



Title: Professional Certificate in provision of School Shadow Support for children with language and socio-emotional difficulties.

Synopsis

Shadow Support Teachers (SSTs) are passionate individuals who support the development of children special needs in the several areas of development which includes language and literacy. SSTs build inclusive schools through their professional knowledge and skills, as well as their unwavering dedication to work alongside professionals in school so as to provide for the most conducive learning environment for their clients. In this course, students will learn how to foster an inclusive school and classroom and pupils with language and socio-emotional difficulties which may include and their challenges they will encounter (e.g., Autism Spectrum Disorder, Socio-Communication Disorder and Attention Deficit Hyperactivity Disorder). To support the children's learning in the domain area of language and social-emotional, students will be exposed a 'toolbox' of support pedagogies and strategies which are evidence-based. Finally, students will learn to work collaboratively with other members of the multi-disciplinary team, as they embark on their career as an SST.

Course Objective:

On completion of this certificate course, students will:

- Be critically aware of a range of curricula and intervention approaches for to support needs of children with language and socio-emotional difficulties.
- Have examined and evaluated aspects of the developmentally appropriate approaches used in early and middle childhood as well as the necessary modifications to this approach used for children with Autism Spectrum Disorder, Socio-Communication Disorder Attention-Deficit Hyperactivity Disorder
- To understand the effect of learning and behaviour in a learning environment and provide individualized support to help learners function in the environment.
- To work in a multi-disciplinary team to support the needs of the learners and providing progress updates to stakeholders.

Syllabus

1. Overview of Inclusive Education

- 1.1 Principles of Inclusive Education for Early and Middle Childhood
- 1.2 Roles and Responsibility of a School Shadow Support Educator
- 1.3 Understanding the characteristics of learners with language and socio-emotional difficulties
- 1.4. Characteristics of children with Individuals with Autism Spectrum Disorder, Socio-Communication Disorder and Attention Deficit Hyperactivity

2. Support Strategies to promote language and social development of children with exceptionalities

- 2.1 Visual Support Strategies
- 2.2 Social Stories and Role-Play for Social Promoting Social Perspective thinking
- 2.3 Social Scripts for promoting pragmatic language
- 2.4 Positive Behaviour Support
- 2.5 Differentiated Reinforcement and Planned Consequences
- 2.6 Spelling and Handwriting Difficulties
- 2.7 Large and Fine-motor Support
- 2.8 Provision of modifications and accomodations to the Learning Environment

3. Collaboration with Stakeholders

- 3.1 Working in a Team
- 3.2 Promoting Independence (Fading and Transition)
- 3.3 Reporting and Monitoring student's progress

4. Supervised Practicum and Applied Case Study Project

Teaching and Learning Strategies

The course will be delivered in a blended approach with 20% online learning component. Students will be exposed to a pre-recorded lecture and online quizzes to assess their theoretical knowledge. To facilitate the development of higher order thinking skills and group skills, students will also attend facilitation-style tutorial sessions which take on primarily the scenario-based and work-based learning approaches. Students are also expected to read and research during non-contact hours with the facilitator. In addition, students will receive guidance from the mentor teachers to provide individualized support during their supervised practicum session.

Assessment & Weightage

- Quiz – 20%
- Practicum Report – 50%
- Applied Case Study Presentation – 30%