



The Hebrew University of Jerusalem

Syllabus

Getting to know special populations at school - 64000

Last update 30-03-2025

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Teaching Training - Diploma

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Prof Gumpel

Coordinator Email: tom.gumpel@mail.huji.ac.il

Coordinator Office Hours:

Teaching Staff:

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.

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.

Additional Reading Material:
none

Grading Scheme:

Additional information:
none