



"Shaping the future of exceptional learners"

Block L2, Number 13, Uruguay Street, Maitama,

Phone: +234-705-763-0825

Email: info@cacademy.sch.ng

Website: www.cacademy.sch.ng

C.A.D.E.T. Academy®

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

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.

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

Grading

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

Training Fees

The current fee for both our training and the IBCCES Certification Examination for the Certified Autism Specialist (CAS) *(for individuals with a Master Degree)* is **N350,000** only for both the training and certification. Similarly, the fee for both our training and the IBCCES certification for the Autism Certificate (AC) *(for individuals without a Master Degree)* is **N250,000 only**. The fees are payable to the following bank account:

Bank: Union Bank
Account Name: C.A.D.E.T. Academy
Account Number: 0137959410

Other Important Information

The 12 weeks training is designed to cater for both online and offline participants. Online sessions will be 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 you are joining this program - what do you hope to learn or achieve through it? <i>(Submit before the end of Week 1: admin@cacademy.sch.ng)</i>
1.	Learning in Cultural Contexts		
2.	Power Tools for Educators		
3.	Teaching Diverse Learners in the Classroom		
4.	Behavior and Classroom Management		
5.	Leadership in Schools and Society		
5.	Project Idea Discussions		Project proposal due
6.	Overview of Exceptionalities for Special Educators		
7.	Reading and Writing Methods for Special Educators		

WEEK	TOPICS	READINGS	REMARKS
8.	Math and Writing Methods for Special Educators		
9.	Collaboration with Professionals and Families for Special and General Educators		
10.	Learning Strategies across the Curriculum		
11.	Project Progress Discussions		Project progress discussions
12.	Introduction to Remote Learning and Telepractice		
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.***

Links to Useful Resources on Developmental Disabilities (For Further Reading)

- Rice, C. "[Prevalence of Autism Spectrum Disorders — Autism and Developmental Disabilities Monitoring Network, United States, 2006](#)." CDC, 2006. [Study puts rate of autism at 1 in 110 U.S. children.] (<http://www.cdc.gov/mmwr/preview/mmwrhtml/ss5810a1.htm>)
- [Autism Self-Advocacy Network](#) (<http://www.autisticadvocacy.org/>)
- [Autistics.org Library](#) (<http://archive.autistics.org/library/>)
- Klar, Estée. *The Joy of Autism* (<http://www.esteklar.com/>)
- [WrongPlanet.net Online Resource and Community for Autism and Asperger's](#) (<http://www.wrongplanet.net/>)
- [NIMH Autism Spectrum Disorder Resource](#) (<http://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-pervasive-developmental-disorders/index.shtml/>)
- [NICHD Health Publications about Autism and Related Disorders](#) (<http://www.nichd.nih.gov/autism/pubs.cfm>)
- [American Academy of Pediatrics Autism Health Topic](#) (<http://www.aap.org/healthtopics/Autism.cfm>)
- [National Research Council Educating Children with Autism](#) (<http://www.nap.edu/openbook.php?isbn=0309072697>)
- [Autism Speaks](#) (<http://www.autismspeaks.org/>)
- [Autism Society of America](#) (<http://www.autism-society.org/>)
- [International Society for Autism Research](#) (<http://www.autism-insar.org/>)
- [National Autistic Society](#) (<http://www.nas.org.uk/>)
- Raymaker, Dora. "[Top 10 \[Autism\] Videos](#)." Change.org, December 31, 2008 (<http://news.change.org/stories/top-10-videos>)
- <http://www.readcube.com/articles/10.3389/neuro.07.031.2009>