



Early Childhood and Special Needs Education (ECSE)

Certificate in Special Needs Support

Programme Handbook

2019 / 2020

This handbook is intended as a guide to the structure, organisation, and courses of study for the **Certificate in Special Needs Support**. The contents in this handbook are subject to change from time to time, without prior notice.

TABLE OF CONTENTS

Content	Page
Welcome	4
Professional Development at the National Institute of Education	5
Certificate in Special Needs Support: Programme Structure	6
Foundational Course	7
Core Courses	8
Prescribed Elective Courses	9 - 10
Appendix A: Ministry of Education's Teachers Trained in Special Needs	11
Appendix B: ECSE AG Course Faculty	12 - 13

WELCOME

This prospectus is designed for the enhanced Teachers trained in Special Needs (TSN) initiative which is a spin-off of the initial TSN training (please see Appendix A for more information). If you are an educator involved in this exciting initiative, we welcome you to contribute to the future of education in Singapore.

The Early Childhood and Special Needs Education (ECSE) Academic Group of the National Institute of Education (NIE) delivers most of the TSN training through our offering of in-service professional development courses.

We hope that you will find this professional development programme enriching to your careers and that you will make a difference in the lives of your students with special needs.

Please feel free to contact us should you have any questions. We look forward to meeting you in our courses soon!

A/P WONG Meng Ee ECSE Professional Development Programme and TSN Program Co-Coordinator Tel: 6790 3214 Email: mengee.wong@nie.edu.sg Room: NIE2-02-22 (ECSE)	Dr TAN Soo Ching Carol ECSE Professional Development Programme and TSN Program Co-Coordinator Tel: 6219 6064 Email: carol.tan@nie.edu.sg Room: NIE2-02-35 (ECSE)
Dr OW YEONG Wai Mang Elizabeth ECSE TSN Course Coordinator Tel: 6219 6065 Email: elizabeth.owyeong@nie.edu.sg Room: NIE2-02-41 (ECSE)	Dr LOH Pek Ru ECSE TSN Course Coordinator Tel: 6219 6031 Email: pekru.loh@nie.edu.sg Room: NIE2-02-20 (ECSE)
Mr KEE Kiak Nam Norman ECSE TSN Course Coordinator Tel: 6219 6062 Email: kiaknam.kee@nie.edu.sg Room: NIE2-02-33 (ECSE)	
Ms Lenny Administrative Manager Tel: 6790 3301 Email: lenny@nie.edu.sg Room: NIE2-02-27 (ECSE)	Ms Salina KAMSIN Senior Executive Tel: 6790 3309 Email: salina.kamsin@nie.edu.sg Room: NIE2-02-27 (ECSE)

For course registration, please contact

Mrs Foong-Poon Swee Yoong,
Senior Executive,
Learning Services, Vital
Ministry of Finance
Tel: 6325 0758
Email: SWEE_YOONG_Foong-Poon@vital.gov.sg

PROFESSIONAL DEVELOPMENT AT THE NATIONAL INSTITUTE OF EDUCATION

The National Institute of Education (NIE) is an institute within the Nanyang Technological University (NTU). It offers programmes in teacher education, undergraduate courses in arts (including visual and performing arts), science and physical education, and graduate programmes by research and by coursework leading to master's and doctorate degrees.

The Office of Graduate Studies and Professional Learning at NIE seek to develop and maintain the standards of educators currently in service with the goal of upgrading the content knowledge of teachers.

The Early Childhood and Special Needs Education (ECSE) Academic Group, which offers the Certificate in Special Needs Support, promotes teachers' professional development by enhancing their knowledge and skills to support children and youth with special needs, lifelong learning and support for personal growth through systematic upgrading and improved qualifications. The following programmes are offered by ECSE to educators interested in supporting students with special needs:

Certificate in Special Needs Support

Educators who complete four courses of TSN preparatory training will be awarded a Certificate in Special Needs Support.

CERTIFICATE IN SPECIAL NEEDS SUPPORT PROGRAMME STRUCTURE

The programme offers three groups of courses that need to be completed for graduation. The foundational course comprises of one essential course of 1 AU. The Core Courses comprise of two compulsory courses of 3AUs each. The Content Areas in Disability courses comprise of three prescribed elective courses of 3AUs each. A profile of the academic staff from ECSE involved in the teaching of these courses may be found in Appendix B.

Programme Objectives

The programme aims:

- To provide a framework of knowledge and skills and to inculcate attitudes which are important to the education of students with special needs
- To examine the range of factors (e.g., the student, the teacher, the curriculum and resources, the physical environment, peers, and the larger school context) that facilitates or hinder the learning of a student with special needs in mainstream schools
- To enable teachers to develop competencies in assessing, planning, implementing, and evaluating programmes for students with special needs
- To provide teachers with basic knowledge and skills for supporting students with various types of disabilities

Course Requirements

Most courses comprised of three components (please refer to the course outline of the respective courses for course-specific weighting of marks):

Course Preparation: This component of assessment partially takes place BEFORE the course run. All participants are required to engage in some degree of course preparation. It is the participant's responsibility to contact the respective course coordinators regarding queries pertaining to course preparation.

Course Participation: This component of assessment takes place DURING the course run. This typically takes the form of tutorial/seminar participation, tutorial/seminar activities, and/or presentations. Tutors should be approached with questions about course assessments and requirements. NIE does not credit or prorate marks for tutorials that participants miss (with or without a valid reason). In addition, credit for the tutorial participation missed will only be given if a written assignment is handed in to the tutor before the assignment deadline.

Course Assignments: This component of assessment takes place AFTER the course run. This typically takes the form of written assignments, whether as an individual or as a group. Please refer to the course outline for more information. Participants receiving postgraduate certification for this course are expected to submit an additional assignment. Tutors should be approached with questions about course assessments and requirements. Participants are responsible for submitting assignments before the deadline. Late submissions may be penalised.

Certificate Completion

Participants who complete at least 9 relevant AUs (Courses marked with an asterisk* plus 1 additional from Prescribed Electives) will qualify for the Certificate in Special Needs Support.

FOUNDATIONAL COURSE (1 AU)

Course Title	*Engaging Students with Special Needs in Mainstream Classrooms
Course Code	IEC 4019
Duration	13 hours
Course Description	<p>This course seeks to equip teachers with an introduction to the context of special needs education in Singapore as well as an understanding of the attitudes and perceptions of stakeholders in this process. Participants will be introduced to a framework for supporting pupils with special needs in their classrooms drawing on strengths within the classroom context and incorporating other resources within the school and community. This would include existing systems within current school contexts such as The Systemic Model for Support and Case Management Teams. In addition, course participants will also be introduced to the ecological framework and a systematic approach for intervention involving assessment, planning, implementation and evaluation (APIE). This course will provide a foundation for building supportive partnerships with families of pupils with special needs.</p>

PRESCRIBED ELECTIVE COURSES (15 AUs)
CORE
Content Areas in Disability Courses (Two Compulsory Courses)

Course Title	*Learning Disabilities: Characteristics and Classroom Intervention
Course Code	IEC 4003
Duration	39 hours
Course Description	<p>This course provides an overview of characteristics and prevalence of learning disabilities, as well as the challenges faced by students with learning disabilities. Good teaching approaches and learning strategies for these students will be examined. Participants will be encouraged to implement and reflect upon the usefulness and relevance of practical and useful strategies in local mainstream schools in a holistic and systematic fashion employing frameworks introduced in earlier course(s).</p> <p>* Prerequisite: IEC 4019 or IEC 4012 and IEC 4013</p>

Course Title	*Attention Deficit/Hyperactivity Disorders: Characteristics and Classroom Intervention
Course Code	IEC 4020
Duration	39 hours
Course Description	<p>This course provides an overview of how to support children and youth with Attention Deficit/Hyperactivity Disorder (ADHD) in the classroom will be provided through this course. The definitions, characteristics and challenges of learners with ADHD will be examined through use of case studies and the opportunity to apply theory to practice, in the light of deriving practical and pragmatic strategies to address challenges faced by both the student and teacher in local mainstream schools in a holistic and systematic fashion employing frameworks introduced in earlier course(s) such as the ecological framework and the APIE within one's school context.</p> <p>* Prerequisite: IEC 4019 or IEC 4012 and IEC 4013</p>

PRESCRIBED ELECTIVE COURSES (15 AUs)
GROUP A
Content Areas in Disability Courses (Choose 1 out of 3 courses)

Course Title	Physical and Sensory Difficulties: Characteristics and Classroom Intervention
Course Code	IEC 4021
Duration	39 hours
Course Description	<p>This course provides an overview of how to support children and youth with physical and sensory difficulties in the classroom will be provided through this course. The definitions, characteristics and challenges of learners with physical and sensory difficulties will be examined through use of case studies and the opportunity to apply theory to practice, in the light of deriving practical and pragmatic strategies to address challenges faced by both the student and teacher in local mainstream schools in a holistic and systematic fashion employing frameworks introduced in earlier course(s) such as the ecological framework and the APIE within one's school context.</p> <p>* Prerequisite: IEC 4019 or IEC 4012 and IEC 4013</p>

Course Title	Autism Spectrum Disorders: Characteristics and Classroom Intervention
Course Code	IEC 4004
Duration	39 hours
Course Description	<p>This course provides an overview of Autism Spectrum Disorders (ASD) with a primary focus on students with high functioning autism and Asperger's syndrome. The definitions and characteristics of learners with ASD will be examined in the light of planning intervention programmes. The participants will learn strategies for supporting these learners in local mainstream schools.</p> <p>* Prerequisite: IEC 4019 or IEC 4012 and IEC 4013</p>

PRESCRIBED ELECTIVE COURSES (15 AUs)
GROUP A
Content Areas in Disability Courses (Choose 1 out of 3 courses)

Course Title	Emotional and Behavioural Difficulties: Characteristics and Classroom Intervention
Course Code	IEC 4014
Duration	39 hours
Course Description	<p>This course provides an overview of emotional/behavioural disorders (E/BD). Conceptual models and approaches of E/BD and common conditions of the various types of E/BD and their causes will be examined. Assessment of E/BD, as well as classroom management to reduce challenging behaviours will be included. Students will learn how to prevent some difficult behaviours and respond appropriately when behavioural problems occur.</p> <p>* Prerequisite: IEC 4019 or IEC 4012 and IEC 4013</p>

Note: IEC 4012 and IEC 4013 were courses from the previous mode of delivery

TEACHERS TRAINED IN SPECIAL NEEDS (TSN)

In 2004, the Minister for Education announced an initiative that a core group of teachers in all schools will be trained in special needs to enable them to support their students with mild special educational needs. Since 2005, 10% of primary school teachers and 20% of secondary school teachers have been trained in special needs. This professional development in-service training of teachers in the area of special needs serves to provide mainstream teachers with more in-depth knowledge and understanding of the special needs of diverse learners and learn ways to plan instruction adapt and differentiate the curriculum to meet the needs of these learners in mainstream settings.

Types of Support Potentially Provided by TSNs

TSNs can provide support to students with mild special needs at different levels as follows:

School Level

At the school level, these teachers act as resource personnel, and their responsibilities may cover the following:

- Provide consultation to school management, teachers and parents to facilitate better understanding of the students' needs and how to support them
- Share knowledge and skills with fellow teachers with regard to instructional planning, curriculum adaptation, and differentiated work for students with special needs students
- Work closely with other school staff (where applicable) – Learning Support Coordinators (LSCs), Allied Educators (Learning & Behavioural Support) [AEDs(LBS)], Teacher Counsellors (TCs), School Counsellors (SCs) and the Case Management Team (CMT)

Department Level

As members of a specific department(s), TSNs may:

- Provide consultation to fellow colleagues with regards to classroom strategies and differentiated teaching approaches to support the learning of students with special needs, related to the subject area at different levels
- Develop resources for teachers to deepen their knowledge and skills of special needs

Classroom Level

At the classroom level, these teachers work directly with students with special needs in their classes. Their responsibilities may cover the following:

- Being assigned as form teacher or subject teachers for classes with students with special needs
- Provide individualised instructional aids, curriculum adaptation, and differentiated work for students with special needs in their classes
- Monitor and evaluate progress of students with special needs in their classes
- Collaborate with other teachers teaching the students, AEDs (LBS), School Counsellors, parents, and external professionals/agencies to support students with special needs in their classes.
- Set up and maintain barrier-free class environment
- Provide transition support for students with special needs from one level to the next

ECSE AG COURSE FACULTY

Wong Meng Ee	A/P Wong currently teaches courses in special education at diploma and postgraduate level. His research interests include the transition and post-school outcomes of students with disabilities; issues relating to persons with visual impairments and their developments; teacher education; inclusive education; assistive technology and disability studies.
Tan Soo Ching Carol	Dr Tan currently teaches courses in the Master of Special Education, Diploma in Education, and Diploma in Special Education. She also supervises practicum for pre-service allied educators, special education teachers , and mainstream teachers. Her research interests include child and adolescent psychopathology, particularly in relation to developmental trajectories to anti-social behaviour, affective and interpersonal traits, and the mediating effects of self-regulation.
Loh Pek Ru	Dr Loh currently teaches courses in special education at diploma and postgraduate level. She also supervises practicum for pre-service allied educators and conduct research supervision for postgraduate students in special education. Her research interest is in childhood neurodevelopmental disorders, mental health in childhood and adults, and special needs education.
Ow Yeong Wai Mang Elizabeth	Dr Ow Yeong has spent the last 25 years of her career as a mainstream educator. She currently teaches and coordinates the Diploma in Special Education (DISE) Programme as well as teaches in the Certificate in Special Needs Support (TSN) Programme, Advanced Diploma in Special Education (ADISE) Programme and the Post Graduate Diploma in Education (PGDE) Pedagogical Practices Course. She also supervises practicum for pre-service allied educators (learning and behavior support). Her research interests include inclusivity in mainstream schools, support for mainstream teachers and allied educators in working with students with special needs and autoethnography. Her current research focuses on enabling factors for supporting students with special needs and use of the growth mindset in the empowerment of students with special needs.

ECSE AG COURSE FACULTY

Kee Kiak Nam Norman	Norman is board certified in Special Education and is currently teaching courses in special education for the Diploma in Special Education. He also teaches on educational support for mainstream teachers in pre-service and in-service courses and degree courses. His research interest includes inclusion of students with autism, curriculum that is dynamic, adaptive and timely, 21 st century pedagogies and humanistic psychological approaches for teacher education.
---------------------	--