

Bachelor of Special Education-Intellectual Disability/Visual Impairment

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES Semester -I

Course Code: B 8

Credits: 02

Marks: 50 (External-35, Internal-

15)

Contact week- 15

Introduction of the Course

The course integrates relevant subject matter in the areas of Learning Disability, Intellectual Disability and Autism Spectrum Disorder. This course will prepare pre service teachers to work with students with Neuro Developmental disabilities in inclusive and specialized settings. It fosters the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with learning and behavior characteristics. The course emphasizes implications for educational and vocational programming, curriculum, and instruction.

Learning Outcomes

After completing the course the student-teachers will be able to

- Discuss the characteristics and types of specific learning disability.
- Describe the tools, areas of assessment and apply intervention strategies to enhance learning.
- Explain the characteristics and types of Intellectual disability.
- Describe the tools, areas of assessment and prepare and apply intervention strategies to enhance learning and independent living.
- Explain the characteristics and types of Autism Spectrum Disorder.
- Describe the tools, areas of assessment and apply intervention strategies.

Unit 1: Specific Learning Disability: Nature, Needs and Intervention

1.1 Definition, Types and Characteristics

- 1.2 Tools and Areas of Assessment
- 1.3 Differentiation between screening, assessment, diagnosis, remediation processes
- 1.4 Strategies for Reading, Writing and Mathematics
- 1.5 Individualised Education Programme (IEP), Inclusive Lesson Plan and Accommodations
- 1.6 Transition Education, Life Long Education
- 1.7 Collaboration and Support Services for supporting learners with SLD

Unit 2: Intellectual Disability: Nature, Needs and Intervention

- 2.1 Definition, Types and Characteristics
- 2.2 Tools and Areas of Assessment- BASIC MR, BASAL MR, MDPS, FACP
- 2.3 Strategies for Functional Academics and Social Skills
- 2.4 Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education
- 2.5 Differentiation between adaptation, accommodation and modification.
- 2.6 Vocational Training and Independent Living

Unit 3: Autism Spectrum Disorder: Nature, Needs and Intervention

- 3.1 Definition, Types and Characteristics
- 3.2 Tools and Areas of Assessment
- 3.3 Educational Strategies and Interventions including communication and social skills
- 3.4 Towards mainstream inclusive education: processes and strategies
- 3.5 Legal and Ethical Considerations
- 3.6 Vocational Training and Career Opportunities

Course Work/ Practical/ Field Engagement

- Develop a screening tool for a child with specific learning disability in a given area
- Prepare a transition plan from school to college for a Child with SLD
- Prepare a life skill curriculum
- Prepare a screening tool for children with Autism Spectrum Disorder
- Prepare teacher made test for functional assessment of a given child with ID/ ASD
- Plan an educational program on the basis of an assessment report of a child with ID/ Autism

Essential Readings

- American Psychiatric Association.(2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.
- Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi.
- Ghai, A, (2015). Rethinking Disability in India, Routledge. South Asia Edition
- Chennat,S & Behari, A (2019). Disability Inclusion and Teacher Education. Shipra

Publication, New Delhi

- Nakra, O. (1996). *Children and Learning Difficulties*. Allied Publishers Limited. New Delhi

Suggested Readings:

- Higgins, J. (2003) *Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders*, PRO-ED, Austin.
- Krishnaveni & Malaviya. (2009). *Abilities in Autistic Children and their Relevance in Special Education*. in Technical Series No3 Lady Irwin College, *Social Ecology of Disability: New Delhi, Academic Excellence (ISBN13: 9788189901981)*
- Moyes, R.A. (2010). *Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies*, Sensory World, Texas.
- Malaviya, R. (2014) *Specific Learning Disabilities: An Educator's Perspective*. in Sagar, R. (ed) *Specific Learning Disabilities: Indian Scenario*. AIIMS publication
- Malaviya, R. *Strategies for Inclusion of Specific Learning Disabled Child in the Regular School*. In Sapra, R. *Child development: Issues and Concerns for the Well Being of the Child*. New Delhi, Vishabharti Publications 2006 (ISBN: 81-890000-91-8)
- Malaviya, R. etc. (2022). *Specific Learning Disabilities (SLD): Towards Equity and Inclusion*. AIWEFA publication.
- Pierangelo, R., & Giuliani G.A. (2003). *Transition services in Special Education*, Allyn & Bacon.
- Reddy G.L., & Rama, R. (2000). *Education of Children with Special Needs*, New Delhi - Discovery Pub.
- Simpson, R. L., & Myles, B, S. (2008). *Educating Children and Youth with Autism: Strategies for Effective Practice*. (2nd edition) Pro Ed. Texas.
- Smith, D.D. (2003). *Introduction to Special Education Teaching in an Age of opportunity*, Allyn & Bacon.
- Strichart, S. S. (1993). *Teaching Study Strategies to Students with Learning Disabilities*, Allyn & Bacon, Boston.
- Swady, E.R. (1989). *Diagnosis & Correction of Reading, Difficulties*, Allyn & Bacon, Boston.

- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House, New York.
- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA.

Examination Scheme and Mode:

Total Marks: 50

Internal Assessment: 15 marks

End semester University Examination: 35 marks

The internal assessment of the course may include class participation, assignments, class tests, projects, field work, presentations, or any other as decided by the faculty