



# *The Hebrew University of Jerusalem*

## *Syllabus*

### *Introduction to Special Education - 37900*

*Last update 08-09-2022*

*HU Credits: 2*

*Degree/Cycle: 2nd degree (Master)*

*Responsible Department: Education*

*Academic year: 0*

*Semester: 1st Semester*

*Teaching Languages: Hebrew*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Thomas Gumpel*

*Coordinator Email: [tom.gumpel@mail.huji.ac.il](mailto:tom.gumpel@mail.huji.ac.il)*

*Coordinator Office Hours: Wednesday, 1:00 - 2:30*

*Teaching Staff:*

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Prof Thomas Peter Gumpel

Course/Module description:

*This course presents an introduction and survey of special needs populations for children and youth in the educational system.*

Course/Module aims:

*We will focus on different disabilities and their educational challenges, as well as specific interventions for each population.*

Learning outcomes - On successful completion of this module, students should be able to:

*We will emphasize principles in developing frameworks as well as the Individualized Educational Plan.*

Attendance requirements(%):

85

*Teaching arrangement and method of instruction: Lectures, presentations*

Course/Module Content:

*Special Education in Israel  
Physical disabilities  
Intellectual disabilities  
Autism  
Emotional Disturbances, ADHD  
Learning disabilities  
Visual impairment  
Gifted and talented  
Transition and communication disorders  
Severe disabilities  
Classroom management  
Response to intervention*

Required Reading:

\*ברקלי, ר. א. (1997). לשלוט ב-ADHD. תל אביב: אוניברסיטת תל אביב.

\*גומפל, ת. (1999). החינוך המיוחד בישראל לקראת שנות 2000: מאין באנו ולאן אנו חותרים? סוגיות בחינוך המיוחד ושיקום, 14(2), 71-82.

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גמליאל, א. (1989). שילוב ילדים עוורים בבי"ס בישראל. סוגיות בחינוך המיוחד ושיקום, 6, 87-97.

\*קוזמה, ש. (1994). מהי תסמונת דאון? חלק. סטריי-גונדרסון (עורכת), ילדים עם תסמונת דאון: מדריך להורים. ירושלים: דורות.

רון, ח. (1990). פיגור שכלי. תל אביב: אוניברסיטת תל אביב.

Alberto, P., & Troutman, A. C. (2006). *Applied behavior analysis for teachers* (7th ed.). Columbus, Ohio: Merrill.

Fuchs, Douglas, Mock, Devery, Morgan, Paul L., & Young, Caresa L. (2003). Responsiveness-to-intervention: Definitions, evidence, and implications for the learning disabilities construct. *Learning Disabilities Research and Practice*, 18(3), 157-171.

Halpern, A. S. (1985). *Transitions: A look at the foundations*. *Exceptional Children*, 51(6), 479-486.

Hallahan, D. P., & Kauffman, J. M. (2006). *Exceptional Children: Introduction to Special Education* (10th ed.). Englewood Cliffs, NJ: Prentice Hall.

Hardman, M. L., Drew, C. J., Egan, M. W., & Wolf, B. (1990). *Human Exceptionality: Society, school and family* (3rd ed.). Boston: Allyn & Bacon.

\*Grandin, T. (1995). *Thinking in pictures*. New York: Vintage.

\*Gumpel, T. P., & Sharoni, V. (2007). Current best practices in learning disabilities in Israel. *Learning Disabilities Research and Practice*, 22(3), 202-209.

Hallahan, D. P., & Kauffman, J. M. (2006). *Exceptional Children: Introduction to Special Education* (10th ed.). Englewood Cliffs, NJ: Prentice Hall.

\*Mather, N., & Kaufman, N. (2006). Introduction to the special issue, part two: It's about the what, the how well, and the why. *Psychology in the Schools*, 43(8), 829-834.

Plucker, J. A., & Stocking, V. B. (2001). Looking outside and inside: Self-concept development of gifted adolescents. *Exceptional Children*, 67(2), 534-548.

\*Wong, B. Y. L. (1991). The relevance of metacognition to learning disabilities. In B. Y. L. Wong (Ed.), *Learning about learning disabilities* (pp. 231-258). San Diego: Academic Press.

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Additional Reading Material:

none

Course/Module evaluation:

End of year written/oral examination 55 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 0 %

Assignments 8 %

Reports 37 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

none