

Current Trends in Special/Inclusive Education

Course code 002	ECTS Units 10	Workload (hours) 250	Level of course
Year of Studies	Semester	Type	Teaching methods Lectures & Seminars
Hours/ week 3	Hours/semester 39	Prerequisites none	Language of instruction English

Coordinators / Instructors

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Objectives

The core objectives of this course are: a) to enable students develop a thorough understanding about the recent developments in research and practices in the field of inclusive education in relation to students with disabilities and/or special education needs, b) to acquire evidence-based practices that promote the access and inclusion of people with various disabilities in learning and education.

Learning outcomes

By the end of this course the students will have acquired knowledge and skills regarding:

- a) the various and complex learning needs and difficulties that people with disabilities and/or special educational need encounter
- b) the implementation of evidence-based interventions and strategies that aim to address effectively the divergent needs of students with divergent disabilities

Content

- Inclusive responses to students experiencing social, emotional and behavioral difficulties in classroom
- School-based prevention and MTSS for students with emotional and behavioral difficulties
- Critical issues in the education of individuals with visual disabilities regarding inclusive practices and accessibility
- Self-determination and students with Intellectual Disability
- Inclusive practices in the education of learners with autism spectrum disorder (ASD)
- Critical issues in the access and inclusion of individuals who are deaf or hard of hearing to education
- Accommodations for teaching students with Developmental Language Disorder (DLD)
- Evidence-based practices promoting the social participation of students with disabilities in regular education settings

- The role of early intervention for children with disabilities
- Critical issues in the access of students with disabilities in higher education

Assessment

Assignments 100%. Within the first two weeks of the semester, students are requested to contact at least one of the aforementioned coordinators and get informed about the requirements and objectives of their written assignments.

Recommended bibliography

- Andreou, G., & Aslanoglou, V. (2022). Written Language Production in Children with Developmental Language Disorder (DLD). *Frontiers in Psychology*, 13: 833429. doi: 10.3389/fpsyg.2022.833429.
- Andreou, G., & LEMONI, G. (2020). Narrative skills of monolingual and bilingual pre- school and primary school children with Developmental Language Disorder (DLD): A systematic review. *Open Journal of Modern Linguistics*, 10, 429-458.
- Andreou, G., Aslanoglou, V., & Lymperopoulou V. (2022). Reading and Children with Developmental Language Disorder: A Case of Greek Students. In F. Uslu (Ed.), *Proceedings of the 9th International Conference on Education & Education of Social Sciences (INTCESS)*, 510-517.
- Argyropoulos, V. & Padeliaou, S., Avramidis, E., Tsiakali, T., & Nikolarazi, M. (2019). An investigation of preferences and choices of students with vision impairments on literacy mediums for studying. *British Journal of Visual Impairment*, 37(2), 154-198.
- Argyropoulos, V., Hathazi, A., & Nikolarazi, M. (2019). Undergraduate Student Education Programs Regarding Braille Literacy: A Transnational Comparative Study. *Higher Education Studies*, 9(4), 44-57.
- Argyropoulos, V., & Chamonikolaou, S. (2016). Investigating key functions of hand movements by individuals with visual impairment: Improving instructional practices in special education through research. *Contemporary Educational Researches Journal*, 6(1), 02-10.
- Avramidis, E., Aroni, K., & Strogilos, V. (2022). Social Participation and Quality of Best Friendship of Students With Moderate Learning Difficulties in Early Adolescence: A Longitudinal Study. *Australasian Journal of Special and Inclusive Education*, 1-14.
- Aytekin, C., & Bayhan, P. (2016). Developing the home-based early intervention program: A case study. *International Journal of Early Childhood Special Education*, 8(1), 62-82.
- Didaskalou. E., Briesch, A., Volpe, R., & Roussi-Vergou, C. (2020). Psychometric properties of the classroom observation of engagement, disruptive, and disrespectful behavior (COEDD) in Greek school children, *International Journal of School & Educational Psychology*: <https://doi.org/10.1080/21683603.2020.1776180>
- Garrote, A., Dessemontet, R. S., & Opitz, E. M. (2017). Facilitating the social participation of pupils with special educational needs in mainstream schools: A review of school-based interventions. *Educational Research Review*, 20, 12-23. <https://doi.org/10.1016/j.edurev.2016.11.001>
- Green, J.G., Guzmán, J., Didaskalou, E., Harbaugh, A.G., Segal, N., & LaBillois, J. (2017). Teacher identification of student emotional and behavioral problems and provision of early supports: A vignette-based study. *Journal of Emotional and Behavioral Disorders*, 1-18. doi: <https://doi.org/10.1177/1063426617740879//doi.org>

Hassani, S., & Schwab, S. (2021). Social-Emotional Learning Interventions for Students With Special Educational Needs: A Systematic Literature Review. *Frontiers in Education*, 6: 808566. <https://dx.doi.org/10.1016/j.edurev.2016.11.001>

Nikolarazi, M., Vekiri, I., & Easterbrooks, S.(2013). Investigating deaf students' use of visual multimedia resources in reading comprehension. *American Annals of the Deaf*, 157, 458-473.

Nikolarazi, M., Argyropoulos, V., Papazafiri, M., & Kofidou, C. (2021) Promoting accessible and inclusive education on disaster risk reduction: the case of students with sensory disabilities, *International Journal of Inclusive Education*, DOI: 10.1080/13603116.2020.1862408.

Pretis, M. (2006). Professional training in early intervention: A European perspective. *Journal of Policy and Practice in Intellectual Disabilities*, 3(1), 42-48.

Raley, S.K., Mumbardó -Adam, C., Shogren, K. A., Simó-Pinatella, D., & Giné, C.(2018). Curriculum to teach skills associated with self-determination: A review of existing research. *Education and Training in Autism and Developmental Disabilities*, 53(4), 353-362.

Ravet, J. (2011). Inclusive/exclusive? Contradictory perspectives on autism and inclusion: the case for an integrative position. *International Journal of Inclusive Education*, 15(6), 667-682.

Roberts, J., & Simpson, K. (2016). A review of research into stakeholder perspectives on inclusion of students with autism in mainstream schools. *International Journal of Inclusive Education*, 20(10), 1084-1096.

Salomone E., Beranová Š., Bonnet-Brilhault, F., Briciet Lauritsen, M., Budisteanu, M., Buitelaar, J., Canal-Bedia, R., Felhosi, G., Fletcher-Watson, S., Freitag, C., Fuentes, J., Gallagher, L., Garcia Primo, P., Gliga, F., Gomot, M., Green, J., Heimann, M., Jónsdóttir, S.L., Kaale, A., ... Charman J. (2016). Use of early intervention for young children with autism spectrum disorder across Europe. *Autism*, 20(2), 233–249. <https://doi.org/10.1177/1362361315577218>

Shogren, K. A., Wehmeyer, M. L., & Burke, K. B. (2017). Self-determination. In K. A. Shogren, M. L. Wehmeyer, & N. N. Singh (Eds.), *Handbook of positive psychology in intellectual and developmental disabilities*. Springer, Cham. https://doi.org/10.1007/978-3-319-59066-0_5

Simpson, R. L., de Boer-Ott, S. R., & Smith-Myles, B. (2003). Inclusion of learners with autism spectrum disorders in general education settings. *Topics in Language Disorders*, 23(2), 116-133.

Stavroussi P., Didaskalou, E., & Green, J. (2020). Are Teachers' Democratic Beliefs about Classroom Life Associated with their Perceptions of Inclusive Education? *International Journal of Disability, Development and Education*. doi: 10.1080/1034912X.2020.1716961

Wehmeyer, M. L. (2020). Self-determination in adolescents and adults with intellectual and developmental disabilities. *Current Opinion in Psychiatry*, 33(2), 81-85.
