C.A.D.E.T. Academy®

Comprehensive Autism and related Disabilities Education and Training (C.A.D.E.T.) Academy

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C.A.D.E.T. Academy Special Education Certificate Program

Program timeline: 12 weeks

Description

This training program will lay a foundation in Special Education and give understanding to participants. It is part of C.A.D.E.T. Academy's pioneer blended learning platform for helping under-served populations of exceptional children in Africa. The 12 week program is approved by the International Board of Credentialing and Continuing Education Standards (IBCCES) as Continuing Education (CE) training to individuals who want to attain the Autism Certificate or the Certified Autism Specialist *(Read more at: www.ibcces.org)*.

Many people with special education needs currently face significant challenges with daily living, relationship building and maintenance, emotion awareness and regulation, and both verbal and nonverbal

communication. Many also have problems with motor coordination and fine motor control to produce speech or certain sequences of movements, and some have challenges with sensory regulation, sleep, attention, and executive function abilities. This training package is designed to help you learn about all of these challenges, many of which also affect people who do not have a diagnosis for their disability. You will also receive a state-of-the-art overview of technologies being developed to address such challenges.

This program is intensive and will involve minor research through reading and response, and presentations from experts in general education as well as special education. The program will also explore the converging challenges and goals of research in the area of special needs and new technologies in order to help participants to gain greater understanding of various special needs conditions through systematic measurement of affective, physiological, and behavior data. Our aspiration is to help participants develop strategies that increase opportunities for reaching out to more audience in the African autism and related disabilities community. Our goal is to enable people with autism and other developmental disabilities to gain the support and resources they need, while also helping families and their support network to develop a better understanding of what special education needs entail.

Training objectives:

Our objective is to present participants with exciting ideas and unusual experiences while helping them to become sensitive to the pains and pleasures that people with disabilities feel. We want participants to leave this course with a deeper understanding of how much can be created and achieved by people with disabilities, especially when they are programmed for success by excellence in teaching. We also hope that participants gain an understanding of the importance of building on each student's strengths. We hope that participants will learn to respect multiple intelligences and develop an understanding of a vast array of educational techniques used in teaching exceptional children.

Specifically, participants should leave the program with an understanding of:

• The history, models, theories, and current issues that provide the basis for special education practice.

• Definitions and identification of individuals with exceptionalities.

• Federal Government of Nigeria's Policy on Special Education and inclusion that impact children with exceptionalities.

• United States federal, state, and local laws, policies, and procedures that impact children with exceptionalities.

• Variations in beliefs, traditions, and values from across cultures within society and their effects on children, families, and school practices.

• Characteristics and effects of the cultural and environmental milieu of the child and the family including cultural, linguistic, and economic diversity.

• An opportunity to express your own personal philosophy of special education, particularly in terms of the relationship with regular education.

• A deeper understanding of the theory and practice of conducting remote/distance learning via telepractice.

Outline of Courses on the Program

Module 1: SPED 100.   Learning in Cultural Contexts

Module 2: SPED 101.   Overview of Exceptionalities in Special Education

Module 3: SPED 102.   Early Childhood Identification and Intervention

Module 4: SPED 103.   Teaching Diverse Learners in the Classroom

Module 5: SPED 104.   Behaviour and Classroom Management

Module 6: SPED 105.   Learning Strategies across the Curriculum (for Special Educators K-12)

Module 7: SPED 106.   Reading and Writing Methods for Special Educators

Module 8: SPED 107.   Math and Writing Methods for Special Educators

Module 9: SPED 108.   Power Tools for Educators (Using Technology for Communication, Presentation, Instructional Design, Planning and Assessment)

Module 10: SPED 109. Leadership in Schools and Society

Module 11: SPED 110. Collaboration with Professionals and Families for Special and General Educators

Module 12: SPED 111. Procedures, Policies and Assessment for Special Educators

SPED 112. Final Research Project

Description of Courses

SPED 100. Learning in Cultural Contexts

This course explores major theories and models for understanding how children and adolescents learn; seeks to understand the complex interaction among biological, sociological, and psychological factors that influence learning; applies this knowledge about learning and teaching in schools; and investigates the interplay between school culture and students' cultures and the implications for student achievement. The course focuses on the student as an individual learner working with a teacher in cultural context. Explanations of structural barriers to student achievement are examined and solutions for teachers are investigated. The importance of close observation of children/adolescents and careful consideration of actual student achievement data in sociocultural context are stressed.

SPED 101. Overview of Exceptionalities in Special Education

This course provides an overview of various exceptionalities and the services offered in special education. The course is intended to give participants a foundation of knowledge about the nature and needs of children with special needs, and introduces the student to causes and characteristics of specific disabilities, service delivery models, historical and current issues, legislation, research, trends, and controversies in special education. Exceptionalities covered in this module include those with: specific learning disability, autism spectrum disorder, emotional disturbance, speech or language impairment, visual impairment (including blindness), deafness, hearing impairment, deaf-blindness, orthopedic impairment, intellectual disability, traumatic brain injury, multiple disabilities and comorbidities.

SPED 102. Early Childhood Identification and Intervention

This course covers topics such as early identification strategies, discernible markers, and inclusive education for pre-school learners. This course was designed to empower professionals with knowledge necessary to understand how families who have at-risk children in this age range receive resources and supports that could assist them in maximizing their child's physical, cognitive, and social/emotional development while respecting the diversity of families and communities.

SPED 103. Teaching Diverse Learners in the Classroom

One challenge that teachers face is how to work with a broad range of cultural, linguistic, and intellectual differences among their students. This course will examine differences and similarities among students and explore sociocultural and structural influences on student achievement. It will address the questions, "who are the students in the classroom?" and "What must teachers consider when planning and implementing instruction for all of their students?" The course will focus on basic concepts related to addressing student needs through differentiation and inclusion.

SPED 104. Behaviour and Classroom Management

This course is designed to give teachers the knowledge and skills to create and maintain effective learning environments. One important aspect of classroom management, behaviour management, will be given particular focus. Teachers will understand how to implement positive behaviour strategies to help their students learn and engage in appropriate behaviour. The subjects covered under this module include Applied Behavior Analysis, factors that influence behavior, crisis Intervention and Cognitive Behavior Therapy.

SPED 105. Learning Strategies across the Curriculum (for Special Educators K-12)

This course examines models for teaching learning and metacognitive strategies guiding the learning of content, for students with mild/moderate disabilities in grades K-12. Participants will examine educational research on the application of literacy and learning strategies in the current areas and will learn ways to assess students' understandings and to use the assessment to plan for instruction. This module will also cover program development subjects such as Individual Education Plan (IEP), assessment tools used to measure progress, various treatment strategies including ABA, Floortime, RDI, TEACCH, etc., and transition strategies.

SPED 106. Reading and Writing Methods for Special Educators

The purpose of this course is to develop the instructional competencies of school personnel to teach effectively students with persistent reading problems as well as to select and implement comprehensive reading programs within their schools. Although the focus of this course is on students who have shown persistent problems learning to read (especially those students identified as having special education needs who are participating in regular classrooms), the information is also appropriate for individuals interested in developing early intervention programs.

SPED 107. Math and Writing Methods for Special Educators

This course is designed to introduce participants to the knowledge, skills and procedures needed to provide effective instruction for students with persistent mathematical difficulties. The principles, techniques, methods, and strategies presented in this class are based on research-validated instructional strategies. The class will provide candidates an understanding of what it takes to build an individual mathematics instructional program that will have a direct impact on the academic performance of their students.

SPED 108. Power Tools for Educators (Using Technology for Communication, Presentation, Instructional Design, Planning and Assessment)

To meet the needs of students, to operate effectively in a school environment, and to accomplish professional responsibilities, teachers must be able to use an array of 21st century tools to communicate, maintain and manage data, conduct research, design and present lessons, and to participate in professional networks. The purpose of this course is to introduce the basic technology tools of teachers, their applications, and the ethics associated with the profession. Through this course you will learn and practice forms of communication specific to teaching, e.g. Parent conferences and class newsletters/websites. You will learn the basic elements of lesson planning and assessment, and use of software that supports these tasks. You will consider the uses of presentation software and web design to support student learning, and conduct remote learning or telepractice effectively. You will carefully consider the ethical dimensions associated with communicating, presenting, teletherapy, data management, designing instructions, and assessing, including the key provisions of the U.S. Family Education Rights Privacy Act (FERPA) and guidelines for email communications.

SPED 109. Leadership in Schools and Society

This course helps teachers analyze the complex historical, cultural, sociological, philosophical, and theoretical perspectives which impact schools. It examines the educational process in the context of modern society and how that process is influenced by the forces of the larger community. Recognizing the teacher as a leader within a professional community is an important component of the course. In the end, participants should be able to answer questions like, " how do schools work," "how did we get here," and "where are we going and how do we get there?"

SPED 110. Collaboration with Professionals and Families for Special and General Educators

The expectations for professionals who work in schools and other education settings are changing dramatically. Although most educators enter the field because of their commitment to work with students, few can be successful unless they refine their skills for interacting with other professionals and families. Educators routinely participate in team meetings and collaborative problem solving activities in a variety of settings in which their ability to communicate effectively is critical. This course is designed to assist participants in building their collaborative skills, developing skills for effectively participating in difficult interactions, and is intended to help candidates attain the knowledge and skills to be leaders in collaborative efforts in schools.

SPED 111. Procedures, Policies and Assessment for Special Educators

This course provides participants with a broad knowledge and understanding of a wide range of legal issues related to special education services for students with disabilities (using the Federal Government of Nigeria's Policy on Special Education and inclusion as well as the United States settings). Participants will have a foundation in effective and efficient assessment as well as evaluative practices, including standardized and curriculum-based assessment.

SPED 112. Final Research Project

The final project research on a chosen and approved topic is designed to enable participants to consolidate all what they have learned during the training program. The project is to be written in 10 pages of Times New Roman or Arial Font 14 and 1.5 spacing.

Grading

ACTIVITIES	PERCENTAGES
Eleven assignments (reading/response)	70%
Project and presentation	30%

Other Important Information

The 12 weeks training is designed to cater for both online and offline participants. Online sessions are conducted via self-paced weekly study and response on our Web Portal and interactions via **Telegram** and **Zoom** apps. Offline sessions consist of 2 weeks hands-on practicum at the C.A.D.E.T Academy, No. 3 Kyari Mohammed Crescent, off Justice Sowemimo Street, Asokoro, Abuja.

Training Calendar

WEEK	TOPICS	READINGS	REMARKS
0.	Personal introductions		Write in 500 words or less about yourself. Tell us why are you are joining this program - what do you hope to learn or achieve through it? *(Submit before the end of Week 1: admin@cacademy.sch.ng)*
1.	Learning in Cultural Contexts		
2.	Overview of Exceptionalities in Special Education		
3.	Early Childhood Identification and Intervention		
4.	Teaching Diverse Learners in the Classroom		
5.	Behaviour and Classroom Management		
5.	Project Idea Discussions		Project proposal due
6.	Learning Strategies across the Curriculum (for Special Educators K-12)		
7.	Reading and Writing		

WEEK	TOPICS	READINGS	REMARKS
	Methods for Special Educators		
8.	Math and Writing Methods for Special Educators		
9.	Power Tools for Educators (Using Technology for Communication, Presentation, Instructional Design, Planning and Assessment)		
10.	Leadership in Schools and Society		
11.	Project Progress Discussions		Project progress discussions
12.	Collaboration with Professionals and Families for Special and General Educators		
13.	Procedures, Policies and Assessment for Special Educators		
14.	Final Project Submission/Presentations		Presentations on final projects (feedback/wrap-up/reflect and discuss)

Note: Assignments correspond to the readings for each weeks' training session.