

SEMESTER – II

B 1- INTRODUCTION TO PERSONS WITH DISABILITIES

Credits: 2

Internal: 20 marks

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

External: 30 marks

Total: 50 marks

Course Learning Outcomes:

At the end of the course, the student-teachers will be able to

- explain the nature, characteristics and educational implications of students with low-vision and visual impairment;
- describe the process of hearing and cite the educational implications of various types of hearing impairment;
- explain the incidence of intellectual disability and assign training accordingly;
- identify students with neuro developmental disabilities and provide timely intervention; and
- identify students with locomotor and multiple disabilities and arrange for appropriate curriculum transaction and therapeutic intervention.

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 (hearingaid)
- 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 Locomotor 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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- 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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