5. Positive reinforcement and counselling support (or clear rules and structured routines).
6. Rules

References and Attributes [Series 3]

General references

- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2022). *Exceptional learners: An introduction to special education* (15th ed.). Pearson.
- UNESCO. (2020). *Inclusive education: Ensuring access to education for all*. Paris: UNESCO Publishing.
- United Nations. (2006). *Convention on the Rights of Persons with Disabilities*. New York: United Nations.

Illustrations

- *Figure 3.1 Main categories of special needs in education* Prompt: “Create a diagram showing four categories of special needs: sensory, cognitive/learning, emotional/behavioural, physical/health.”
- *Box 3.1 Importance of categorisation in special education* Prompt: “Generate a text box listing the importance of categorisation in special education.”
- *Plate 3.1 Inclusive classroom countering limitations of categorisation* Prompt: “Generate an image of a teacher encouraging diverse learners in an inclusive classroom to counter labelling.”
- *Plate 3.2 Learner using Braille materials* Prompt: “Generate an image of a learner reading Braille in a classroom setting.”
- *Figure 3.2 Supports for learners with hearing impairments* Prompt: “Create a diagram showing supports for learners with hearing impairments: sign language, hearing aids, speech-to-text, visual cues.”



- *Box 3.2 Instructional implications for sensory impairments* Prompt: “Generate a text box listing instructional implications for learners with sensory impairments.”
- *Plate 3.3 Instructional support for learners with intellectual disabilities* Prompt: “Generate an image of a teacher guiding a learner with intellectual disabilities through step-by-step tasks.”
- *Figure 3.3 Types of specific learning disabilities* Prompt: “Create a diagram showing types of specific learning disabilities: dyslexia, dyscalculia, dysgraphia.”
- *Box 3.3 Instructional implications for cognitive and learning disabilities* Prompt: “Generate a text box listing instructional implications for cognitive and learning disabilities.”
- *Plate 3.4 Behavioural support in the classroom* Prompt: “Generate an image of a teacher using positive reinforcement with a learner showing behavioural challenges.”
- *Figure 3.4 Supports for learners with physical and health-related conditions* Prompt: “Create a diagram showing supports for learners with physical and health-related conditions: assistive devices, modified environments, health services.”
- *Box 3.4 Instructional implications for emotional, behavioural, and physical conditions* Prompt: “Generate a text box listing instructional implications for emotional, behavioural, and physical conditions in special education.”

Series 4

Course Code: ESP 101

Course Title: Elements of Special Education

Course Credit load: 2 Units

List Series:

Series 1: Foundations of Special Needs Education

Series 2: Identification and Instructional Procedures in Special Education

Series 3: Categorical Approaches to Special Needs

Series 4: Instructional Strategies for Inclusive Classrooms

Series 5: Services and Programmes in Special Education

Parts Outline for Series 4

4.1 Principles of Inclusive Instruction



- 4.1.1 Meaning and importance of inclusive classrooms
- 4.1.2 Core principles of inclusive instruction
- 4.1.3 Benefits and challenges of inclusion

4.2 Differentiated and Universal Design Strategies

- 4.2.1 Differentiated instruction in inclusive classrooms
- 4.2.2 Universal Design for Learning (UDL) principles
- 4.2.3 Practical applications of differentiation and UDL

4.3 Collaborative and Peer-Support Approaches

- 4.3.1 Co-teaching models
- 4.3.2 Peer tutoring and cooperative learning
- 4.3.3 Family and community involvement

4.4 Classroom Management and Assistive Technologies

- 4.4.1 Positive behaviour support strategies
- 4.4.2 Creating accessible classroom environments
- 4.4.3 Integrating assistive technologies for inclusion

Introduction

Inclusive education is built on the principle that all learners—regardless of ability, background, or circumstance—should learn together in supportive environments. This Series focuses on the practical strategies teachers can use to make classrooms inclusive, ensuring that learners with diverse needs are not only present but actively engaged and successful.

The aim of this Series is to equip you with instructional strategies that promote inclusion, collaboration, and accessibility. You will learn how to apply differentiated instruction and Universal Design for Learning (UDL), foster collaboration among teachers, peers, families, and communities, and manage classrooms effectively while integrating assistive technologies.

We shall commence this Series by examining the principles of inclusive instruction, including its meaning, importance, and challenges. Next, we will explore differentiated and universal design strategies, highlighting practical applications in diverse classrooms. We will then consider collaborative and peer-support approaches, such as co-teaching and peer tutoring. Finally, we will conclude with classroom management and assistive technologies, focusing on positive behaviour support and accessible learning environments.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- SLO 4.1: define inclusive instruction and explain its principles, benefits, and challenges.
- SLO 4.2: apply differentiated instruction and Universal Design for Learning (UDL) strategies in diverse classroom settings.
- SLO 4.3: describe collaborative approaches such as co-teaching, peer tutoring, and family involvement, and analyse their impact on inclusion.



- SLO 4.4: demonstrate classroom management techniques and evaluate the use of assistive technologies to support inclusive learning environments.

4.1 Principles of Inclusive Instruction

4.1.1 Meaning and importance of inclusive classrooms

Inclusive classrooms are learning environments where all students—regardless of ability, background, or circumstance—learn together. The goal is to ensure that learners with special needs are not segregated but are provided with equal opportunities to participate and succeed. Inclusive instruction values diversity, promotes equity, and fosters belonging.

Fill in the blank: Inclusive classrooms are environments where all students learn together regardless of _____.



Figure 4.1 Principles of inclusive classrooms.

4.1.2 Core principles of inclusive instruction

Inclusive instruction is guided by several core principles:

- **Equity:** Ensuring all learners have access to resources and opportunities.



- **Participation:** Encouraging active involvement of every learner.
- **Flexibility:** Adapting teaching methods to diverse needs.
- **Collaboration:** Working with families, specialists, and peers.
- **Respect for diversity:** Valuing differences in abilities, cultures, and backgrounds.

Fill in the blank: One core principle of inclusive instruction is _____, which ensures all learners have access to resources.

Box 4.1 Core principles of inclusive instruction

4.1.3 Benefits and challenges of inclusion

Benefits:

- Promotes social interaction and acceptance.
- Provides equal opportunities for academic success.
- Builds empathy and understanding among learners.
- Strengthens collaboration between teachers, families, and communities.

Challenges:

- Requires additional resources and training.
- Managing diverse needs can be complex.
- Risk of inadequate support if systems are not well-prepared.
- Teachers may face workload pressures.

Fill in the blank: One benefit of inclusion is that it promotes social interaction and _____ among learners.





Plate 4.1: Image of diverse learners working together in a classroom.

Pilot Questions 4.1

1. What is the meaning of inclusive classrooms in special education?
2. Fill in the blank: Inclusive classrooms are environments where all students learn together regardless of _____.
3. Name two core principles of inclusive instruction.
4. Fill in the blank: One core principle of inclusive instruction is _____, which ensures all learners have access to resources.
5. State two benefits of inclusion in classrooms.
6. Fill in the blank: One benefit of inclusion is that it promotes social interaction and _____ among learners.

4.2 Differentiated and Universal Design Strategies

4.2.1 Differentiated instruction in inclusive classrooms



Differentiated instruction involves tailoring teaching methods, materials, and assessments to meet diverse learner needs. Teachers vary the **content** (what is taught), the **process** (how it is taught), and the **product** (how learners demonstrate understanding). This ensures that learners with different abilities, interests, and learning styles can access the curriculum meaningfully.

Fill in the blank: Differentiated instruction involves varying the content, process, and _____ of learning.

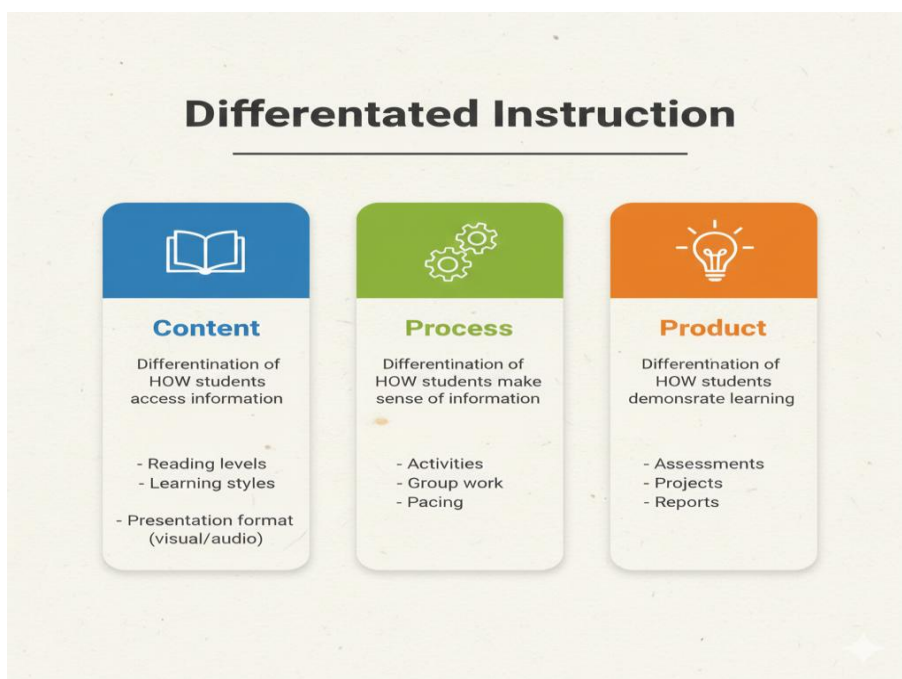


Figure 4.2 Differentiated instruction in inclusive classrooms

4.2.2 Universal Design for Learning (UDL) principles

Universal Design for Learning (UDL) is a framework that ensures instruction is accessible to all learners from the start. It is based on three principles:

- **Multiple means of representation:** Presenting information in different ways (visual, auditory, tactile).
- **Multiple means of action and expression:** Allowing learners to demonstrate knowledge in varied formats.
- **Multiple means of engagement:** Motivating learners through choice, relevance, and collaboration.

Fill in the blank: One principle of UDL is providing multiple means of _____, which allows learners to demonstrate knowledge in varied formats.

Box 4.2 Principles of Universal Design for Learning



4.2.3 Practical applications of differentiation and UDL

Teachers can combine differentiation and UDL to create inclusive lessons. Examples include:

- Offering reading materials in print, audio, and digital formats.
- Allowing learners to choose between writing an essay, creating a presentation, or recording a video to demonstrate understanding.
- Using group work, peer tutoring, and project-based learning to engage diverse learners.
- Providing scaffolds such as graphic organisers, sentence starters, or guided notes.

Fill in the blank: Practical applications of UDL include offering reading materials in print, audio, and _____ formats.



Plate 4.2: Image of a teacher providing learners with multiple formats of reading materials (print, audio, digital).

Pilot Questions 4.2

1. What does differentiated instruction involve in inclusive classrooms?
2. Fill in the blank: Differentiated instruction involves varying the content, process, and _____ of learning.
3. State the three principles of Universal Design for Learning (UDL).
4. Fill in the blank: One principle of UDL is providing multiple means of _____, which allows learners to demonstrate knowledge in varied formats.
5. Give two practical applications of differentiation and UDL in inclusive classrooms.
6. Fill in the blank: Practical applications of UDL include offering reading materials in print, audio, and _____ formats.



4.3 Collaborative and Peer-Support Approaches

4.3.1 Co-teaching models

Co-teaching involves two or more educators working together in the same classroom to support all learners. Common models include:

- **Team teaching:** Both teachers share responsibility for planning and delivering lessons.
- **Parallel teaching:** Teachers split the class into groups and teach the same content simultaneously.
- **Station teaching:** Learners rotate between different stations led by teachers.
- **Alternative teaching:** One teacher works with a small group while the other instructs the larger group.

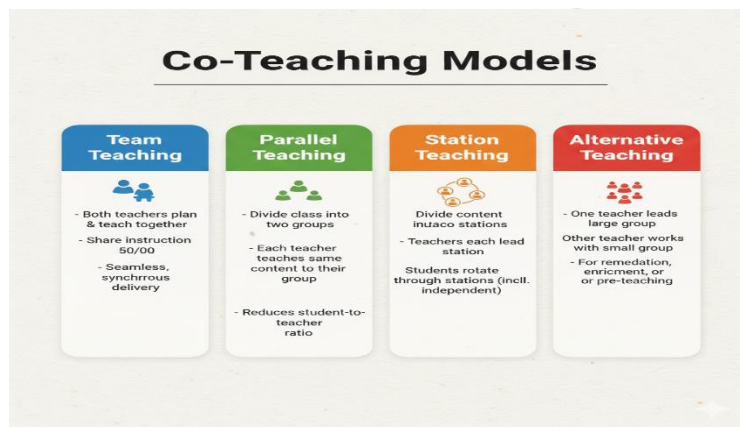


Figure 4.3: Co-teaching models in inclusive classrooms.

Fill in the blank: In parallel teaching, teachers split the class into groups and teach the same _____ simultaneously.

4.3.2 Peer tutoring and cooperative learning

Peer tutoring involves learners supporting one another, with more skilled students helping peers who need additional guidance. **Cooperative learning** uses small groups where learners work together to achieve shared goals. Both approaches promote inclusion by encouraging collaboration, empathy, and active participation.

Fill in the blank: Peer tutoring involves learners supporting one another, with more skilled students helping peers who need additional _____.





Plate 4.3: Image of students working together in small groups.

4.3.3 Family and community involvement

Families and communities play a vital role in inclusive education. Families provide insights into learners' strengths and challenges, while communities offer resources and support networks. Collaboration builds trust, ensures continuity between home and school, and strengthens inclusive practices.

Fill in the blank: Collaboration with families ensures continuity between _____ and school for learners with diverse needs.

Box 4.3 Benefits of family and community involvement

Pilot Questions 4.3

1. Name two co-teaching models used in inclusive classrooms.
2. Fill in the blank: In parallel teaching, teachers split the class into groups and teach the same _____ simultaneously.



3. What is peer tutoring, and how does it support inclusion?
4. Fill in the blank: Peer tutoring involves learners supporting one another, with more skilled students helping peers who need additional _____.
5. State two benefits of family and community involvement in inclusive education.
6. Fill in the blank: Collaboration with families ensures continuity between _____ and school for learners with diverse needs.

4.4 Classroom Management and Assistive Technologies

4.4.1 Positive behaviour support strategies

Positive behaviour support (PBS) focuses on proactive approaches to managing classroom behaviour. Instead of punishment, PBS emphasises teaching appropriate behaviours, reinforcing positive actions, and creating supportive environments. Strategies include clear expectations, consistent routines, and recognition of positive behaviour.

Fill in the blank: Positive behaviour support emphasises teaching appropriate behaviours and reinforcing _____ actions.

Box 4.4: Positive behaviour support strategies

4.4.2 Creating accessible classroom environments

Accessibility ensures that learners with diverse needs can participate fully in classroom activities. Teachers should arrange seating to accommodate mobility devices, provide visual and auditory aids, and ensure materials are available in multiple formats. Accessibility also includes fostering a welcoming atmosphere where learners feel safe and respected.

Fill in the blank: Creating accessible classrooms involves arranging seating, providing visual and auditory aids, and ensuring materials are available in multiple _____.





Plate 4.4: Image of an inclusive classroom with wheelchair-accessible seating and visual aids.

4.4.3 Integrating assistive technologies for inclusion

Assistive technologies are tools that help learners overcome barriers to learning. Examples include screen readers for visually impaired learners, speech-to-text software for learners with hearing impairments, and communication boards for learners with speech difficulties. Integrating these technologies ensures that learners can access the curriculum and demonstrate their abilities.

Fill in the blank: Assistive technologies such as screen readers and speech-to-text software help learners overcome _____ to learning.





Figure 4.4 Examples of assistive technologies for inclusion

Pilot Questions 4.4

1. What is the focus of positive behaviour support strategies?
2. Fill in the blank: Positive behaviour support emphasises teaching appropriate behaviours and reinforcing _____ actions.
3. State two ways of creating accessible classroom environments.
4. Fill in the blank: Creating accessible classrooms involves arranging seating, providing visual and auditory aids, and ensuring materials are available in multiple _____.
5. Name two examples of assistive technologies used in inclusive classrooms.
6. Fill in the blank: Assistive technologies such as screen readers and speech-to-text software help learners overcome _____ to learning.

Series Summary

This Series focused on practical strategies for creating inclusive classrooms where all learners can thrive. We began with the **principles of inclusive instruction**, highlighting equity, participation, flexibility, collaboration, and respect for diversity. We then explored **differentiated instruction and Universal Design for Learning (UDL)**, showing how teachers can adapt content, process, and product while offering multiple means of representation, expression, and engagement. Next, we examined **collaborative and peer-support approaches**, including co-teaching models, peer tutoring, cooperative learning, and family/community involvement. Finally, we discussed **classroom management and assistive technologies**,



emphasising positive behaviour support, accessibility, and the integration of tools like screen readers and speech-to-text software.

By completing this Series, you should now be able to define inclusive instruction, apply differentiation and UDL, describe collaborative approaches, and evaluate classroom management and assistive technologies for inclusion.

Glossary of Terms

- **Inclusive classrooms:** Learning environments where all students, regardless of ability, learn together.
- **Differentiated instruction:** Tailoring content, process, and product to meet diverse learner needs.
- **Universal Design for Learning (UDL):** A framework that ensures accessibility through multiple means of representation, expression, and engagement.
- **Co-teaching:** Two or more educators working together in the same classroom to support learners.
- **Peer tutoring:** Learners supporting one another, with skilled students helping peers who need guidance.
- **Cooperative learning:** Small groups of learners working together to achieve shared goals.
- **Positive behaviour support (PBS):** Proactive strategies to encourage appropriate behaviour and reinforce positive actions.
- **Accessibility:** Ensuring classroom environments and materials are usable by all learners.
- **Assistive technologies:** Tools that help learners overcome barriers to learning, such as screen readers or communication boards.

Concept Check Questions [Series 4]

Objective questions

1. Inclusive classrooms are environments where all students learn together regardless of _____.
2. One core principle of inclusive instruction is _____, which ensures all learners have access to resources.
3. One benefit of inclusion is that it promotes social interaction and _____ among learners.
4. Differentiated instruction involves varying the content, process, and _____ of learning.
5. One principle of UDL is providing multiple means of _____, which allows learners to demonstrate knowledge in varied formats.



6. Practical applications of UDL include offering reading materials in print, audio, and _____ formats.
7. In parallel teaching, teachers split the class into groups and teach the same _____ simultaneously.
8. Peer tutoring involves learners supporting one another, with more skilled students helping peers who need additional _____.
9. Collaboration with families ensures continuity between _____ and school for learners with diverse needs.
10. Positive behaviour support emphasises teaching appropriate behaviours and reinforcing _____ actions.
11. Creating accessible classrooms involves arranging seating, providing visual and auditory aids, and ensuring materials are available in multiple _____.
12. Assistive technologies such as screen readers and speech-to-text software help learners overcome _____ to learning.

Short-answer questions

13. Define inclusive classrooms in special education.
14. State two core principles of inclusive instruction.
15. Identify one challenge of inclusion in classrooms.
16. Name two practical applications of differentiation and UDL.
17. State two co-teaching models used in inclusive classrooms.
18. What is cooperative learning, and how does it support inclusion?
19. State two benefits of family and community involvement in inclusive education.
20. Name two examples of assistive technologies used in inclusive classrooms.

Long-answer questions

21. Analyse the principles, benefits, and challenges of inclusive instruction.
22. Discuss differentiated instruction and UDL as strategies for inclusive classrooms.
23. Explain collaborative approaches such as co-teaching, peer tutoring, and family involvement in promoting inclusion.
24. Evaluate classroom management strategies and the role of assistive technologies in inclusive education.

Answers to Concept Check Questions [Series 4]

Objective questions

1. Ability/background/circumstance



2. Equity
3. Acceptance
4. Product
5. Action and expression
6. Digital
7. Content
8. Guidance
9. Home
10. Positive
11. Formats
12. Barriers

Short-answer questions

13. Inclusive classrooms are environments where all students learn together regardless of ability or background.
14. Equity and participation.
15. Managing diverse needs can be complex.
16. Offering materials in multiple formats; allowing varied ways to demonstrate knowledge.
17. Team teaching and station teaching.
18. Cooperative learning uses small groups where learners work together to achieve shared goals, promoting collaboration and empathy.
19. Provides insights into learners' strengths and ensures continuity between home and school.
20. Screen readers and communication boards.

Long-answer questions

21. Inclusive instruction is guided by equity, participation, flexibility, collaboration, and respect for diversity. Benefits include social interaction, empathy, and equal opportunities, while challenges include resource needs, workload, and risk of inadequate support.
22. Differentiated instruction varies content, process, and product, while UDL ensures accessibility through multiple means of representation, expression, and engagement. Together, they provide flexible and inclusive learning opportunities.
23. Co-teaching models allow teachers to share responsibility, peer tutoring encourages learners to support one another, and family/community involvement strengthens trust and continuity between home and school.



24. Positive behaviour support strategies, accessible classroom environments, and assistive technologies such as screen readers and speech-to-text software ensure learners can participate fully and overcome barriers to learning.

Answers to pilot questions for [Series 4]

Part 4.1 Principles of inclusive instruction

- **Question 1:** Inclusive classrooms are learning environments where all students—regardless of ability, background, or circumstance—learn together with equal opportunities to participate and succeed.
- **Question 2:** Ability/background/circumstance
- **Question 3:** Equity; participation
- **Question 4:** Equity
- **Question 5:** Promotes social interaction; provides equal opportunities for academic success
- **Question 6:** Acceptance

Part 4.2 Differentiated and universal design strategies

- **Question 1:** Tailoring content, process, and product to meet diverse learner needs through varied methods, materials, and assessments.
- **Question 2:** Product
- **Question 3:** Multiple means of representation; multiple means of action and expression; multiple means of engagement
- **Question 4:** Action and expression
- **Question 5:** Offering materials in multiple formats; allowing varied ways to demonstrate understanding (e.g., essay, presentation, video)
- **Question 6:** Digital

Part 4.3 Collaborative and peer-support approaches

- **Question 1:** Team teaching; station teaching (also acceptable: parallel teaching; alternative teaching)
- **Question 2:** Content
- **Question 3:** Peer tutoring pairs more skilled students with peers needing guidance, fostering collaboration, confidence, and inclusion.
- **Question 4:** Guidance
- **Question 5:** Provides insights into learners' strengths and challenges; ensures continuity between home and school



- **Question 6:** Home

Part 4.4 Classroom management and assistive technologies

- **Question 1:** Proactive strategies that teach appropriate behaviours, set clear expectations, and reinforce positive actions.
- **Question 2:** Positive
- **Question 3:** Arrange seating for accessibility; provide visual and auditory aids
- **Question 4:** Formats
- **Question 5:** Screen readers; communication boards (also acceptable: speech-to-text software)
- **Question 6:** Barriers

References and Attributes [Series 4]

General references

- Friend, M., & Cook, L. (2021). *Interactions: Collaboration skills for school professionals* (9th ed.). Pearson.
- Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal Design for Learning: Theory and practice*. CAST.
- UNESCO. (2020). *Inclusive education: Ensuring access to education for all*. Paris: UNESCO Publishing.

Illustrations

- *Figure 4.1 Principles of inclusive classrooms* Prompt: “Create a diagram showing inclusive classroom principles: diversity, equity, participation, belonging.”
- *Box 4.1 Core principles of inclusive instruction* Prompt: “Generate a text box listing core principles of inclusive instruction.”
- *Plate 4.1 Benefits of inclusion in practice* Prompt: “Generate an image of diverse learners working together in an inclusive classroom.”
- *Figure 4.2 Differentiated instruction in inclusive classrooms* Prompt: “Create a diagram showing three aspects of differentiated instruction: content, process, product.”
- *Box 4.2 Principles of Universal Design for Learning* Prompt: “Generate a text box listing the three principles of Universal Design for Learning.”
- *Plate 4.2 Practical applications of differentiation and UDL* Prompt: “Generate an image of a teacher providing learners with multiple formats of reading materials (print, audio, digital).”



- *Figure 4.3 Co-teaching models in inclusive classrooms* Prompt: “Create a diagram showing co-teaching models: team teaching, parallel teaching, station teaching, alternative teaching.”
- *Plate 4.3 Peer tutoring and cooperative learning in practice* Prompt: “Generate an image of students working together in small groups in an inclusive classroom.”
- *Box 4.3 Benefits of family and community involvement* Prompt: “Generate a text box listing benefits of family and community involvement in inclusive education.”
- *Box 4.4 Positive behaviour support strategies* Prompt: “Generate a text box listing positive behaviour support strategies in inclusive classrooms.”
- *Plate 4.4 Accessible classroom environment* Prompt: “Generate an image of an inclusive classroom with wheelchair-accessible seating and visual aids.”
- *Figure 4.4 Examples of assistive technologies for inclusion* Prompt: “Create a diagram showing examples of assistive technologies: screen readers, speech-to-text software, communication boards.”

Series 5

Course Code: ESP 101

Course Title: Elements of Special Education

Course Credit load: 2 Units

List Series:

Series 1: Foundations of Special Needs Education

Series 2: Identification and Instructional Procedures in Special Education

Series 3: Categorical Approaches to Special Needs

Series 4: Instructional Strategies for Inclusive Classrooms

Series 5: Services and Programmes in Special Education

Parts Outline for Series 5

5.1 Types of Special Education Services

5.1.1 Resource room services

5.1.2 Itinerant teacher services

5.1.3 Related services (speech therapy, occupational therapy, counselling)

5.2 Special Education Programmes



- 5.2.1 Individualised Education Programmes (IEPs)
- 5.2.2 Early intervention programmes
- 5.2.3 Transition programmes for adolescents and young adults

5.3 Inclusive and Specialised Settings

- 5.3.1 Mainstream/inclusive classroom programmes
- 5.3.2 Special schools and specialised centres
- 5.3.3 Community-based rehabilitation programmes

5.4 Collaboration and Support Systems

- 5.4.1 Role of multidisciplinary teams
- 5.4.2 Family and community partnerships
- 5.4.3 Policy frameworks and government support

Introduction

Special education is not only about instructional strategies but also about the services and programmes that support learners with diverse needs. These services provide specialised assistance, while programmes ensure structured interventions tailored to individual learners. Together, they form the backbone of inclusive education systems.

The aim of this Series is to help you understand the range of services and programmes available in special education, their purposes, and how they are implemented. You will learn about resource rooms, itinerant teacher services, related therapies, and structured programmes such as Individualised Education Programmes (IEPs), early intervention, and transition planning. We will also explore inclusive and specialised settings, as well as the critical role of collaboration among families, communities, and multidisciplinary teams.

We shall commence this Series by examining the types of special education services, including resource room support, itinerant teacher services, and related services such as speech therapy and counselling. Next, we will explore special education programmes, focusing on IEPs, early intervention, and transition programmes. We will then consider inclusive and specialised settings, including mainstream classrooms, special schools, and community-based rehabilitation. Finally, we will conclude with collaboration and support systems, highlighting the role of multidisciplinary teams, family partnerships, and policy frameworks.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 5.1:** describe the different types of special education services, including resource rooms, itinerant teacher support, and related therapies.
- **SLO 5.2:** explain the structure and purpose of special education programmes such as Individualised Education Programmes (IEPs), early intervention, and transition planning.
- **SLO 5.3:** distinguish between inclusive and specialised settings and evaluate the role of community-based rehabilitation programmes.
- **SLO 5.4:** analyse the importance of collaboration among multidisciplinary teams, families, communities, and policy frameworks in supporting learners with special needs.



5.1 Types of Special Education Services

5.1.1 Resource room services

A **resource room** is a separate classroom where learners with special needs receive targeted instruction for part of the day. They spend most of their time in the general classroom but visit the resource room for specialised support such as remedial teaching, skill development, or therapy.

Fill in the blank: A resource room is a separate classroom where learners receive _____ instruction for part of the day.



Plate 5.1: Image of a learner working with a special education teacher in a resource room.

5.1.2 Itinerant teacher services

Itinerant teachers travel between schools to provide specialised support to learners with disabilities. They may assist with lesson adaptations, provide direct instruction, or train classroom teachers in inclusive practices. This service is especially useful in areas where special educators are not available.

Fill in the blank: Itinerant teachers travel between schools to provide specialised _____ to learners with disabilities.



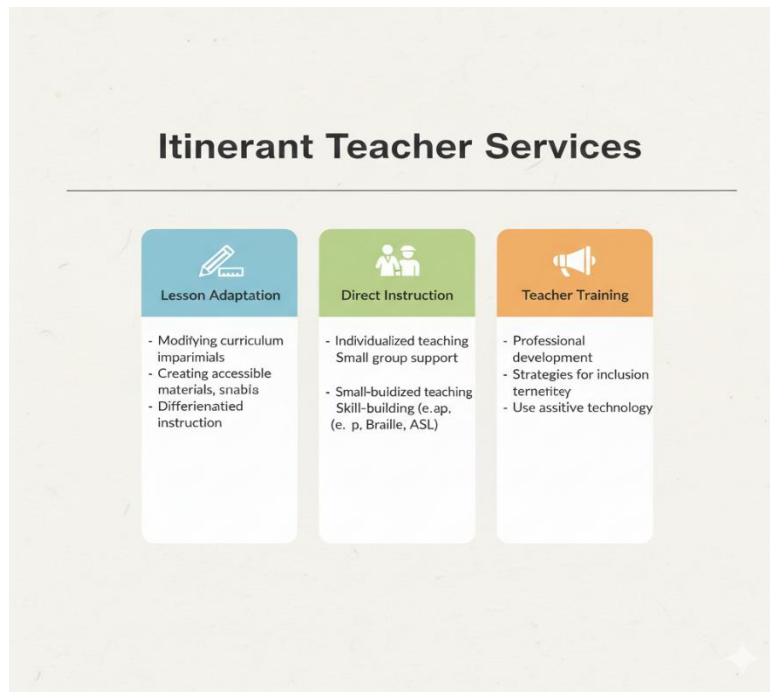


Figure 5.1 Roles of itinerant teachers.

5.1.3 Related services (speech therapy, occupational therapy, counselling)

Related services are additional supports that help learners benefit from education. Examples include:

- **Speech therapy:** Assists learners with communication difficulties.
- **Occupational therapy:** Helps learners develop fine motor skills and daily living skills.
- **Counselling services:** Provides emotional and behavioural support.

Fill in the blank: Related services such as speech therapy and counselling help learners _____ from education.

Box 5.1 Examples of related services in special education

Pilot Questions 5.1

1. What is a resource room in special education?



2. Fill in the blank: A resource room is a separate classroom where learners receive _____ instruction for part of the day.
3. What is the role of itinerant teachers in special education?
4. Fill in the blank: Itinerant teachers travel between schools to provide specialised _____ to learners with disabilities.
5. Name two examples of related services in special education.
6. Fill in the blank: Related services such as speech therapy and counselling help learners _____ from education.

5.2 Special Education Programmes

Special education programmes are structured plans and interventions designed to meet the unique needs of learners with disabilities. They ensure that learners receive tailored support, early assistance when needed, and preparation for life beyond school. In this section, we will explore three key programmes: **Individualised Education Programmes (IEPs)**, **early intervention programmes**, and **transition programmes**.

5.2.1 Individualised education programmes (IEPs)

An **Individualised Education Programme (IEP)** is a written plan developed for each learner with special needs. It sets out the learner's current performance, specific learning goals, the services required, and how progress will be evaluated. The IEP is created collaboratively by teachers, parents, and specialists, ensuring that the learner's education is personalised and responsive.

Fill in the blank: An IEP is a written plan that outlines a learner's goals, services, and methods of _____.



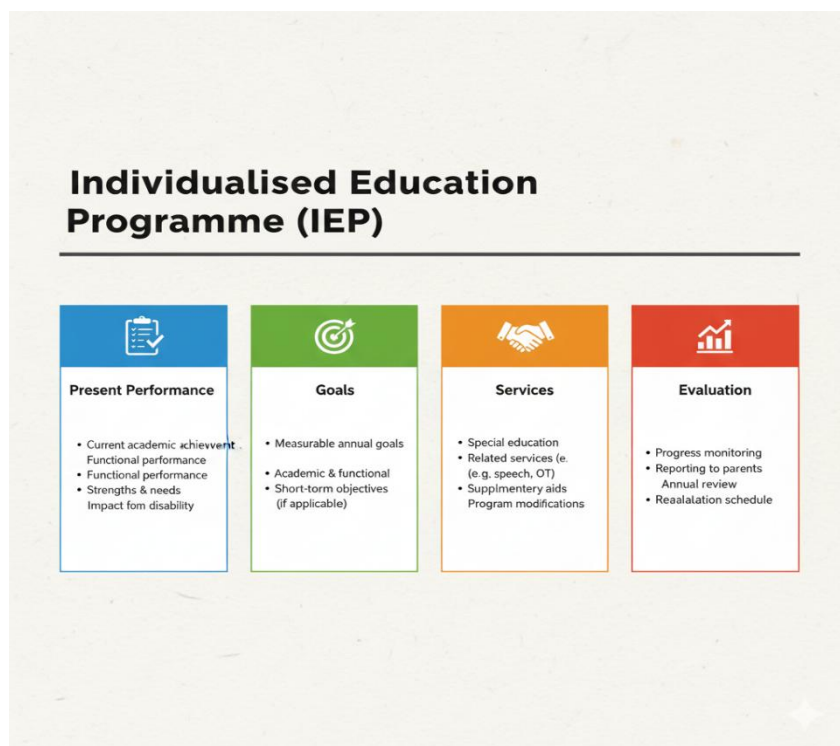


Figure 5.2 Components of an Individualised Education Programmes

5.2.2 Early intervention programmes

Early intervention programmes provide specialised support to infants and young children with developmental delays or disabilities. These programmes may include speech therapy, physiotherapy, and family counselling. The aim is to address developmental challenges as early as possible, improving long-term outcomes and reducing the need for more intensive support later in life.

Fill in the blank: Early intervention programmes provide support to infants and young children with developmental _____ or disabilities.





Plate 5.2: Image of a therapist working with a young child in an early intervention setting.

5.2.3 Transition programmes for adolescents and young adults

Transition programmes are designed to prepare adolescents and young adults with disabilities for life after school. These programmes focus on vocational training, independent living skills, and community participation. Transition planning is often included in the IEP and begins several years before graduation to ensure learners are ready for adulthood.

Fill in the blank: Transition programmes prepare adolescents and young adults with disabilities for life after _____.

Box 5.2 Key elements of transition programmes.



Pilot Questions 5.2

1. What is an Individualised Education Programme (IEP) and why is it important?
2. Fill in the blank: An IEP is a written plan that outlines a learner's goals, services, and methods of _____.
3. What is the purpose of early intervention programmes?
4. Fill in the blank: Early intervention programmes provide support to infants and young children with developmental _____ or disabilities.
5. State two key elements of transition programmes for adolescents and young adults.
6. Fill in the blank: Transition programmes prepare adolescents and young adults with disabilities for life after _____.

5.3 Inclusive and Specialised Settings

Special education is delivered in a variety of settings, each designed to meet the diverse needs of learners. These settings range from inclusive classrooms where learners with and without disabilities learn together, to specialised schools and centres that provide intensive support. Community-based programmes also play a vital role in extending learning and rehabilitation beyond the school environment.

5.3.1 Mainstream and inclusive classrooms

Inclusive classrooms are general education settings where learners with special needs are taught alongside their peers. Teachers adapt lessons, use differentiated strategies, and collaborate with specialists to ensure participation. The goal is to foster belonging, equity, and shared learning.

Fill in the blank: Inclusive classrooms aim to foster belonging, equity, and shared _____ among learners.





Plate 5.3: Image of learners with and without disabilities working together in a mainstream classroom.

5.3.2 Special schools and specialised centres

Special schools are institutions designed specifically for learners with disabilities who require intensive support. They provide tailored curricula, therapies, and specialised equipment.

Specialised centres may focus on particular needs, such as schools for the visually impaired or centres for learners with autism. While these settings offer targeted support, they may limit opportunities for social integration with peers in mainstream education.

Fill in the blank: Special schools provide tailored curricula, therapies, and specialised _____ for learners with disabilities.



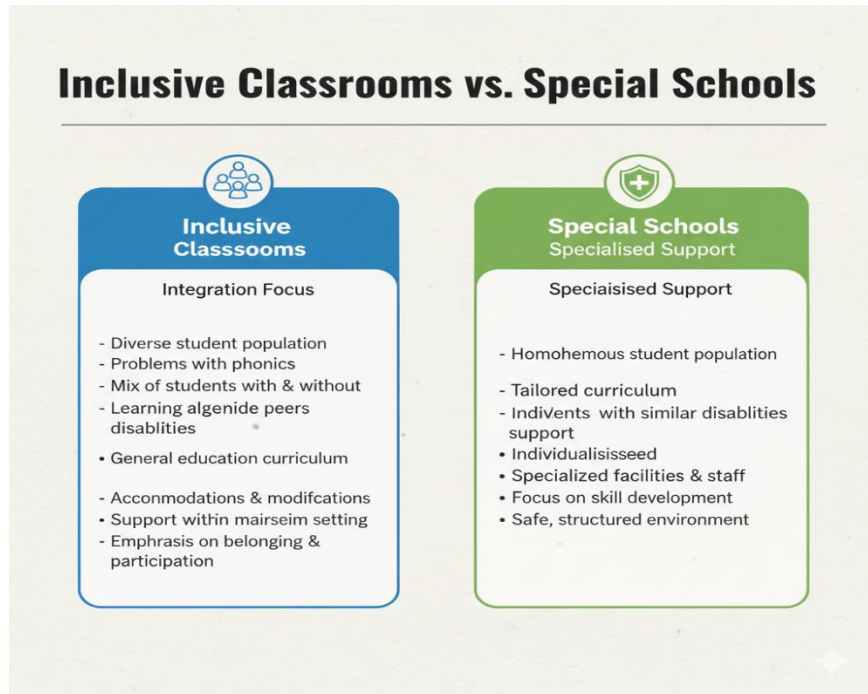


Figure 5.3 Comparison of inclusive classrooms and special schools.

5.3.3 Community-based rehabilitation programmes

Community-based rehabilitation (CBR) programmes extend support beyond schools into local communities. They involve families, local organisations, and health services to provide holistic care. CBR promotes inclusion by ensuring learners with disabilities can participate in community life, access vocational training, and receive ongoing support outside formal education.

Fill in the blank: Community-based rehabilitation programmes ensure learners with disabilities can participate in _____ life.

Box 5.3 Features of community-based rehabilitation programmes [Insert box here]

Pilot Questions 5.3

1. What is the purpose of inclusive classrooms in special education?
2. Fill in the blank: Inclusive classrooms aim to foster belonging, equity, and shared _____ among learners.



3. What distinguishes special schools from inclusive classrooms?
4. Fill in the blank: Special schools provide tailored curricula, therapies, and specialised _____ for learners with disabilities.
5. State two features of community-based rehabilitation programmes.
6. Fill in the blank: Community-based rehabilitation programmes ensure learners with disabilities can participate in _____ life.

5.4 Collaboration and Support Systems

Effective special education depends not only on services and programmes but also on strong collaboration and support systems. These systems bring together professionals, families, communities, and policymakers to ensure that learners with special needs receive comprehensive and consistent support.

5.4.1 Role of multidisciplinary teams

A **multidisciplinary team** is a group of professionals from different fields who work together to support learners with disabilities. This team may include teachers, special educators, therapists, counsellors, and medical professionals. By combining expertise, they create holistic plans that address academic, social, emotional, and physical needs.

Fill in the blank: A multidisciplinary team combines expertise from different fields to create _____ plans for learners.



Figure 5.4: Diagram showing members of a multidisciplinary team: teacher, special educator, therapist, counsellor, medical professional.

5.4.2 Family and community partnerships

Families and communities play a vital role in supporting learners with special needs. Families provide insights into learners' strengths and challenges, while communities offer resources such



as vocational training, recreational opportunities, and social support. Strong partnerships build trust, ensure continuity between home and school, and promote inclusion beyond the classroom.

Fill in the blank: Family and community partnerships ensure continuity between home and _____ for learners with special needs.



Plate 5.4: Image of parents, teachers, and community members collaborating to support a learner.

5.4.3 Policy frameworks and government support

Policy frameworks and government initiatives provide the legal and structural foundation for special education. These may include laws mandating inclusive education, funding for specialised services, and national strategies for disability support. Government involvement ensures accountability, equity, and sustainability of programmes.

Fill in the blank: Policy frameworks and government initiatives provide the legal and structural _____ for special education.

Box 5.4 Examples of government support in special education.

Pilot Questions 5.4

1. What is the role of multidisciplinary teams in special education?
2. Fill in the blank: A multidisciplinary team combines expertise from different fields to create _____ plans for learners.



3. State two benefits of family and community partnerships in supporting learners with special needs.
4. Fill in the blank: Family and community partnerships ensure continuity between home and _____ for learners with special needs.
5. Give two examples of government support in special education.
6. Fill in the blank: Policy frameworks and government initiatives provide the legal and structural _____ for special education.

Series Summary

This Series has explored the services and programmes that form the backbone of special education, highlighting their relevance in ensuring that learners with diverse needs receive appropriate and consistent support. We began by examining the types of services available, including resource rooms, itinerant teacher support, and related therapies. We then moved on to structured programmes such as Individualised Education Programmes (IEPs), early intervention initiatives, and transition planning for adolescents. Building on this, we considered the range of settings in which special education takes place, from inclusive classrooms to specialised schools and community-based rehabilitation. Finally, we discussed the importance of collaboration, focusing on multidisciplinary teams, family and community partnerships, and the role of policy frameworks and government support.

By engaging with these topics, you should now be able to describe the different services available in special education, explain the structure and purpose of key programmes, distinguish between inclusive and specialised settings, and analyse the importance of collaboration and policy support. In line with the Series Learning Outcomes, you are equipped to connect theory with practice, ensuring that learners with special needs are supported through effective services, programmes, and systems.

Glossary of Terms

- **Assistive technologies:** Tools or devices that help learners with disabilities overcome barriers to learning, such as screen readers, speech-to-text software, or communication boards.
- **Community-based rehabilitation (CBR):** Programmes that extend support beyond schools into local communities, involving families, organisations, and health services to promote inclusion and participation in community life.
- **Early intervention programmes:** Services provided to infants and young children with developmental delays or disabilities, aiming to address challenges early and improve long-term outcomes.



- **Inclusive classrooms:** General education settings where learners with and without disabilities are taught together, with adaptations to ensure participation and belonging.
- **Individualised Education Programme (IEP):** A written plan for a learner with special needs, outlining current performance, goals, required services, and methods of evaluation.
- **Itinerant teacher services:** Special education support provided by teachers who travel between schools to assist learners with disabilities and train classroom teachers.
- **Multidisciplinary team:** A group of professionals from different fields, such as teachers, therapists, and counsellors, who work together to create holistic support plans for learners with special needs.
- **Policy frameworks:** Laws, guidelines, and government initiatives that provide the legal and structural foundation for special education services and programmes.
- **Resource room:** A separate classroom where learners with special needs receive targeted instruction or therapy for part of the day, while spending the rest of their time in the general classroom.
- **Special schools:** Institutions designed specifically for learners with disabilities who require intensive support, offering tailored curricula, therapies, and specialised equipment.
- **Transition programmes:** Programmes that prepare adolescents and young adults with disabilities for life after school, focusing on vocational training, independent living skills, and community participation.

Concept Check Questions [Series 5]

Objective questions

1. Inclusive classrooms aim to foster belonging, equity, and shared _____ among learners. *(Linked to SLO 5.3)*
2. An Individualised Education Programme (IEP) outlines a learner's goals, services, and methods of _____. *(Linked to SLO 5.2)*
3. Early intervention programmes provide support to infants and young children with developmental _____ or disabilities. *(Linked to SLO 5.2)*
4. Policy frameworks and government initiatives provide the legal and structural _____ for special education. *(Linked to SLO 5.4)*
5. Special schools provide tailored curricula, therapies, and specialised _____ for learners with disabilities. *(Linked to SLO 5.3)*

Short-answer questions

6. Define a resource room and explain its purpose in special education. *(Linked to SLO 5.1)*
7. Describe the role of itinerant teachers in supporting learners with disabilities. *(Linked to SLO 5.1)*



8. Identify two key elements of transition programmes for adolescents and young adults. *(Linked to SLO 5.2)*
9. State two benefits of family and community partnerships in special education. *(Linked to SLO 5.4)*
10. What distinguishes inclusive classrooms from special schools? *(Linked to SLO 5.3)*

Long-answer questions

11. Analyse the importance of Individualised Education Programmes (IEPs) in supporting learners with special needs. *(Linked to SLO 5.2)*
12. Discuss the role of community-based rehabilitation programmes in promoting inclusion beyond the classroom. *(Linked to SLO 5.3)*
13. Evaluate the contribution of multidisciplinary teams and policy frameworks to effective special education services. *(Linked to SLO 5.4)*
14. Compare and contrast the range of services (resource rooms, itinerant teachers, related services) and programmes (IEPs, early intervention, transition) in meeting diverse learner needs. *(Linked to SLOs 5.1 & 5.2)*

Answers to Concept Check Questions [Series 5]

Objective questions

1. Learning
2. Evaluation
3. Delays
4. Foundation
5. Equipment

Short-answer questions

6. A resource room is a separate classroom where learners with special needs receive targeted instruction or therapy for part of the day, while spending the rest of their time in the general classroom.
7. Itinerant teachers travel between schools to provide specialised support, adapt lessons, and train classroom teachers in inclusive practices.
8. Vocational training and independent living skills (also community participation).
9. They provide insights into learners' strengths and challenges, and ensure continuity between home and school.
10. Inclusive classrooms integrate learners with and without disabilities, while special schools provide intensive, specialised support but limit mainstream social interaction.

Long-answer questions



11. *Basic response:* IEPs are personalised plans that outline goals, services, and evaluation methods, ensuring tailored support for each learner. *Value-added response:* Beyond the basics, IEPs foster collaboration among teachers, parents, and specialists, promote accountability, and align with legal frameworks that guarantee learners' rights.
12. *Basic response:* Community-based rehabilitation programmes extend support into local communities, involving families and organisations to promote inclusion. *Value-added response:* They also strengthen vocational opportunities, reduce stigma, and integrate learners into broader social and economic life, making education more sustainable.
13. *Basic response:* Multidisciplinary teams combine expertise to create holistic plans, while policy frameworks provide legal and structural support. *Value-added response:* Together, they ensure accountability, resource allocation, and long-term sustainability, while fostering innovation and equity in special education systems.
14. *Basic response:* Services such as resource rooms, itinerant teachers, and related therapies provide direct support, while programmes like IEPs, early intervention, and transition planning structure learning and development. *Value-added response:* Comparing them highlights how services address immediate needs, while programmes ensure long-term planning and outcomes. Integrating both creates a comprehensive system that balances daily support with future readiness.

Answers to Pilot Questions [Series 5]

Part 5.1: Types of Special Education Services

1. A resource room is a separate classroom where learners with special needs receive targeted instruction or therapy for part of the day.
2. Specialised instruction
3. Itinerant teachers travel between schools to provide specialised support, adapt lessons, and train classroom teachers in inclusive practices.
4. Support
5. Speech therapy and counselling (also occupational therapy).
6. Benefit

Part 5.2: Special Education Programmes

1. An Individualised Education Programme (IEP) is a written plan that outlines a learner's current performance, goals, services required, and evaluation methods.
2. Evaluation
3. Early intervention programmes aim to address developmental challenges early to improve long-term outcomes.
4. Delays
5. Vocational training and independent living skills (also community participation).



6. School

Part 5.3: Inclusive and Specialised Settings

1. Inclusive classrooms promote belonging, equity, and shared learning among learners with and without disabilities.
2. Learning
3. Special schools provide tailored curricula, therapies, and specialised equipment, while inclusive classrooms integrate learners into mainstream education.
4. Equipment
5. Family involvement and vocational training opportunities (also local organisation support, holistic care).
6. Community

Part 5.4: Collaboration and Support Systems

1. Multidisciplinary teams combine expertise from different fields to create holistic support plans for learners.
2. Holistic
3. Family and community partnerships provide insights into learners' strengths and challenges and ensure continuity between home and school.
4. School
5. Laws mandating inclusive education and funding for specialised services (also national disability strategies, monitoring systems).
6. Foundation

References and Attributes [Series 5]

General references

- Friend, M., & Cook, L. (2021). *Interactions: Collaboration skills for school professionals* (9th ed.). Pearson.
- Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal Design for Learning: Theory and practice*. CAST.
- UNESCO. (2020). *Inclusive education: Ensuring access to education for all*. Paris: UNESCO Publishing.

Illustrations used in Series 5



- *Plate 5.1 Resource room support*
 - AI-generated prompt: “Generate an image of a learner working with a special education teacher in a resource room.”
 - Suggested OER search string: “resource room services special education OER”
- *Figure 5.1 Roles of itinerant teachers*
 - AI-generated prompt: “Create a diagram showing itinerant teacher services: lesson adaptation, direct instruction, teacher training.”
 - Suggested OER search string: “itinerant teacher services special education OER”
- *Box 5.1 Examples of related services in special education*
 - AI-generated prompt: “Generate a text box listing examples of related services in special education: speech therapy, occupational therapy, counselling.”
 - Suggested OER search string: “related services special education OER”
- *Figure 5.2 Components of an Individualised Education Programme*
 - AI-generated prompt: “Create a diagram showing the components of an Individualised Education Programme: present performance, goals, services, evaluation.”
 - Suggested OER search string: “Individualised Education Programme components diagram OER”
- *Plate 5.2 Early intervention support*
 - AI-generated prompt: “Generate an image of a therapist working with a young child in an early intervention setting.”
 - Suggested OER search string: “early intervention programmes special education OER”
- *Box 5.2 Key elements of transition programmes*
 - AI-generated prompt: “Generate a text box listing key elements of transition programmes in special education.”
 - Suggested OER search string: “transition programmes special education OER”
- *Plate 5.3 Inclusive classroom environment*
 - AI-generated prompt: “Generate an image of learners with and without disabilities working together in a mainstream classroom.”
 - Suggested OER search string: “inclusive classroom mainstream education OER”
- *Figure 5.3 Comparison of inclusive classrooms and special schools*
 - AI-generated prompt: “Create a diagram comparing inclusive classrooms (integration focus) and special schools (specialised support).”



- Suggested OER search string: “inclusive vs special schools comparison OER”
- *Box 5.3 Features of community-based rehabilitation programmes*
 - AI-generated prompt: “Generate a text box listing features of community-based rehabilitation programmes in special education.”
 - Suggested OER search string: “community-based rehabilitation programmes special education OER”
- *Figure 5.4 Members of a multidisciplinary team in special education*
 - AI-generated prompt: “Create a diagram showing members of a multidisciplinary team in special education: teacher, special educator, therapist, counsellor, medical professional.”
 - Suggested OER search string: “multidisciplinary team special education diagram OER”
- *Plate 5.4 Family and community partnerships in special education*
 - AI-generated prompt: “Generate an image of parents, teachers, and community members collaborating to support a learner with special needs.”
 - Suggested OER search string: “family community partnerships special education OER”
- *Box 5.4 Examples of government support in special education*
 - AI-generated prompt: “Generate a text box listing examples of government support in special education.”
 - Suggested OER search string: “government support special education OER”



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