

SEMESTER – II

B 1 INTRODUCTION TO PERSONS WITH DISABILITIES

Credits: 2

Internal: 20 marks

Hours/Week: Theory-2hrs Practical- 3hrs

External: 30 marks

Total: 50 marks

Objectives

At the end of the course the student teachers will be able to:

- Name the different types of sensory impairments and its prevalence and describe the process of hearing and implications of various types of hearing loss
- Describe the nature, characteristics and assessment of students with low-vision and visual impairment.
- Explicate the impact of deaf-blindness and practices for functional development .
- Describe the tools, area of assessment and apply intervention strategies to enhance learning
- Describe the characteristics and types, tools, areas of assessment and prepare and apply intervention strategies for independent living of intellectual disability
- Explain the characteristics and types of autism Spectrum Disorder
- Identify the person with Locomotor Disabilities such as Cerebral palsy, amputees, polio, Leprosy Cured, Muscular Dystrophies, Neural and Spinal Defects and Multiple Disabilities.

Unit 1 – Blindness and Low Vision

1.1 Definition , Classification and Characteristics

1.2 Processing of seeing and common Eye Disorder in India

1.3 Demographic information – NSSO and census 2011

1.4 Tools and functional Assessment procedure, Importance of Early identification and intervention

1.5 Educational Implication – Strategies and Curricular adaptation , Teaching Principles, Expanded Core Curriculum, Used Low cost and advanced Assistive Devices.

Unit 2- Hearing Impairment and Deaf Blindness

1.1 Definition , Classification and Characteristics

1.2 Processing of hearing and Impediment leading to different types of hearing loss.

1.3 Incidence and prevalence , Language and communication issues attributes to hearing loss and need of early intervention .

1.4 Educational Implication - Strategies and curricular adaptation, Resorting Techniques arise human (interprets) and technical support (hearing aid)

1.5 Deaf Blindness – Definition, Classification, Characteristics , Assessment and early identification and intervention , Educational implication – Strategies and curricular adaptation, Assistive Devices and addressing O& M.

Unit 3- Intellectual Disability

1.1 Definition , Classification and Incidence and prevalence

1.2 Characteristics – Mild, Moderate , Severe and Profound

1.3 Tools and Area of Assessment , importance of EARLY identification and intervention

1.4 Educational Implication – Strategies Functional Academics and Social Skills and curricular Adaptation , Individualized Education Plan, Person Centered Plan, Developing TLM and Assistive Devices,

1.5 Vocational Training – Life Skill Education and Independent Living.

Unit 4- Neuro Developmental Disabilities – Learning Disability and Autism Spectrum Disorder

1.1 Learning disabilities - Definition , Types and Characteristics

1.2 Tools and Area of Assessment , Importance of EARLY identification and intervention

1.3 Educational Implication – Strategies and curricular Adaptation , IEP, Developing TLM and assistive Devices.

1.4 Autism Spectrum Disorder - Definition , Types and Characteristics and Tools and Area of Assessment ,

1.5 Importance of Early identification and intervention , Educational Implication – Strategies and curricular Adaptation , IEP, Developing TLM and assistive Devices.

Unit -5 Loco motor and Multiple Disabilities

5.1 Cerebral palsy – Definition , Nature , Type ,Assessment of CP, Educational Implication – Strategies , Curricular adaptation and Assistive Devices and Therapeutic intervention

5.2 Amputees, Polio, Spinal Cord Injuries Spinal-bifida and Muscular Dystrophy: Definition, Meaning and Classification - Assessment of Functional Difficulties - Provision of Therapeutic Intervention and Referral.

5.3 Multiple Disabilities – Definition, classification, nature, Various Combination of Multiple Disabilities and Tools and Area of Assessment

5.4 Educational Implication : Strategies and curricular Adaptation , IEP, facilitating teaching-learning , Developing TLM and Assistive Technology to Facilitate Learning and Functional Activities.

5.5 Therapeutic intervention Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School and Vocational Training

Course Work/Practical/Field Engagement

(Any two of the following)

- Develop a checklist for screening of children for Hearing Impairment and Deafblindness
- Plan an educational program on the basis of an assessment report of a child with ID/Autism.
- Undertake a case study after identifying a child with cerebral palsy/ Multiple Disabilities. Assess the child's difficulties in activities of daily living and academic activities and develop an intervention plan.
- Prepare an album for Assistive devices of children with Sensory Disabilities, Neuro Disabilities, Locomotor Disabilities and Multiple Disabilities.

References:

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12. Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviours: Implementing Data Driven Strategies, Sensory World, Texas.
13. Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.
14. Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi – Discovery Pub.
15. Simpson, R.L., & Myles, B.S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2nd edition) Pro Ed. Texas.
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