

ENGLISH FOR SPECIAL EDUCATION

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1. INTRODUCTION

English for Special Education is a course book aimed at first year students at the Faculty of Special Education and Rehabilitation, the University of Belgrade. The authors attempted to meet the requirements set by the available learning conditions and the students who are very heterogeneous in their needs, interests, and most importantly, in their general English skills. Since it is intended to be used in an ESP (English for Specific Purposes) course, this course book focuses on the topics and vocabulary relevant to six different departments studied at the Faculty of Special Education and Rehabilitation: Speech Pathology, Prevention and Treatment of Behavioral Disorders, Special Education and Rehabilitation of Individuals with Intellectual Disabilities, Special Education and Rehabilitation of Individuals with Physical Disabilities, Special Education and Rehabilitation of Individuals with Hearing Impairments, and Special Education and Rehabilitation of Individuals with Visual Impairments.

The course book is organized in 17 topic related units, and 8 revisions. The topics include both general special education topics (exceptional students, inclusion, early intervention, job opportunities in special education, etc.) and the topics related to different disabilities (intellectual disabilities, learning disabilities, speech and language disorders, visual and hearing impairments, physical disabilities, behavioral disorders, etc.). Each unit consists of a relevant text (approximately 500 words long), followed by appropriate reading comprehension and vocabulary exercises, a summary of the reading text which is to be translated into Serbian, and finally, grammar exercises which repeat and practice different structures in topic related contexts (Present Simple and Continuous, Past Simple and Continuous, Present Perfect, Past Perfect, The Future, Modal Verbs, Conditional Clauses, Subjunctive, Passive Voice, Reported Speech, Relative Clauses, Adjectives, Adverbs, Articles, Prepositions, Phrasal and Prepositional Verbs). Revision units provide further practice of the studied vocabulary and language structures, and present topic related questions which the students will need in their final exam.

All the texts, language structures and exercises are adapted to intermediate (B1) level of general English proficiency.

Apart from general aims of this ESP course - to familiarize the students with key professional vocabulary they will need in future, and repeat and practice appropriate general English structures, the authors' aim was to develop a course book which will

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successfully prepare the students for their final English language exam at the Faculty of Special Education and Rehabilitation.

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2. SAMPLE UNIT

JOB PROFILES IN SPECIAL EDUCATION

I Reading²

Special education teachers work with children with different disabilities. A small number of special education teachers work with students with severe cognitive, emotional, or physical disabilities, primarily teaching them life skills and basic literacy. The majority of special education teachers work with children with mild to moderate disabilities, using or modifying the general education curriculum to meet the child's individual needs. Most special education teachers instruct students at the preschool, elementary, and secondary school level, although some work with infants and toddlers. Early identification of a child with special needs is an important part of a special education teacher's job, because early intervention is essential in educating children with disabilities.

Special education teachers help to develop an Individualized Education Plan (IEP) for each student receiving special education. The IEP sets personalized goals for each student and is designed to meet that student's individual needs. A good IEP includes a transition plan to prepare students for high school, postsecondary school, or a job. Preparing special education students for daily life after graduation is also an important aspect of the job.

As schools become more inclusive, special education teachers and general education teachers increasingly work together in general education classrooms. Special education teachers help general educators adapt curriculum materials and teaching techniques to meet the needs of students with disabilities. A large part of a special education teacher's job involves communicating and coordinating with others involved in the child's well-being, including parents, social workers, school psychologists, occupational and physical therapists, and other teachers.

Other occupations involved with the identification, evaluation, and development of students with disabilities include: audiologists, counselors or psychologists, occupational therapists, physical therapists, speech-language pathologists, social workers, and assistive technology practitioners or specialists.

II Answer the following questions

1. What is the job of a special education teacher?
2. Who do most special education teachers instruct?
3. What is an Individualized Education Plan?
4. How do special and general teachers work together in a general education classroom?
5. Who do special education teachers also coordinate with?

² Adapted from Council for Exceptional Children. Selected Job Profiles in Special Education. Available at: <http://www.cec.sped.org/Professional-Development/Job-Profiles-in-Special-Education>; and the US Bureau of Labor Statistics online at: <http://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm>

III Look back at the text and list all occupations related to special education**IV Match the occupations from exercise III with appropriate explanations**

- a) they work with children and youth with different disabilities
- b) they work with people who cannot produce speech sounds; those with speech rhythm and fluency problems, such as stuttering; people with voice disorders; those with problems understanding and producing language; and those with cognitive communication impairments
- c) they help individuals improve their ability to perform tasks in living and working environments
- d) they provide services that help restore function, improve mobility, relieve pain, and prevent or limit permanent physical disabilities of patients suffering from injuries or disease
- e) they provide individuals with career and educational counseling; often they work with students who have academic and social development problems or other special needs
- f) they evaluate students with disabilities in order to help them become more independent and productive with the use of appropriate assistive or adaptive technology
- g) they examine individuals of all ages and identify those with the symptoms of hearing loss and other auditory, balance, and related sensory and neural problems
- h) they assist people by helping them cope with and solve issues in their everyday lives, such as family and personal problems and dealing with relationships

V Translate the following summary into Serbian

Special education teachers work with children with different disabilities. Most special education teachers instruct students at the preschool, elementary, and secondary school level, although some work with infants and toddlers. Special education teachers also help to develop an Individualized Education Plan (IEP) for each student receiving special education.

Other occupations involved with the identification, evaluation, and development of students with disabilities include: audiologists, counselors, psychologists, occupational therapists, social workers, physical therapists, speech-language pathologists and assistive technology practitioners or specialists.

VI Fill the gaps with the appropriate preposition (at, in, on).

John is a ten year old boy with cerebral palsy. He was born _____ 2001, and lives with his parents _____ New Jersey. He is attending a general school _____ his neighborhood. Because of his physical disability, John's classroom is _____ the ground floor of the school. He started physical therapy _____ April, and sees a physical therapist _____ the local hospital twice a week.

John's parents are meeting his special education teacher _____ school, _____ Monday morning. They also have an appointment with the school psychologist _____ 11 o'clock. _____ the afternoon they will meet a speech-language pathologist who works _____ the Institute for Communication Disorders. _____ the weekend they want to organize a meeting with all these professionals _____ John's classroom. They will discuss the development of IEP for John, which should be completed _____ two weeks.

VOCABULARY

- special education teacher – specijalni edukator
- Individualized Education Plan (IEP) – Individualni obrazovni plan
- well-being, n. - dobrobit
- audiologist, n. - audiolog
- counselor, n. - savetnik
- psychologist, n. - psiholog
- occupational therapist, n. – radni terapeut
- physical therapist, n. - fizioterapeut
- speech-language pathologist, n. - logoped
- social worker, n. – socijalni radnik
- assistive technology, n. – asistivna tehnologija

GRAMMAR

Preposition of place

AT, IN, and ON are the most common prepositions of place.

- We use **IN** with streets, cities, districts, regions and countries. We use **AT** with addresses (*John and his parents live **IN** New Jersey, **AT** 47 Baker Street.*)
- We use **IN** with rooms or other enclosed places (*John is **IN** his classroom.*)
- We use **ON** with surfaces (*His schoolbag is **ON** his desk.*)
- We use **ON** with **FLOOR** when we talk about part of a building (*His classroom is **ON** the ground floor.*)
- We say **at home, at work, at school, at university** to talk places where we live, work, or study (*John is **AT** school.*)

Preposition of time

We use:

- **AT** for the time of day (*They have counseling **AT** 10 o'clock.*)
- **ON** for days and dates (*They will meet the social worker **ON** Monday / **ON** 14th April.*)
- **IN** for longer periods, e.g. months/years/seasons (*He started therapy **IN** April / **IN** 2009.*)
- We use **AT** in these expressions: **at night, at the weekend / at weekends, at Christmas, at the moment / at present, at the same time**
- We say:

in the morning (s)	but	on Friday morning(s)
in the afternoon(s)	but	on Sunday afternoon(s)
in the evening(s)	but	on Monday evening(s)
- We say **in a few minutes / in six months**, etc. (*They will complete the IEP **IN** two weeks.*)