Here is **Unit One – Main Points + Detailed Notes for Exam Revision** based on the document you uploaded.
Use these as **study notes** to understand and remember key ideas easily.

UNIT ONE: Understanding Students with Special Needs

1. Key Concepts & Terminologies

Term	Meaning (Simple)	Key Point for Exam
Special Needs	Needs outside normal development range (physical, cognitive, emotional, social etc.)	Individuals require different/modified support.
Special Needs Education (SNE)	Specially designed instruction + related services for learners with SEN	Includes counseling, therapy, interpreters, medical support.
Impairment	Loss/abnormality in body structure or function	Physical/biological condition e.g., paralysis. Lifetime lasting.
Disability	Limitation in activity due to impairment	Functional inability e.g., cannot walk because of paralysis.
Handicap	Social disadvantage caused by disability	Society creates barriers e.g., exclusion from events.
Identification	Detecting existence of disorder/impairment	Done by parents/teachers early through observation.
Assessment	Determining developmental problem & approach of intervention	Continuous process by professionals for planning support.
Intervention	Actions to reduce or manage developmental problems	Can be **Preventive, Remedial, Compensatory.**
Resource Room	Support room inside school for learners with SEN	Managed by trained Resource Teacher. Provides extra help.

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2. Types of Intervention

1.

Preventive

2.

    1.

Aim: Stop impairment/disability from happening or worsening

    2.
    3.

Best when started early

    4.

3.

Remedial

4.

    1.

Aim: Reduce the effect of disability, improve function closer to normal

    2.

5.

Compensatory

6.

    1.

Aim: Teach alternative skills or use devices to support learner

    2.
    3.

Example: Braille for blind, hearing aid for deaf

    4.

Models of Disability

a. Premodern/Traditional (Religious) Model

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Disability seen as punishment for sin or curse

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-

People hidden, abandoned, even killed

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-

Based on fear, superstition

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b. Tragedy/Charity Model

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Disabled people viewed as victims needing pity

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-

Encourages charity instead of empowerment

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-

Leads to low self-esteem & dependency

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c. Medical Model

-

Disability caused by individual impairment

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-

Focus on cure, treatment & normalization

-

-

  Labels people as *abnormal* — stigma/problems

-

d. Social Model

-

  Society creates barriers, not the impairment itself

-
-

  Focus on removing barriers → accessibility, inclusion

-
-

  Disability = social issue, not personal defect

-

e. System-Based / Evolving Model

-

  Disability results from interaction between person & environment

-
-

  Knowledge changes over time

-
-

  Inclusive, modern understanding

-

History of Disability Education

Western Context

Era	Characteristics

Era	Characteristics
Era of Exclusion (Pre-1800s)	Disabled children excluded, killed, hidden; no schooling
Era of Institutionalization (1800 – 1900s)	People gathered in institutions for care & training
Era of Segregation (1900 – 1950)	Separate special schools; rise of eugenics and IQ testing
Era of Accelerated Growth (1960 – Present)	Shift to integration → mainstreaming → inclusive education

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Ethiopian Context

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Before modern education: church/mosque schools included blind learners

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-

First special school: **1917 E.C Dembi Dollo** (for visually impaired)

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-

More schools opened: Sebeta (1950 E.C), Kechene, Mekanisa (deaf), Alpha (1959 E.C), intellectual disability schools later

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-

After 1986 E.C → more special classes in regular schools

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Importance of Studying History of Disability

-

Helps comparison between nations

-
-

Learn from progress/mistakes

-
-

Build support systems

-
-

Strengthen inclusive education development

-

Problems in Writing Disability History

-

Bias: written mostly by non-disabled

-
-

Cultural differences overlooked

-
-

Overgeneralization of experiences

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Quick Exam Review Tips

Remember Differences:

Impairment	Disability	Handicap
Physical/mental loss	Functional difficulty	Social disadvantage

Intervention Types → P.R.C

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Preventive

-
-

Remedial

-
-

Compensatory

-

Model Shift = Traditional → Charity → Medical → Social → System-based

Inclusive education goal = Access + Participation + Achievement for ALL

If you want, I can also:

✅ Prepare **Short Notes for memorization**
✅ Create **True/False, Multiple Choice, Fill in the blanks** questions
✅ Convert into **PDF/Word for download**
  Just tell me which one you want.

Here is a **full exam-focused main point + detailed note** for **UNIT TWO: Understanding Inclusive Education**.
Use it for **revision, class presentation, and exam writing.** Clear and organized.

UNIT TWO - Main Points & Detailed Notes for Exam

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1. Stages/Modalities of Education Towards Inclusion

Stage	Meaning	Strength	Limitation

Stage	Meaning	Strength	Limitation
Segregation	Learners with disabilities learn in separate special schools	Specialized teachers & services available	Social isolation, weak integration to real world
Integration	Learners join regular schools *physically* without enough support	Breaks old stigma of separation	Focus on child changing, not school – no support
Mainstreaming	Learners stay in regular class but leave for special support sessions	Combines both regular + special classes	Support is conditional – student must "earn" placement
Inclusive Education	Education for ALL learners regardless of disability, gender, language, poverty, etc.	Promotes equality, participation, full belonging	Needs planning, resources & trained teachers

Exam Tip:
Stage progression → Segregation → Integration → Mainstreaming → Inclusive Education

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2. Meaning of Inclusive Education (Key Understanding)

Inclusive Education is:

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  A **right-based** and **non-discriminatory** education system

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-

  Ensures **access, participation & achievement** for ALL

-
-

  Respects **diversity** (ability, culture, language, gender, poverty, etc.)

-

-

Makes schools **flexible & welcoming**

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-

Focuses on **removing barriers**, not fixing the child

-

Key phrase to remember:

> *Inclusion means learning together, living together, and succeeding together without exclusion.*

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3. Core Components of Inclusive Education

(a) Related to Learners

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Education is a **basic human right**

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All learners **can learn**, though differently

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-

Learning is **lifelong**

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-

Learners should be educated **in their own community**

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-

Everyone benefits when supported properly

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(b) Related to Education System

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Broader than classroom only → includes **community & environment**

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-

Flexible curriculum

-
-

Requires **whole-school approach**

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-

Encourages **teacher collaboration**

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(c) Related to Learning Process

-

Focuses on **participation, collaboration & teamwork**

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-

Uses **inclusive teaching methods**

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-

Identifies and reduces **barriers**

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-

Involves parents, teachers & community as partners

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(d) Related to Diversity

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Diversity = **resource**, not problem

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-

Respect differences – no discrimination

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-

Prepares learners for **inclusive society**

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(e) Related to Resources

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Efficient use of **local/community resources**

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-

People (parents, students, community) are **key resources**

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Tools like **Braille, sign language, assistive devices** may be used

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4. What Inclusive Education IS & IS NOT

Inclusive Education IS

✔ All learners learning together
✔ Support provided inside regular classroom
✔ Individual needs considered
✔ No child excluded
✔ Shared responsibility among school community

Inclusive Education is NOT

�’ Putting disabled students without support
✗ One or two special classrooms for "all disabled"
✗ Reducing special education services
✗ Overloading teachers without planning
✗ Isolation or segregation within school

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5. Principles of Inclusive Education (UNESCO 2005)

1.

Continuous process — always improving & adapting

2.
3.

Identify & remove barriers to participation

4.
5.

Focus on **presence, participation & achievement**

6.
7.

Include the excluded — prioritize marginalized learners

8.

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6. Foundations/Rationales for Inclusive Education

Legal Foundations

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Equal right to education

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No separation based on disability

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-

Promotes social justice

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Educational Foundations

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Reduces dropout & repetition

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-

Improves teacher skill & collaboration

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-

Better academic & social outcomes

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Social Foundations

-

Builds tolerance, empathy & unity

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-

Reduces prejudice & exclusion

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Prepares students for real society

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Economic Foundations

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More cost-effective than special schools

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Uses community schools & resources

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-

Promotes employability & independence

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7. Benefits of Inclusive Education

Benefits for Learners with SEN

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Access to regular curriculum

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Better social skills, friendships & communication

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Higher academic performance

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Better behavior imitation (role models)

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Increased independence & confidence

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Higher chance of future community inclusion

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Parents more involved

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Benefits for Teachers

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Improves professional skills & strategies

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-

Promotes teamwork

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-

Increases job satisfaction

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Expands teaching creativity

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Benefits for Parents/Family

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Feel valued in child's learning

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Positive attitude towards disability

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Learn how to help children at home

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Stronger community connection

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Benefits for Society

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Reduces prejudice

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Builds inclusive, peaceful community

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Equal participation in all sectors

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Sustainable development & productivity

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8. Major Barriers to Inclusive Education

(Important exam area)

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Negative attitudes & beliefs

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Rigid curriculum & teaching methods

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Lack of teacher training

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Large class sizes

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Inaccessible buildings & resources

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Economic challenges/poverty

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-

Weak implementation of policy

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-

Imported models without local adaptation

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Globalization promoting competition instead of collaboration

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Final Exam Quick Revision

Inclusion = **All learn together with support**
Goal = **Presence + Participation + Achievement**
Key shift = **Child is not problem; system must adjust**
Barriers = **attitude + resources + training + policy gap**

If you want, I can prepare:

PDF, Word, or Condensed 1-page revision sheet

Exam Question Bank (MCQ, True/False, Short Answer, Fill-in-blank)

Amharic Version for easier memorization

Just tell me which format you want next.