

## SLIEN – Award in Support Learners with Individual Educational Needs

MQF Level: 4

ECTS Value: 23 ECTS

Duration: 28 Sessions

Contact Hours: 70

Supervised Placement and Practice Hours: 170

Self-Study Hours: 236

Assessment Hours: 99

### Programme Description

This programme aims to provide formal training in practical skills necessary for Supply Learning Support Educators.

### Entry Requirements

Applicants interested in following this programme are to satisfy one of the minimum eligibility criteria:

1. An Advanced Level Subject at MQF Level 4 (Grade A to E) awarded by MATSEC or an equivalent examination body recognised by the Institute for Education;
- OR
2. An MQF Level 4 Qualification (minimum 120 ECTS, or equivalent), or higher.

### Overall Objectives and Outcomes

Though this programme, participants will be able to:

- a. Develop basic knowledge and understanding of inclusive education;
- b. Ensure the promotion of an inclusive environment for learning;
- c. Adapt classroom material and tasks for learners with different needs;
- d. Support learners through appropriate intervention strategies;
- e. Identify communication challenges and ensure that the learner is included in the school community;
- f. Support and ensure student safety of students with physical disabilities;
- g. Produce an individualised programme for the student's needs;
- h. Evaluate and reflect on one's contribution to the student's learning.

## Programme Structure and Delivery

This programme adopts a blended approach to teaching and learning and is composed of the following modules:

- Supporting Student with Different Needs in the Inclusive Classroom (3 ECTS)
- Behaviour Challenges (2 ECTS)
- Communication Challenges (2 ECTS)
- Physical Needs (2 ECTS)
- Using a Provisional Mapping Tool (1 ECTS)
- Adapting Resources (3 ECTS)
- Reflection on Practice (10 ECTS)

For further details regarding delivery and assessment, kindly refer to the IfE Portal.

### Certification

Upon successful completion of this module, course participants will be conferred an accredited certification.

### Further Learning Opportunities and Career Progression

Upon successful completion of this programme, course participants may go on to further their studies in the area of inclusive education.

## SLIEN11 – Supporting Students with Different Needs in the Inclusive Classroom

MQF Level: 4

ECTS Value: 3 ECTS

Duration: 6 Sessions

Contact Hours: 15

Self-Study Hours: 36

Assessment Hours: 24

### Module Description

This study unit provides the course participant with basic educational approaches and support strategies to maximise progress for learners with ADHD, Autism and Intellectual Impairment. It also focuses on the different components of an inclusive classroom, and the respective policies one needs to follow. Issues such as equality and inclusive approaches to teaching and learning will be discussed. The module will also focus on the role of the LSE, the teacher's and how to work collaboratively within a team.

### Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

#### Competences

- a. Create specific resources to enhance the learning process for students with ADD / ADHD, Autism, and Intellectual Impairment.
- b. Address the challenges encountered by learners with ADD / ADHD, Autism and Intellectual Impairment in the classroom.
- c. Adapt classroom tasks and resources for learners with ADD / ADHD, Autism and intellectual impairment.
- d. Collaborate with a transdisciplinary team of professionals to facilitate and sustain the learning progression of the students;
- e. Ensure the promotion of an inclusive environment by treating all the students fairly and equally.

#### Knowledge

- a. Detail the characteristics of learners with ADD / ADHD, Autism and intellectual impairment.
- b. Identify accommodations and class interventions to use with learners with diverse needs and promote classroom inclusivity;
- c. Describe how environments can be structured so that learners with ADD / ADHD, Autism and intellectual impairment can benefit maximally from instruction.

- d. Describe the terms of inclusion, integration, segregation and access and their implication on the educational setting;
- e. Recall the responsibilities of an LSE with regards to teaching and learning;
- f. Identify the barriers to inclusion and how these can be overcome;
- g. Identify and explain the policies related to inclusion.

### Skills

- a. Recognise the characteristics of learners with ADD / ADHD, Autism and intellectual impairment.
- b. Apply accommodations and class interventions to use with learners with diverse needs.
- c. Determine how environments can be structured so that learners with diverse needs can benefit maximally from instruction.
- d. Plan a set of inclusive strategies which best fits the classroom.

### Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

### Assessment Methods

This module will be assessed through: Practical Assignment Tasks

### Suggested Readings

#### Core Reading List

1. Teach ADHD. Behavior Support Strategies.
2. Larkey, S. (2006). Strategies for teaching students with Autism Spectrum Disorder and other students with special needs.
3. The National Autistic Society Autism Spectrum Disorder: A resource pack for school staff
4. Boutot A.E. (2007) Fitting in: Tips for promoting Acceptance and friendships for students with autism spectrum disorders in inclusive classrooms.
5. Broer, S.M., Doyle, M.B., Giangreco M.F. (2005) Perspectives of students with Intellectual Disabilities about their experiences with paraprofessional support.
6. Pulsifer, L. (2012). Teaching tips for students with developmental delays. Retrieved <http://www.brighthouseeducation.com/special-ed-inclusion-strategies/78461-teaching-tips-for-students-with-developmental-delays>

7. Yazbeck, M., McVilly, K., Parmenter, T. R. (2004) Attitudes Towards People with Intellectual Disabilities: an Australian Perspective.
8. Ministry for Education and Employment (2019). A National Inclusive Education Framework. A Policy on Inclusive Education in Schools. Route to Quality Inclusion.

#### Supplementary Reading List

1. ADHD fact sheet – retrieved [www.cdc.gov/actearly](http://www.cdc.gov/actearly)
2. Thompson, A.E., Morgan, C., Urquhart, I., (2003). Children with ADHD Transferring to secondary Schools: Potential difficulties and solutions
3. Strategies for ADD and ADHD – retrieved from <http://www.do2learn.com/disabilities/CharacteristicsAndStrategies/AttentionDeficitDisorderStrategies.html>
4. Erbes, V. Tools for teachers: Practical resources for Classroom Success.
5. Stobart, A. (2012) Transition toolkit: Helping you support a child through change.
6. O'Regan, F. (2002) How to Teach and Manage Children with ADHD
7. Birkett, V (2003) How to Support and Teach Children with Special Educational Needs
8. Sherratt D (2005) How to support and teach children on the Autism Spectrum
9. UNESCO (2001). The Rationale for Inclusive Education in Open File on Inclusive Education Support Materials for Managers and Administrators.

## SLIEN03 – Behavioural Challenges

MQF Level: 4

ECTS Value: 2 ECTS

Duration: 4 Sessions

Contact Hours: 10

Self-Study Hours: 25

Assessment Hours: 15

### Module Description

Schooling, for many learners, presents itself as a positive experience, one in which children are able to thrive, achieve and reach their fullest potential. For others, however, this is far from the case and there are some groups of learners who exhibit social, emotional and behavioural difficulties. Put simply, this can be exhibited as acting in and acting out behaviours. This module is designed to equip LSEs with different techniques to support learners exhibiting SEBD.

### Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

#### Competences

- a. Create and carry out different behaviour management strategies to support learners exhibiting challenging behaviours.
- b. Create appropriate intervention strategies to help support learner to deal with different emotions including both acting in and acting out.
- c. Design and carry out a behaviour modification plan.
- d. Follow de-escalation and restraining strategies.

#### Knowledge

- a. Demonstrate basic knowledge of social, emotional behavioural difficulties.
- b. Be familiar with a framework for management and discipline language skills.
- c. Identify different strategies and techniques to support learners deal with acting in and acting out behaviours and emotions.
- d. Prepare and execute a behaviour modification plan.
- e. Demonstrate familiarity with de-escalation and restraining strategies

#### Skills

- a. Prepare and apply different strategies and techniques to support learners deal with acting in and acting out behaviours and emotions.
- b. Practise de-escalation and restraining strategies.
- c. Plan and apply a behaviour modification plan

## Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

## Assessment Methods

This module will be assessed through: Practical Assignment Tasks

## Suggested Readings

### Core Reading List

1. Cefai, C., & Cooper, P. (2010). Students without voices: the unheard accounts of secondary school students with social, emotional and behaviour difficulties. *European Journal of Special Needs Education*, 25(2), 183-198.
2. Cefai, C. (2010). Supporting the inclusive education of students with social, emotional and behaviour difficulties. In: A. Azzopardi (ed.), *Making Sense of Inclusive Education*. Berlin, VDM Verlag Dr. Muller publications.
3. Cowley, S. (2014). *Getting the buggers to behave*. London: Bloomsbury.
4. Rogers, B. (2015). *Classroom Behaviour: A practical guide to effective teaching, behaviour management and colleague support*. London: Sage.
5. Rae, T. (2007). *Dealing with feeling*. London: Sage.

### Supplementary Reading List

1. Camenzuli, J. (2015). The use of Technology to Support the Innovative Teaching of Mathematics to Students with SEBD: A Debate Related to the use of Technology in the Classroom to Promote Inclusion. *International Journal of Learning, Teaching and Educational Research*, 12(1), 35-52.
2. Camenzuli, J., & Buhagiar, M.A. (2014). Using inquiry-based learning to support the mathematical learning of students with SEBD. *The International Journal of Emotional Education*, 6(2), 69-85.
3. Cefai, C. (2006). Social, Emotional and Behavioural difficulties in Malta: An Educational Perspective. *Journal of Maltese Educational Research*, 4(1), 18-36.
4. Cefai, C., & Cooper, P. (2011). The introduction of nurture groups in Maltese schools: A method of promoting inclusive education. *British Journal of Special Education*, 38(2), 65-72.
5. Cefai, C., Cooper, P., & Camilleri, L. (2008). *Engagement Time: A National Study of Students with Social, Emotional and Behaviour Difficulties in Maltese Schools*. Malta, European Centre for Education Resilience and Socio-Emotional Health, University of Malta.

6. Cefai, C., & Pizzutto, A.S. (2017). *Listening to the voices of young children in a nurture class. Emotional and Behavioural Difficulties*. 22(3), 248-260.
7. Cross, M. (2011). *Children with social, emotional and behavioural difficulties and communication problems: There is always a reason*. London: Jessica Kingsley Publishers.
8. Crone, D., Hawken, L.S., & Horner, R, H. (2015). *Building Positive Behavior Support Systems in Schools Second Edition: Functional Behavioral Assessment*. New York: Guilford Press.
9. Cooper, P. (2006). *Promoting Positive Pupil Engagement*. Malta: Agenda.
10. Cooper, P. (2010). *Understanding and supporting children with emotional and behavioural difficulties*. London: Jessica Kingsley Publishers.
11. Olsen, J., & Cooper, P. (2004). *Dealing with disruptive students in the classroom*. London: RoutledgeFlamer.
12. Perrow, S. (2016). *Healing stories for challenging behaviour*. Gloucestershire: Hawthorn Press.



## SLIEN04 – Communication Challenges

MQF Level: 4

ECTS Value: 2 ECTS

Duration: 4 Sessions

Contact Hours: 10

Self-Study Hours: 28

Assessment Hours: 12

### Module Description

The aim of this module is to focus on providing educators with basic introductory knowledge on the area of communication. Course participants will appreciate the function of communication in the lives of learners that they will be supporting.

### Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

### Competences

- a. Ensure that the learner is included in the school community through the implementation of essential strategies for him/her to understand what is happening as well as expressing needs, wants etc.
- b. Create resources to aid the student communicate better in class;
- c. Guide students on how to best use technological aids.

### Knowledge

- a. Detail the typical development of language and manifestations of delayed or atypical language development.
- b. Determine the process and reasons of communication in order to be able to identify when there is a breakdown or a communication barrier.
- c. Identify various modes of communication and various AAC aides that can be utilised in order to establish a functional communication system.
- d. Identify possible communication challenges that a learner will present within the presence of a condition or disability.
- e. Identify possible communication opportunities throughout the school day whereby the learner can communicate through various methods

### Skills

- a. Use correct level of language according to the level of understanding of the learner.
- b. Encourage communication opportunities as well as set up possible situations whereby an Augmentative or Alternative methods can be used

- c. Support a range of learners with disabilities and conditions in the class environment  
e.g. ASD to use a range of AAC strategies.

### Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

### Assessment Methods

This module will be assessed through: Practical Assignment Tasks

### Suggested Readings

#### Core Reading List

1. Communication Matrix –pdf <https://legacy.communicationmatrix.org/sevenlevels.aspx>
2. [https://www.ieccwa.org/uploads/IECC2016/HANDOUTS/KEY\\_13958629/HO\\_4.CommunicationMatrixTable.pdf](https://www.ieccwa.org/uploads/IECC2016/HANDOUTS/KEY_13958629/HO_4.CommunicationMatrixTable.pdf)
3. <http://www.rockybay.org.au/wp-content/uploads/2013/04/1.2-Communication-Development.pdf>
4. <https://files.eric.ed.gov/fulltext/EJ1082466.pdf>
5. <https://www.asu.edu/clas/icrp/research/Publication/Publication%20PDF%202.pdf>
6. [https://www.ctdinstitute.org/sites/default/files/file\\_attachments/TnT-News-AAC-Mar09.pdf](https://www.ctdinstitute.org/sites/default/files/file_attachments/TnT-News-AAC-Mar09.pdf)
7. [file:///C:/Users/Schools\\_home/Downloads/9781493908134-c1.pdf](file:///C:/Users/Schools_home/Downloads/9781493908134-c1.pdf)
8. [https://www.sa.gov.au/data/assets/pdf\\_file/0013/17122/augmentative-alternative-communication.pdf](https://www.sa.gov.au/data/assets/pdf_file/0013/17122/augmentative-alternative-communication.pdf)

#### Supplementary Reading List

1. <https://ilc.com.au/wp-content/uploads/2014/12/Top-tips-for-implementing-AAC.pdf>
2. <http://www.talkingpoint.org.uk/sites/talkingpoint.org.uk/files/stages-speech-language-development-chart001.pdf>
3. Sage & Wilkie (2006) Supporting Language and Communication: A guide for School support Staff
4. Thompson (2003) Supporting communication disorders: A handbook for teachers and teaching assistants.
5. Websites e.g. [www.yaack.com](http://www.yaack.com) ; [www.talkingpoint.org.uk](http://www.talkingpoint.org.uk); [www.asha.org](http://www.asha.org)

## SLIEN12 – Physical Needs

MQF Level: 4

ECTS Value: 2 ECTS

Duration: 4 Sessions

Contact Hours: 10

Self-Study Hours: 31

Assessment Hours: 9

### Module Description

This module is designed to provide the Learning Support Educators with basic training on physical disability. It will tackle areas Cerebral Palsy, the effects of muscle tone on student's function in daily living skills, the role of Therapists (including OT, Physio and SLT), how to best handle a student with physical disability, different types of transfers which are usually carried out at school, ideal posture during table task activities and alternative means of writing.

### Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

#### Competences

- a. carry out daily activities such as feeding, toileting/changing nappy and dressing with children with a physical disability,
- b. apply practical knowledge on sitting and adequate posture during table task activities.
- c. ensure the safety of the student during handling, transferring and seating
- d. collaborate with other colleagues, if assistance is required, during transferring and employ practical knowledge on transferring equipment

#### Knowledge

- a. distinguish the different types of physical disability and their respective signs and symptoms
- b. determine the different roles of therapists (including the Occupational Therapist, Physio and Speech and language Therapist)
- c. apply practical knowledge on how to transfer a student such as what is a good seating position to attain for the student with a lesion and the different techniques one can use for daily life activities.

#### Skills

- a. operate or use the different techniques (including transferring, handling)
- b. practise activities of daily living and self-help skills with the student with physical disability.

- c. under professional guidance the learner can use alternative mean to writing.

### Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

### Assessment Methods

This module will be assessed through: Case Study and Presentation

### Suggested Readings

1. <http://www.pediatricservices.com/parents/pc-28.htm>
2. <https://patient.info/doctor/disability-in-childhood>
3. <https://www.canchild.ca/en/resources/35-disability-and-child-development-integrating-the-concepts>
4. <https://www.canchild.ca/en/diagnoses/cerebral-palsy>
5. <https://www.canchild.ca/en/research-in-practice/physical-activity>
6. <https://www.youtube.com/watch?v=hPah5J868NE>
7. <https://www.youtube.com/watch?v=GdtcoWoaMhk>
8. <https://www.youtube.com/watch?v=kfCdOYjsEgg>
9. [https://www.cbm.org/article/downloads/54741/Cerebral Palsy Toolkit - Part 2 Manual English .pdf](https://www.cbm.org/article/downloads/54741/Cerebral_Palsy_Toolkit_-_Part_2_Manual_English_.pdf)

## SLIEN07 – Using a Provisional Mapping Tool

MQF Level: 4

ECTS Value: 1 ECTS

Duration: 2 Sessions

Contact Hours: 5

Self-Study Hours: 12

Assessment Hours: 8

### Module Description

In this unit the course participants will be introduced to the Individual Education Plans and will be given training of how to write a comprehensive and precise IEPs for the learner/s that they support. Students will also be guided on how they are to use the Provisional Mapping Tool when writing an IEP.

### Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

### Competences

- a. Follow procedure used prior to the writing of the IEP.
- b. Produce an IEP using comprehensive and specific situation assessment, SMART Goals and specific strategies and resources for a learner with a statement of need using the Provisional Mapping Tool
- c. Produce a MAP for a learner with individual needs.

### Knowledge

- a. Detail procedures used prior to the writing of an IEP.
- b. Demonstrate knowledge of the Provisional Mapping Tool.
- c. Distinguish the difference between SMART goals and Priority Long Term Goal/s
- d. Describe the learner's situation assessment in learning and behaviour at school in a comprehensive and specific manner.
- e. State which strategies and resources could be used to support learner in IEP.

### Skills

- a. Use and apply skills learnt in unit when writing IEPs
- b. Prepare a MAP for a learner with individual educational needs.
- c. Plan an IEP for a learner with special educational needs.
- d. Prepare an IEP for a learner with special educational needs using SMART goals.

## Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

## Assessment Methods

This module will be assessed through: Practical Assignment Task

## Suggested Readings

### Core Reading List

1. <https://www.provisionmap.co.uk/>
2. Pierangelo. R. & Giuliani. G. A. (2007). *Understanding, Developing and Writing Effective IEPs: A Step-by-Step Guide for Educators*. England: Sage

### Supplementary Reading List

1. <https://www.understood.org/~media/84636b78f9f94b12aa5dab86c92f8e37.pdf>
2. Salend. S. J. (2011) *Creating Inclusive Classrooms: Effective and Reflective Practices*. US:Pearson – Chapter 2
3. McNamara. S. & Moreton. G. (1993). *Teaching Special Needs: Strategies and Activities for Children in the Primary Classroom*. England: David Fulton Publishers.
4. Special Education Support Services. (2008). *Signposts: A Resource Pack for Teachers*. Retrieved on 06/01/2018 from <http://www.sess.ie/>

## SLIEN13 – Adapting Resources

MQF Level: 4

ECTS Value: 3 ECTS

Duration: 6 Sessions

Contact Hours: 15

Self-Study Hours: 36

Assessment Hours: 24

### Module Description

This module provides the course participants with the knowledge and practical skills needed to adapt educational resources in a classroom setting.

### Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

### Competences

- a) Design learning materials according to the class learners' needs;
- b) Adapt examination and assessment materials;
- c) Create digital resources to complement class materials;
- d) Adapt the physical and social environment according to the class learners' needs;
- e) Adapt language-based classroom materials while applying UDL;
- f) Adapt science/numeracy classroom materials while applying UDL;
- g) Adapt classroom materials to different levels following curriculum guidelines.

### Knowledge

- a) Identify the different learning styles of class learners;
- b) Identify and implement changes in the class learners' physical and social environment;
- c) Identify what materials need to be adapted according to the class learners' needs;
- d) Describe how Numeracy, Literacy and digital resources can be adapted according to the class learners' needs;
- e) Describe and reflect on the collaborative methods used in the classroom between subject/class teachers and LSEs concerning the adaptation of materials;
- f) Identify and adapt material within early years, primary and secondary school settings;
- g) Identify what accommodations/adaptations are mostly suitable to the classroom learners' needs with knowledge of the different learning styles.

## Skills

- a) Alter and adapt lesson materials
- b) Alter instructional arrangements according to the classroom learners' needs;
- c) Apply the principles of UDL to adapt classroom materials;
- d) Evaluate the Universal Design for Learning and the framework into practice in a classroom setting;
- e) Design assessment materials to accommodate the class learners' needs

## Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

## Assessment Methods

This module will be assessed through: Practical Tasks and Written Assignment

## Suggested Readings

1. Thurber, A., & Bandy, J. (2018). Creating Accessible Learning Environments. Vanderbilt University Center for Teaching. Retrieved from <http://cft.vanderbilt.edu/guides-sub-pages/creating-accessible-learning-environments>
2. OECD (2020). Supporting the continuation of teaching and learning during the COVID-19 Pandemic Annotated resources for online learning. <https://www.oecd.org/education/Supporting-the-continuation-of-teaching-and-learning-during-the-COVID-19-pandemic.pdf>
3. Segedin, L., Fahrner, N., Ernst, J.V., Clark, A.C., D.T.E., Kelly, D.P. & DeLuca, V.W. (2019), "Adapting Instruction", Technology and Engineering Teacher; 7(4), pp. 9-11.
4. Levey, Sandra (2021). Universal Design for Learning. Journal of Education (Boston, Mass.) (0022-0574), p. 002205742110319
5. CooperGibson Research (2018). Use and perceptions of curriculum support resources in schools: Research Report. <https://assets.publishing.service.gov.uk/>

## Supplementary Reading List

1. Behling, Kirsten T. Behling, (09/30/2018). Reach everyone, teach everyone: universal design for learning in higher education (1-946684-59-7, 978\_-1-946684-59-2).
2. <https://fitamalta.eu/>
3. <https://practicalaac.org/practical/how-we-do-it-aac-in-the-special-education-classroom/>
4. <http://www.inclusive.co.uk/>
5. <https://myexams.gov.mt/wp-content/uploads/2021/01/AA-regs-2020-2021-version-for-website.pdf>



## SLIEN09 - REFLECTION ON PRACTICE FOR LSEs

MQF Level: 4

ECTS Value: 10 ECTS

Duration: 6-weeks

Contact Hours: 5

Supervised Placement and Practice Hours: 170

Self-Study Hours: 65

Assessment Hours: 10

### Module Description

The intent of this module is to provide an opportunity for self-reflection of practice, and equip participants with the necessary skills for a fruitful practicum experience. Specifically, each component of the practicum file: observations, student's profile, IEP document, daily planning sheets, lesson and self-evaluation - will be discussed. Following this, participants will undertake a 6-week practice placement supported by practice visits.

### Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

### Competences

- a. Select the most relevant information from the professionals' reports.
- b. Inform oneself well about the student.
- c. Create an informed student profile.
- d. Monitor student/s during the observation phase to build a good picture of them.
- e. Establish coherence between the daily planning sheets and the IEP document.
- f. Complete good daily planning sheets.
- g. Perform a self-analysis of one's input in the facilitation of the student's or students' learning.

### Knowledge

- a. Describe the purpose of the student profile.
- b. Identify the significant elements of the professionals' reports.
- c. Recite the student's major strengths and weaknesses as indicated by the professionals.
- d. Tell the student's major strengths and weaknesses in class.
- e. List the priority goals that will be tackled in the IEP.
- f. Write a clear, specific and measurable goal.
- g. Match the strategy to be employed with the goal.
- h. Write a clear lesson evaluation on the daily planning sheet.

## Skills

- a. Generate an effective strategy for the IEP's goal.
- b. Demonstrate the effectiveness, or otherwise, of the action taken.
- c. Prepare a follow-up plan of action.
- d. Plan a set of strategies that the can help the student in the after school activities like the catechism or extra-curricular activities.
- e. Write factual observations.

## Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

## Assessment Methods

This module will be assessed through: Practicum

## Suggested Readings

### Core Reading List

1. Ministry for Education (2002). Creating Inclusive Schools: Guidelines for the Implementation of the National Curriculum Policy on Inclusive Education.
2. Ministry for Education, Youth and Employment (2012). A National Curriculum Framework For ALL.
3. Ministry for Education and Employment (2014). Special and Inclusive Education for ALL. An Audit Report.
4. Ministry for Education and Employment (2014). Respect For ALL Framework.
5. The above documents can be accessed from:  
<http://education.gov.mt/en/resources/Pages/Policy-Documentation.aspx>
6. The Learning Outcomes Framework (2015). Access on:  
<http://www.schoolslearningoutcomes.edu.mt/en/>
7. Neil Humphrey , Paul Bartolo , Peter Ale , Colin Calleja , Thomas Hofsaess , Vera Janikova , Annemieke Mol Lous , Vida Vilkiene & Gun-Marie Wetso (2006) Understanding and responding to diversity in the primary classroom: an international study, European Journal of Teacher Education, 29:3, 305-318, DOI: 10.1080/02619760600795122
8. Malthouse, R., & Roffey-Barentsen, J. (2013). Reflective practice in education and training.

## Supplementary Reading List

1. UNESCO (2001). The Rationale for Inclusive Education in Open File on Inclusive Education Support Materials for Managers and Adminsitrators.
2. Mitchell, D. (2014). What really works in special and inclusive education: Using evidence-based teaching strategies. Routledge.