



### COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
The Practice of Meeting Special Educational Needs	

Academic staff	Core academic unit(s)
<b>Coordinating:</b> assoc. prof. dr. Margarita Jurevičienė	Vilnius University Šiauliai Academy, Institute of Education
<b>Other:</b> assoc. prof. dr. Ieva Bilbokaitė-Skiauterienė	

Study cycle	Type of the course unit
First	Optional

Mode of delivery	Semester or period when it is delivered	Language of instruction
Blended learning	Spring/autumn	English

Requisites	
<b>Prerequisites:</b> Children's developmental disorders; Teaching and meeting special educational needs; Reading, writing, and mathematical education	<b>Co-requisites (if relevant):</b> None specified.

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
10 ECTS	267 hours	180	87

Purpose of the course unit		
To acquire practical skills in identifying the individual strengths and special educational needs of pupils with disabilities, to provide special pedagogical support for pupils with severe and very severe special educational needs.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Ability to analyze the organization of special education, provision of special pedagogical support, and professional activities of special educators for pupils with severe and very severe SEN	Case study, observation, practical tasks, activity reflection	Practice report
Ability to investigate and identify the individual strengths and special educational needs of pupils with severe and very severe SEN, respecting confidentiality	Case study, information search tasks, small group consultations, practical tasks, observation, interview, document analysis, activity reflection	Practice report
Ability to prepare an individual education plan based on analysis of pupil's strengths and needs; set goals, objectives, methods, adapt materials, and assess progress	Case study, information search tasks, literature analysis, small group consultations, practical tasks, activity reflection	Practice report
Ability to prepare educational recommendations for teachers, consult them based on pupil's strengths and needs	Case study, information search tasks, literature analysis, small group consultations, practical tasks, activity reflection	Practice report
Ability to prepare extended lesson/workshop plans, set objectives,	Case study, information search tasks, small group consultations, practical tasks, activity reflection	Practice report

methods, prepare individualized tasks and materials		
Ability to provide special pedagogical support to pupils with severe SEN, considering age, abilities, needs; apply various assessment methods	Case study, information search tasks, small group consultations, practical tasks, activity reflection	Practice report
Ability to value individual differences positively, communicate and collaborate constructively with pupils with disabilities, their parents/guardians, teachers, other specialists, and administration	Practical tasks, activity reflection	Practice report
Ability to observe, research, analyze, and reflect on special education and support processes; describe practice activities; follow professional ethics; recognize professional responsibility and competences to improve	Activity reflection	Practice report

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Practice briefing	—	—	2	—	—	—	2	—	—
2. Observation and discussion of special educator's activities and pupils' learning characteristics	—	—	—	—	—	20	20	4	Lesson analysis, student reflection, description of selected pupil's learning characteristics
3. Individual education plan for a pupil with severe SEN; presentation and discussion with mentor	—	10	11	—	—	20	41	16	Case study (observation, interview, document analysis); literature analysis; preparation of individual plan
4. Student's planning and conducting of lessons/workshops; discussion with mentor	—	16	—	—	—	60	76	42	Literature analysis; lesson/workshop planning; preparation of individualized tasks and materials; self-analysis
5. Educational activities based on pupil's individual plan	—	6	—	—	—	23	29	10	Literature analysis; lesson/workshop planning; preparation of individualized tasks and materials; self-analysis
6. Observation and organization of extracurricular event	—	—	—	—	—	8	8	8	Preparation of plan and materials; self-analysis of organized event
7. Practice review	—	—	2	—	—	2	4	7	Preparation of practice report and overall self-analysis
<b>Total</b>	—	32	15	—	—	133	180	87	—

Assessment strategy	Weight %	Deadline	Assessment criteria
Practice report	100	Exam session	Final grade consists of: 10% – description of observed lessons/workshops and reflection; 30% – case study and individual plan; 30% – evaluation average of student's lessons/workshops extended plans; 10% – evaluation of extracurricular activity; 20% – mentor's evaluation. Three achievement levels: Excellent (all criteria met, high evaluations), Typical (most criteria met, good/average evaluations), Threshold (partially meets criteria, satisfactory/weak evaluations).

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
<b>Required reading</b>				
Wasburn-Moses, L.	2025	Special Education in Practice: A Concise Introduction	—	<a href="https://www.taylorfrancis.com/books/mono/10.4324/9781003514268/special-education-practice-leah-wasburn-moses">https://www.taylorfrancis.com/books/mono/10.4324/9781003514268/special-education-practice-leah-wasburn-moses</a>
Jones, N.D., Bell, C.A., Brownell, M., et al.	2021	Using Classroom Observations in the Evaluation of Special Education Teachers	Working Paper 2021–9	Wheelock Policy Center. <a href="https://wheelockpolicycenter.org/wp-content/uploads/2021/12/EvaluationSpecialEdTeachers_WP.pdf">https://wheelockpolicycenter.org/wp-content/uploads/2021/12/EvaluationSpecialEdTeachers_WP.pdf</a>
Bryant, D.P., Bryant, B.R., Smith, D.D.	2019	Teaching Students With Special Needs in Inclusive Classrooms	—	SAGE Publications.
Koßmann, R.	2022	Individual Educational Plans: Just a Tool to Immunise Teaching from Parental Criticism?	Cogent Education, Vol. 9(1)	Taylor & Francis. <a href="https://www.tandfonline.com/doi/pdf/10.1080/2331186X.2022.2085628">https://www.tandfonline.com/doi/pdf/10.1080/2331186X.2022.2085628</a>
<b>Recommended reading</b>				
Wong, M.T., Rashid, S.M.M.	2022	Challenges of Special Education Teachers in Implementation of Individual Education Plan (IEP) for Students with Learning Disabilities	Int. Journal of Academic Research in Business and Social	<a href="https://www.researchgate.net/profile/Syar-Mohd-Rashid/publication/365145635_Challenges_of_Special_Education_Teachers_in_Implementation_Individual_Education_Plan_IEP_For_Students_With_Learning_Disabilities_LD/links/638bfe9a658ce2104ab6813/Challenges-of-Special-Education-Teachers-in-Implementation-Individual-Education-Plan-IEP-For-Students-With-Learning-Disabilities-LD.pdf">https://www.researchgate.net/profile/Syar-Mohd-Rashid/publication/365145635_Challenges_of_Special_Education_Teachers_in_Implementation_Individual_Education_Plan_IEP_For_Students_With_Learning_Disabilities_LD/links/638bfe9a658ce2104ab6813/Challenges-of-Special-Education-Teachers-in-Implementation-Individual-Education-Plan-IEP-For-Students-With-Learning-Disabilities-LD.pdf</a>

Castellary-López, M., Figueredo-Canosa, V., Muñoz-Muñoz, J.R., Ortiz- Jiménez, L.	2023	Participation of Students with Special Educational Needs in Extracurricular Activities in Compulsory Education	Education Sciences, Vol. 13(4), Article 383	<a href="https://www.mdpi.com/2227-7102/13/4/383">https://www.mdpi.com/2227-7102/13/4/383</a>
Cook, B.G., van Dijk, W., Vargas, I., et al.	2023	A Targeted Review of Open Practices in Special Education Publications	Exceptional Children, Vol. 89(3), pp. 238–255	<a href="https://files.eric.ed.gov/fulltext/EJ1371868.pdf">https://files.eric.ed.gov/fulltext/EJ1371868.pdf</a>