

# **D.Ed. Special Education**

**(Autism Spectrum Disorder)**

## **Syllabus**

*Norms, Regulations & Course Content*



**REHABILITATION COUNCIL OF INDIA**

*(Statutory Body Under Ministry of Social Justice & Empowerment)*

**B-22, Qutab Institutional Area**

**New Delhi – 110 016**

**2014**

**[www.rehabcouncil.nic.in](http://www.rehabcouncil.nic.in)**

## **D.ED. IN SPECIAL EDUCATION (AUTISM SPECTRUM DISORDERS)**

### **1. PREAMBLE**

Autism Spectrum Disorders (ASD) is a group of complex neuro-developmental disorders affecting communication, socialization, thought and behaviour, and includes individuals with wide range of functional abilities. The symptoms may vary from being very severe to being very mild.

Persons with ASD are entitled to equal rights and opportunities as all other citizens of the country. The number of persons receiving a diagnosis of ASD is increasing rapidly. The prevalence in Western countries is now believed to be higher than 1 in 500 births (National Research Council 2002). Hence, the understanding of diagnostic & intervention issues increase. Meeting the unique needs of person with ASD is a logical conclusion to this.

There is a growing demand for rehabilitation personnel trained especially in this field. The DSE (ASD) course designed in 2003 was the first of its kind to provide human resource development in the field of ASD in India. After a running this course for three years in 4 centres in the country, the Rehabilitation Council of India (RCI) felt the need to revise and upgrade the course so that it enjoys parity and equivalence with other D.Ed.Spl.Ed courses recognized by the RCI. The policy of RCI is to review the course curriculum after every five years to incorporate the recent development. In view of above, D.Ed.Spl.Ed. (ASD) course, which was revised in 2008, needs a fresh look on the basis of many recent developments in the field of Autism Spectrum Disorders. The Council constituted a core committee followed by the Expert Committee to go through the structure, content and duration and all other allied issues of the course. The present document is the outcome of the sincere efforts by the members of the Core/Expert committee.

This revised course is designed to provide the trainee teacher a comprehensive understanding of ASD and the skill and competence to meet the needs of students with ASD in regular and special education classrooms.

### **2. NOMENCLATURE OF THE COURSE:**

D.ED. IN SPECIAL EDUCATION (ASD)

### **3. COURSE OBJECTIVES**

The course is designed to enable the trainee teacher to

- Develop an understanding of characteristics and etiology of ASD and associated conditions
- Be familiar with the process of screening and diagnosis of ASD
- Be acquainted with the stages of child growth & development and psychology of learning
- Understand the objectives of general education, and organization of special education services

- Plan and implement educational programs selecting teaching methods suitable for children with ASD
- Develop suitable educational programs for children with conditions associated with ASD
- Integrate the prescribed therapeutic programs within classroom
- Understand the needs of family and promote integration of person with ASD within family and community

#### **4. ELIGIBILITY**

Students who have passed 10+2 or equivalent with 50% of marks in any stream are eligible for the course.

#### **5. ADMISSION PROCEDURE**

Merit for admission to this course will be prepared from 100 marks. The division of the marks is as follows:

i.	50% weightage to 10+2 marks	(50 marks)
ii.	10% to parents and siblings of the persons with disabilities	(10 marks)
iii.	10% to additional higher qualifications	(10 marks)
iv.	10% to written examination	(10 marks)
v.	20% to the interview	(20 marks)
<b>Total</b>		<b>100 marks</b>

**Note: Each training centre will evolve admission criteria and publish the same in its prospectus. The guidelines regarding reservation of SC/ST/OBC as per the Government of India /State Govt. will be applicable for admission.**

#### **6. NUMBER OF SEATS**

Each training center can admit a total of 25 candidates to the course

#### **7. DURATION OF THE COURSE**

The course duration will be two academic years comprising of 220 working days for each year. At the rate of 6 hours per day, the total hours for theory and practical teaching will be 1320 hours in a year and 2640 hours in two years.

#### **8. MEDIUM OF INSTRUCTION**

The medium of instruction will be English/Hindi/State language.

## 9. COURSE STRUCTURE & SCHEME OF EXAMINATION

As provided in the Table I below

**Table I: Course Structure & Scheme of Examination**

Sl. No.	Name of Paper	Hours	Internal Marks	External Marks	Total
<b>A. COMMON PAPERS (First Year)</b>					
1	Introduction to Disabilities (Common Paper)	90	40	60	100
2	Educational Psychology (Common)	90	40	60	100
<b>COMMON PAPERS (Second Year)</b>					
3	Education in the emerging Indian society and school administration (Common Paper)	90	40	60	100
4	Inclusive Education for Children with Disabilities (Common Paper)	90	40	60	100
<b>B. DISABILITY SPECIFIC PAPERS (First Year)</b>					
5	Autism Spectrum Disorders: Nature, Needs & Etiology	90	40	60	100
6	Assessment & Teaching Methods for Children with ASD	90	40	60	100
7	ASD & Associated Conditions	90	40	60	100
8	Methodology for Practicum- Development of Independent Living Skills & Teaching Learning Material	90	40	60	100
<b>DISABILITY SPECIFIC PAPERS (Second Year)</b>					
9	Therapeutics & Interventions in ASD -I	90	40	60	100
10	Therapeutics & Interventions in ASD -II	90	40	60	100
11	Curriculum & Educational Program	90	40	60	100
12	Adulthood, Family & Community Needs	90	40	60	100
	<b>Total</b>	<b>1080</b>	<b>400</b>	<b>600</b>	<b>1000</b>
<b>D</b>	<b>PRACTICUM</b>				
1	Assessment & Individualized Education Program	350	180	120	300
2	Group Teaching & Peer Observation: Curricular Activities	380	210	140	350
3	Group Teaching & Peer Observation: Co-Curricular Activities	200	120	80	200
4	Therapeutics & Management of Behavior	200	120	80	200
5	Career education & Transition Plan	180	120	80	200
6	Preparation of Teaching Aids & Adaptive Devices	250	150	100	250
	<b>Total</b>	<b>1560</b>	<b>940</b>	<b>560</b>	<b>1500</b>
	<b>TOTAL (THEORY + PRACTICUM)</b>	<b>2640</b>			<b>2500</b>

### Note:

1. In the first year examinations the trainees must appear for following papers

- A) Common Paper 1 and 2
- B) Disability Specific Papers 5, 6 and 7
- C) Methodology for Practicum Paper 8

The remaining papers will be examined at the end of second year. Internal assessment records must be maintained for both years.

2. The ratio of theory and practicum marks is 40:60 approximately

3. The division of marks for internal and external examinations in theory and practicum is 40:60 and 60:40 respectively.

## **10. EXAMINATIONS**

Examinations will be conducted as per the Scheme of Examination prescribed by the Rehabilitation Council of India.

## **11. TEACHING FACULTY & STAFF**

Persons with ASD need the services of different professionals. Hence an inter-disciplinary team of professionals is required to train the special teacher to understand the needs of a person with ASD, and provide effective intervention to him/her. The Centre conducting the Course will have the prescribed set of core & visiting faculty (to handle specific topics) and non teaching staff.

### **The Core Faculty**

The course should have 2 lecturers for each year of the course and one will assume the charge of course coordinator / head, thus requiring a total teaching staff of 4.

### **Essential qualifications for lecturers:**

- a) Post Graduate degree
- b) M.Ed (Special Education)/ B.Ed. (Special Education)/ Diploma in Special Education (ASD)
- c) Two years experience of teaching in special schools for children with ASD
- d) Having valid RCI registration

### **Visiting Faculty**

The following professionals will be required to give lectures/demonstrations or conduct practical. The Centre will request the concerned professionals working in hospitals/institutes to function as visiting faculty.

- Pediatrician
- Speech & language therapist
- Occupational therapist
- Social worker & counselor
- Dietician
- Music therapist
- Yoga therapist
- Drama & movement therapist
- T-L Aids & creative arts teacher

### **Non-teaching staff**

- Librarian (full time/part time)
- Typist-cum-accountant
- Peon
- Watchman (desirable)
- Driver (desirable)

## **12. PHYSICAL LOCATION & INFRASTRUCTURE**

### Location

The course will be conducted at a Centre which has a multidisciplinary team of experts, and an attached/available special school for children with ASD where practical can be held.

### Space

Office room:	1
Classrooms:	2
Library:	1
Staff room:	1
Toilets:	2
Hostel:	1 (Desirable)

### Furniture

#### Core faculty

- Tables: 4
- Chairs: 4
- Cupboards: 3

#### Visiting Faculty

- Tables: 2
- Chairs: 2

#### Office staff

- Tables: 1
- Chairs: 2
- Cupboards: 1
- Filing cabinet: 1
- Stools: 2

### Equipment for office & staff room

- Computer with printer: 2
- Telephone: 1
- Photocopying machine: 1
- Fan: 2
- Electrical fittings (lights etc.): as per requirement
- Wall clock: 2

### Furniture & equipment for classroom

- Tables : 25/per class
- Chairs : 25/per class
- Fans : 02/per class
- Over Head Projector : 01/per class
- LCD : 01
- Screen : 01/per class
- Black Board : 01//per class
- Audio cassette recorder: 1

### **Furniture & equipment for library**

- Cupboards: 6
- Tables (large): 2
- Table: 1
- Chairs: 25
- Books: 200 (initial requirement)
- Journals: 5 (initial requirement)
- Periodicals: 5 (initial requirement)

### **Assessment & teaching material**

- Diagnostic & Statistical Manual-Revised (DSM-IV)
- International Classification of Diseases-(ICD-10)
- Modified Checklist for Autism in Toddlers (M-CHAT)
- Childhood Autism Rating Scale (CARS)
- Asperger Syndrome Diagnostic Scale
- Seguin Form Board
- Mallin's Intelligence Scale for Indian Children (MISIC)
- Vineland Social Maturity Scale (VSMS)
- Language Assessment Tool (LAT-NIMH)
- Assessment of Basic Language & Learning Skills
- Functional Assessment Checklist for Programming (FACP-NIMH)
- Madras Development Programming Scale
- Resource Books on Makaton Signs & Symbols (Indian Version)
- Picture Exchange Communication System (PECS)
- Directory of Sign Language (Ram Krishna Mission)
- Montessori apparatus

### **Desirable**

- TV-DVD player
- Video & audio CDs
- Mini bus or Van for field visits, placements, home visits etc.

## **(A) COMMON PAPER**

### **Theory Paper 1: Introduction to Disabilities**

**Total Marks: 100**

**Total hours: 90**

#### **Objectives:**

After completion of this paper, the learner is expected to:

1. Understand the differences disability and functioning
2. Understand the educational needs of various categories of persons with disabilities.
3. Know the common causes and preventive aspects of different kinds of disabilities
4. Know the importance of early identification and intervention
5. Understand the importance of different agencies in human resource development

#### **Unit 1: Understanding Disability**

**(15 Hours)**

- 1.1 Historical development in understanding disability
- 1.2 Emerging trends: Concept and Definition of Impairment, Disability, Handicap(ICIDH) and Functioning(ICF)
- 1.3 Definition and Categories of Disability as per National laws
- 1.4 Prevalence and demographic profile
- 1.5 Causes and prevention of disability

#### **Unit 2: Definition, types and educational needs of children with disabilities**

**(15 Hours)**

- 2.1. Hearing Impairment: Definition and types
- 2.2. Visual Impairment: Definition and types
- 2.3. Mental Retardation: Definition and types
- 2.4. Neuro–muscular: Definition and types
- 2.5. Autism Spectrum Disorder: Definition and types

#### **Unit 3: Definition, types and educational needs of children with disabilities**

**(15 Hours)**

- 3.1. Mental Illness: Definition and types
- 3.2. Specific Learning Disabilities / Difficulties: Definition and types
- 3.3. Deafblindness: Definition and types
- 3.4. Locomotor Disabilities: Definition and types
- 3.5. Multiple Disabilities: Definition and types

#### **Unit 4: Early Identification and intervention**

**(15 Hours)**

- 4.1 Concept and need of early identification
- 4.2 Screening and referral
- 4.3 Involvement of parents and the community
- 4.4 Role of special teacher/ educator in Early Intervention and related matters
- 4.5 Models of Early Intervention- Home based and centre based



## **Unit 5: Human Resource in Disability Sector**

**(15 Hours)**

- 5.1 Concept and need of Human Resource in disability sector
- 5.2 Role of National Institutes
- 5.3 Role of International bodies
- 5.4 Role of NGOs and the Community
- 5.5 Status of Human Resource in India

### **Experiential Learning**

**(15 Hours)**

1. Prepare a checklist for identification of at least one disability.
2. The students are expected to visit at least two institutes for disabilities and observe children with disabilities learning, and submit a report of their observation.

### **Reference material:**

1. Madhavan, T. Kayla, M. Naidu, S. Peshawaria, R and Narayan, J (1989) Mental Retardation – A Manual for Psychologists
2. Wallace, P.M. and Goldstein, J.M. (1944) An Introduction to Psychology (3rd Edition) Madison: Brown and Benchmark Publishing
3. Lindgren H (1988) Educational Psychology in the Classroom, Harper and Raw
4. Panda, KC (1997) Education and Exceptional Children, Vikas Publishing House, New Delhi
5. Smith, D.D, and Luckasan, R.(1992), Introduction to Special Education, Allyn and Bacon, Boston
6. Alan H. and Ravic R. (1998). Best and promising Practices in Developmental Disabilities, Texas, PRO – ED, Inc
7. Hegarty S. (2002). Education and Children with Special Needs in India: Sage Publications, India Pvt. Ltd.
8. Myron G. Eisenberg, Robert L. Glueckauf, Herbert H. Zaretsky (1999) Medical Aspects of Disability: A Handbook for the Rehabilitation
9. Arthur E. Dell Orto, Paul W. Power (2007) The Psychological and Social Impact of Illness and Disability
10. Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of Exceptional Children
11. Seamus Hegarty, Mithu Alur (2002) Education and Children with Special Needs: From Segregation to Inclusion
12. S.S. Chauhan (2002) Education of Exceptional Children

## **(A) COMMON PAPER**

### **Theory Paper-2: Educational Psychology**

**Total Marks: 100**

**Total Hours: 90**

**Objectives:** After completion of this paper, the students are expected to:

1. Clearly delineate the nature of child development including delayed development.
2. Gain insights into various aspects of growth and development including personality development.
3. Acquire and apply knowledge about cognition and intelligence.
4. Demonstrate clear comprehension of different perspectives of learning.
5. Acquire knowledge of different behavior problems among children and their management.

#### **Unit I: Psychology and Theories of Learning (15 Hours)**

- 1.1 Educational Psychology – Nature, Importance and Scope.
- 1.2 Individual differences and methods of dealing with the differences
- 1.3 Importance of principles of psychology for the educators of children with disabilities.
- 1.4 Theories of Learning: Behaviorist (Classical & Operant), Social Learning (Bandura), Cognitive Learning (Information Processing).
- 1.5 Role of teacher and learner in different teaching-learning situations- Learning Styles and Learning in Constructivist Perspective

#### **Unit II: Nature of Child Development (15 hours)**

- 2.1 Child Development: meaning and nature
- 2.2 Principles of growth and development
- 2.3 Significance of child development for special educators in understanding the learner with disability
- 2.4 Concept of developmental delay and / differences
- 2.5 Factors influencing development: heredity and environmental

#### **Unit III: Major Aspects of Development (20 hours)**

- 3.1 Physical and Motor Development: meaning, growth and maturation, gross and fine motor development skills in infancy and pre-school children
- 3.2 Social Development: meaning, significance, stages, psycho-social development
- 3.3 Emotional Development: meaning, development of emotions at different stages
- 3.4 Personality Development: meaning, definition and factors affecting
- 3.5 Language Development: meaning and significance, bilingual and multilingual language situations, implications for teachers

#### **Unit IV: Cognition and Intelligence (15 hours)**

- 4.1 Cognitive Development: Concept, Piaget's stages of cognitive development
- 4.2 Understanding socio-cultural difficulties and factors influencing cognition
- 4.3 Role of cognition in learning
- 4.4 Intelligence: meaning, definition and measurement of IQ.

#### 4.5 Howard Gardner's theory of Multiple Intelligence

### **Unit V: Behaviour Problems and Management**

**(10 hours)**

5.1 Common behaviour problems in children

5.2 Assessment of problem behaviour

5.3 Functional analysis

5.4 Behaviour management techniques

5.5 Planning, Implementation and Evaluation of Behavioural Management Programme

### **Experiential Learning**

**(15 Hours)**

The student learner is expected to observe problem behaviour of two children with disability and write a report.

### **Reference material:**

1. Kaul, V (1993) Early Childhood Education Programme, New Delhi, NCERT
2. Madhavan, T. Kalyan, M. Naidu, S. Peshawaria, R and Narayan, J (1989) Mental Retardation – A Manual for Psychologists,
3. Muralidharan R (1990) Early Stimulation Activities for Young Children, New Delhi NCERT
4. Panda, KC (2001) Elements of Child Development (Sixth Revised Edition), Ludhiana Kalyani Publishers.
5. Sharma, P (1995) Basics on Development and Growth of a Child. New Delhi: Reliance Publishing House.
6. Sharma, R and Sharma, R (2002) Child Psychology Atlantic: New Delhi.
7. Mohan Mathew (1972) Child Psychology in Indian Perspective
8. Jan Borms (1984) Human Growth and Development
9. Madhavan, T. Kayla, M. Naidu, S. Peshawaria, R and Narayan, J (1989) Mental Retardation – A Manual for Psychologists
10. Wallace, P.M. and Goldstein, J.M. (1944) An Introduction to Psychology (3rd Edition) Madison: Brown and Benchmark Publishing
11. Lindgren H (1988) Educational Psychology in the Classroom, Harper and Raw
12. Panda, KC (1997) Education and Exceptional Children, Vikas Publishing House, New Delhi
13. Arthur E. Dell Orto, Paul W. Power (2007) The Psychological and Social Impact of Illness and Disability
14. Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of Exceptional Children

## **(A) COMMON PAPER**

### **Theory Paper-3: Education in the Emerging Indian Society and School Administration**

**Total Marks: 100**

**Total Hours: 90**

**Objectives:** After completion of this paper, the students are expected to:

1. Understand the different facets of education in India.
2. Describe various philosophies and their educational implications.
3. Appreciate the role of various agencies of education.
4. Know various significant legal policies initiative concerning education of children with disabilities.
5. Acquire proficiency in school-administration and documentation matters.

#### **Unit I: Nature and Emerging Priorities of Education (15 Hours)**

- 1.1. Meaning, Definition and Scope of Education
- 1.2. Aims and objectives of general education and special education with reference to pre-primary and elementary level(Primary and upper primary)
- 1.3. Value education
- 1.4. Gender-equity (women's education) with particular reference to special education
- 1.5. Prevocational education

#### **Unit II: Philosophies and Educational Implications (15 Hours)**

- 2.1. Idealism
- 2.2. Naturalism
- 2.3. Pragmatism
- 2.4. Humanism
- 2.5. Implications of Educational Philosophies in special education

#### **Unit III: Agencies of Education (15 Hours)**

- 3.1. Formal – special and regular schools
- 3.2. Informal – family, community and mass media
- 3.3. Open and distance education with reference to special education
- 3.4. Roles of governmental and non-governmental agencies in general and special education
- 3.5. Equalization of educational opportunities

#### **Unit IV: Significant Legal/Policy Initiatives Concerning Education of Children with Disabilities (15 Hours)**

- 4.1. United Nations Convention on the rights of Persons with Disabilities (UNCRPD) and Incheon Strategy
- 4.2. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995/ Replacement Legislation
- 4.3. National Trust Act for Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities (1999)

4.4. National Policy for Persons with Disabilities (2006)

4.5. The Right of Children to Free and Compulsory Education Act (RTE) (2009) along with Amendment

**Unit V: Introduction to School Administration and Documentation (15 Hours)**

5.1. Definition and principles of school organization and administration

5.2. Organization of Special School and Inclusive School

5.3. Duties and responsibilities of the head of school

5.4. Annual school plan and Preparation of time-table

5.5. Maintenance of school-record--progress report, cumulative record, case histories, Continuous and Comprehensive Evaluation (CCE)

**Experiential Learning (15 Hours)**

The student is expected to take up one of the important facets of education such as gender-equity, value education, prevocational education or any of the legal initiatives and develop a review of literature.

**Reference material:**

1. Ashok Kumar (1991) Current Trends in Indian Education. New Delhi: Ashish Pub. House
2. Garg, V.P. (1990) Development of Perspectives in India education. New Delhi: Metropolitan Pub.
3. Agrawal, S.P. and J.C. (1994) Third Historical Survey of Educational Development of India. New Delhi: Concept Pub. Co.
4. Sharma, S.N. (1995) Philosophical and Sociological Foundation of Education. New Delhi: Kanishka.
5. Smt, D.D. and Luckasson (1992) Introduction to Special Education. Boston: Allyn and Bacon.
6. Nanda, V.K Education Emerging Indian Society
7. B.N. Dash (2004) Theories of Education and Education in the Emerging Indian Society

## **(A) COMMON PAPER**

### **Theory Paper - 4: Inclusive Education for Children with Disabilities**

**Total Marks: 100**

**Total Hours: 90**

#### **Objectives:**

On completion of this paper, the student-teachers will be able to:

1. Define inclusion
2. Relate inclusion to all aspects of life and service delivery
3. Discuss the advantages and potential challenges of inclusion
4. Understand and use the methods and strategies of enhancing/promoting inclusion
5. Describe the roles of the community and society in general for successful inclusion

#### **Unit I: Introduction to Inclusive Education**

**(15 hours)**

- 1.1. Understanding Inclusive Education: Meaning and Definition
- 1.2. Benefits of Inclusion
- 1.3. Difference between special, integrated and inclusive education
- 1.4. SSA, IEDSS and RMSA
- 1.5. Barriers to Inclusion: Systemic barriers, societal barriers and Pedagogical barriers

#### **Unit II: Accessing Inclusive Education**

**(15 hours)**

- 2.1. Fundamental elements of inclusive school
- 2.2. Strategies for making schools inclusive
- 2.3. Need for Curriculum differentiations and assessment
- 2.4. Classroom Management and Teaching Strategies – Cooperative Learning and Peer Tutoring
- 2.5. Physical accessibility of schools and Universal Design Model

#### **Unit III: Including Children with Disabilities in Education**

**(15 hours)**

- 3.1. Identifying special needs of children with disabilities
- 3.2. Curriculum Adaptations
- 3.3. Use of Technology, Teaching Learning Material and Educational Aids
- 3.4. Continuous and Comprehensive Evaluation in Disabilities
- 3.5. Developing resource room and resource facilities

#### **Unit IV: Networking for Inclusive Education**

**(10 hours)**

- 4.1. Developing partnerships with family
- 4.2. Developing partnership with school functionaries and peer group
- 4.3. Collaborative Teaching and team work
- 4.4. Mobilizing support for learners-role of voluntary organizations, community, special school, Health care professional and local bodies
- 4.5. Understanding the role of BRCs, CRCs and school management committees

## **Unit V: Major components of successful change toward Inclusion**

**(10 hours)**

- 5.1 Communication
- 5.2 Interpersonal skills
- 5.3 Positive attitudes
- 5.4 Flexibility
- 5.5 Success Stories, Financial Resources and Infrastructure.

### **Experiential Learning**

**(15 Hours)**

(The students are expected to visit one inclusive setting and observe classroom teaching and prepare case studies of students with disabilities in this school.)

### **Reference material:**

1. Fernandez, G., Koenig, C., Mani M.N.G., and Tensi, S. (1999). See with the Blind. Bangalore : Books for Change and CBM International.
2. ICEVI (1995). Proceedings of the Asia Regional Conference on “Reaching the Unreached”. Organized by the International Council for Education of People with Visual Impairment at Ahmedabad, India.
3. Jangira, N.K. and Mani, M.N.G. (1990). Integrated Education for the Visually Handicapped: Management Perspective. Gurgaon: Academic Press Rehabilitation Council of India (2000). Status Report on disability 2000.
4. Mani, M.N.G. (2001). Inclusive Education in Indian Context. Coimbatore, IHRDC
5. Murickan S.J.J, and Kareparampil, G. (1995). Persons with Disabilities in Society. Trivandrum: Kerala Federation of the Blind.
6. Mukhopadhyay, S. and Mani. M.N.G. (1999). Education of Children with Special Needs, Country Report, New Delhi : National Institute of Educational Planning and Administration.
7. Punani, B., and Rawal, N. (1993). Handbook : Visual Impairment. New Delhi : Asish Publishing House.
8. Awareness Package for Upper Primary teachers : NCERT, New Delhi, 2003
9. Inclusive Education : An Orientation Package for Teacher Educators. Department of Education of Groups with Special Needs, NCERT, New Delhi, 2002 (both in Hindi & English).
10. Planning and Managing Inclusive Education in the Indian Context. Department of Education of Groups with Special Needs, NCERT and UNESCO, 2004.
11. Assessment of Needs for Inclusive Education : Report of the First Regional Workshop of NCERT and UNESCO, 2000.

## **(B) Disability Specific Paper**

### **Theory Paper - 5: Autism Spectrum Disorders: Nature, Needs & Etiology**

**90 hours  
100 marks**

#### **Objectives:**

On completion of this paper, trainees will be able to

1. Explain the Spectrum and evolution of understanding of Autism Spectrum Disorders (ASD)
2. Describe the nature & characteristics of autism
3. Explain the impairments in ASD
4. Explain the neuro-cognitive theories pertaining to ASD
5. Describe the learning characteristics of children with ASD

#### **Unit I: Introduction to ASD**

**(10 Hours)**

1. ASD: Concept, definition and characteristics
2. Historical perspective – Cultural perspective, myths, and evolution of understanding the diagnosis till date
3. Prevalence and incidence
4. Types of ASD
5. Etiology, Recent Trends and Updates

#### **Unit II: Social Communication & Language across the spectrum**

**(20 Hours)**

1. Non-Verbal Communication
2. Verbal Communication
3. Social emotional reciprocity
4. Interpersonal relationships
5. Variations across the spectrum

#### **Unit III: Thought and Behaviour in ASD**

**(20 Hours)**

1. Motor and Verbal Stereotypes
2. Unusual Sensory Behaviours
3. Routines and Rituals
4. Play behaviours
5. Variations across the Spectrum

#### **Unit IV: Neurocognitive Theories**

**(20 Hours)**

1. Theory of Mind
2. Executive Functioning
3. Central Coherence
4. Implications in Learning and Educational Implications
5. Variations across the Spectrum



## **Unit V: Learning Characteristics and Styles**

**(20 Hours)**

1. Selective Attention
2. Motivation
3. Generalization & transfer
4. Uneven cognitive profile
5. Visual vs Auditory learning

### **Reference material:**

1. Siegel, B. (1996): *The World of Autistic Child* – Oxford University Press, New York
2. Miles, B.R. & Simpson, R.L. (2003): *Asperger Syndrome, A Guide for Educators and Parents* – Pro ed, Texas
3. National Research Council (2002): *Educating Children with Autism* – National Academy Press, Washington
4. Accardo, P.J., Magnusen, C., Capute, A.J. (2000): *Autism. Clinical & Research Issues* - York Press, Baltimore
5. Miles, B.R. & Simpson, R.L. (1998): *Educating Children & Youth with Autism* - Pro ed, Texas

## **(B) Disability Specific Paper**

### **Theory Paper - 6: Assessment & Teaching Methods for Children with ASD**

**90 hours**  
**100 marks**

#### **Objectives:**

On completion of this paper, trainees will be able to

1. Describe the techniques for screening and assessment of persons with ASD
2. Explain the need and areas of assessment in ASD
3. Describe the teaching approaches and methods suitable for persons with ASD
4. Use the appropriate strategies for teaching persons with ASD
5. Understand the need and concept of Inclusive Education

#### **Unit I: Screening, Diagnosis & Assessment**

**(20 Hours)**

1. Screening, diagnosis & assessment: concept and definition
2. Screening tools: M-CHAT, Screening Test for Autism
3. Diagnostic criteria: DSM-IV, DSM-V, ICD-10
4. Diagnostic tools: CARS, CARS II, Autism Behavior Checklist, ADOS, Asperger's Syndrome Diagnostic Scale, RAADS; Indian Tools and Cultural Adaptations
5. Differential Diagnosis

#### **Unit II: Functional Assessment**

**(20 Hours)**

1. Need for Functional Assessment
2. Types of assessment
3. Methods of Assessment
4. Assessment of
  - Language & communication
  - Social behavior
  - Motor skills
  - Learning styles & strategies
  - Challenging Behaviours
5. Tools of Functional Assessment – PEP-R, APEP, ABLLS, TTAP, VABS II

#### **UNIT III: Approaches to Teaching**

**(20 Hours)**

1. Behavioural Approach:
  - LOVAAS
  - Applied Behavioral Analysis
  - Discrete Trial Teaching
  - Verbal Behavior Analysis
2. Developmental Approach
  - Floor time
  - Montessori
3. Structure and visual Supports - TEACCH

4. Naturalistic Approaches - Pivotal Response Training
5. Considerations for eclectic approaches and cultural adaptations

#### **Unit IV: Teaching Method & Techniques**

**(15 Hours)**

1. Stages of Learning – Acquisition, maintenance, fluency and generalization
2. Principles of Teaching- concrete, iconic, symbolic,
3. Teaching Strategies – task analysis, prompting, fading, shaping, chaining
4. Teaching Approaches – multi sensory, project method, play way
5. One to one teaching and group teaching

#### **Unit V: Inclusive Education**

**(15 Hours)**

1. Concept and Definition
2. Types of Inclusion
3. Challenges to inclusion in ASD
4. Role of special educator for students with ASD
5. Importance of enabling social and physical environment

#### **Reference material:**

1. Jordan,R.& Powell, S.(2000): Understanding & Teaching Children with Autism – John Wiley & Sons, Chichester
2. Partington,J.W. & Sundberg,M.L.(1998): The Assessment of Basic Language & Learning Skills – Behavior Analysts Inc. CA
3. Greenspan,S.I. & Wieder,S.(1998): The Child with Special Needs – Perseus Books, USA
4. Maurice, C. (1996): Behavioral Intervention for Young Children with Autism. A Manual for Parents & Professionals - Pro ed, Texas
5. Miles,B.R. & Simpson,R.L.(1998): Educating Children & Youth with Autism Pro ed, Texas
6. Whitaker, P. (2001): Challenging Behavior & Autism - The National Autistic Society, London
7. Chari, M. (2004): Autism Diagnosis & After – Orion Printers, Hyderabad
8. Perepa, P. (2007): Autism: A Practical Guide for Parents & Teachers – Prachee Publications, Hyderabad

## **(B) Disability Specific Paper**

### **Theory Paper - 7: ASD & Associated Conditions**

**90 hours  
100 marks**

#### **Objectives:**

On completion of this paper, trainees will be able to

1. Describe the characteristics & types of children with mental retardation & cerebral palsy
2. Explain the characteristics & types of children with visual & hearing impairments
3. Describe the characteristics of children with attention disorders & psychiatric co-morbidity
4. Discuss the educational implications for ASD children with various associated conditions

#### **Unit I: ASD & Mental Retardation (MR)**

**(15 Hours)**

1. MR: Concept and definition
2. Characteristics of MR
3. Causes of MR
4. Classification of MR
5. Educational implications for ASD children with MR

#### **Unit II: ASD & Cerebral Palsy (CP)**

**(15 Hours)**

1. CP: Concept and definition
2. Characteristics of CP
3. Causes of CP
4. Types of CP
5. Educational implications for ASD children with CP

#### **Unit III: ASD & Visual Impairment (VI) & Hearing Impairment (HI)**

**(20 Hours)**

1. VI & HI: Concept and definition
2. Characteristics of VI & HI
3. Causes of VI & HI
4. Types of VI & HI
5. Educational implications for ASD children with VI& HI

#### **Unit IV: ASD & Psychiatric Co-morbidity**

**(25 Hours)**

1. Types of Psychiatric Co-morbidity : anxiety, depression
2. Characteristics Psychiatric Co-morbidity
3. Causes of Psychiatric Co-morbidity
4. Management of Psychiatric Co-morbidity
5. Educational implications for ASD children with Psychiatric Co-morbidity

## **Unit V: ASD & Attention Deficit Disorders**

**(15 Hours)**

1. Attention Deficits with and without Hyperactivity: Concept and definition
2. Characteristics of children with ADHD
3. Causes of ADHD
4. Management of ADHD
5. Educational implications for ASD children with ADHD

### **Reference materials:**

1. Baroff, G.S. (1986): *Mental Retardation. Nature, Causes & Management* – Hemisphere Publishing Corporation, Washington
2. Panda, KC (1999): *Education of Exceptional Children* – Vikas Publications, New Delhi
3. Cruickshank, M. W. (1976): *Cerebral Palsy. A Developmental Disability* – Syracuse University Press, USA
4. Bender, W.N. (1995): *Learning Disabilities. Characteristics, Identification Teaching Strategies* – USA
5. Phyllis & Newcomer (1980): *Understanding & Teaching the Disturbed Child* – Allyn & Bacon, Boston

## **(B) Methodology for Practicum**

### **Theory Paper 8: Development of Independent Living Skills & Teaching-Learning Material (TLM)**

**90 hours  
100 marks**

#### **Objectives:**

On completion of this paper, trainees will be able to

1. Demonstrate understanding of various self help activities across ages and levels of ASD.
2. Demonstrate competency in selecting suitable functional literacy and numeracy skills across ages, levels of children with ASD.
3. Develop an understanding of teaching independent work skills for students with ASD across the spectrum
4. Explain the relevance of TLM for education of children with ASD
5. To prepare appropriate TLM for curricular and co-curricular activities.
6. Develop TLM for to provide classroom structure.

#### **Unit I: Self Help Skills**

**(20 Hours)**

1. Dressing: Removing & wearing – using fasteners – appropriate choice of clothes and maintenance – washing & ironing use of suitable footwear and accessories, social and age appropriate dressing, privacy
2. Grooming: Tooth brushing – bathing – combing – adaptation
3. Meal time activities: Feeding – eating by self – social behaviour during mealtime – setting & cleaning before and after meals – adaptation.
4. Toileting: Indication – use of toilet – cleaning self and toilet after use maintaining privacy – adaptation, privacy
5. Hygiene & self care: Nose cleaning - Nail cutting – shaving – Menstrual hygiene, privacy

#### **Unit II: Pre-Academic & Academic Skills**

**(20 Hours)**

1. Reading: whole word reading, phonetics, picture reading, vocabulary building, sentences; Comprehension, drawing inferences, grammar,
2. Spelling and writing- copying, fill in blanks, dictation
3. Math: number value, basic math calculation – addition, subtraction, multiplication division, place value, problem solving
4. Environmental awareness – Teaching concepts related to social and science, (writing letters, shopping).
5. Computation: time, money, measurement.

#### **Unit III: Functional Academics: Math, Language, Science and Social Science (15Hours)**

1. Functional literacy - Reading of survival signs, Reading sign boards use of telephone numbers and public utility services
2. Functional literacy - Math in daily life: time, money, measurement
3. Functional community orientation – Banking, bills, shopping, use of community resources

4. Self information – own name, parents name, address, phone numbers, etc
5. General Knowledge & Awareness – current affairs, weather, national festivals, leaders, sports, etc

**Unit IV: Teaching Pre-vocational & Vocational Skills (15 Hours)**

1. Daily living skills: routine, travel, creative, appropriate
2. Interpersonal relations, employer/co-worker.
3. Job related Behaviour – grooming skills, punctuality, regularity, suitable behaviour
4. Occupational skills: related to the job chosen (inclusive of functional academics), using structure to teach independent work skills, Health/safety skills – understanding danger – uses sharp objects, safety, uses household electrical items – First Aid.
5. Vocational rehabilitation: pre-vocational training and types of employment opportunities suitable for persons with ASD.

**Unit V: T-L Aids for Social Communication & Environmental Support (20 Hours)**

1. Visual aids: Picture cards, emotion & cartoon strips, maps, charts, schedules, CDs, 3D, 2D models,  
Visual schedules
  - Level of visual representation
  - Arrangement of visual representation
  - Mini schedules & task organizers
2. Auditory aids: tapes, musical instruments
3. Electronic aids
4. Teaching aids - mini books & notebook, Social stories
5. Communication boards & Choice boards, other AACs

**Reference materials:**

1. Wheeler, M. (1998): Toilet Training for Individuals with Autism and Related Disorders – Future Horizons, Texas
2. Myreddy V, Narayan J (1998) Functional Literacy & Numeracy Series 2 – NIMH, Secunderabad.
3. Narayan, J. (1993) Towards Independence Series – NIMH, Secunderabad
4. Narayan, J. (1993) Skill Training Booklets – NIMH, Secunderabad
5. Narayan, J. (1990), Social Skills – NIMH, Secunderabad
6. Michael, B., Vallettuti, P. & Bender,R. (1993): Teaching the Moderately & Severely Handicapped Volume II – University Park Press, USA
7. Peshwaria, R. (1991): Play Activities for Young Children with Social Needs – NIMH, Secunderabad

8. Keirnen,W.E. & Stark, J.A. (1986): Pathways to Employment for Adults with Developmental Disabilities – Little Brown & Co. Boston
9. McClannen, L.E. & Krantz, P.J. (1999): Activity Schedule for Children with Autism. Teaching Independent Behavior – Woodbine House, USA
10. Grandin, T. (1996): Thinking in Pictures and Other Reports from my Life with Autism – Vintage Books, New York
11. Miles,B.R. & Simpson,R.L.(1998):Educating Children & Youth with Autism- Pro ed, Texas
12. Miles,B.R. & Simpson,R.L. (2003): Asperger Syndrome, A Guide for Educators and Parents – Pro ed, Texas
13. Kaul, S. (2002): My Stamp Book – Indian Institute for Cerebral Palsy, Kolkata
14. Gray, C. (1995): Social Stories Unlimited. Social Stories & Comic Strip Conversations – Jenison, MI



## **(B) Disability Specific Paper**

### **Theory Paper - 9: Therapeutics & Interventions in ASD - I**

**90 hours  
100 marks**

#### **Objectives:**

On completion of this paper, trainees will be able to

1. Apply the techniques for development of language and communication in children with ASD
2. Apply the methods for sensory integration & occupational therapy for children with ASD
3. Plan and implement behavior management strategies
4. Describe methods of developing social cognition in ASD
5. Discuss the need for medical intervention in ASD and options for alternative interventions

#### **Unit I: Speech, Language and Communication Therapy**

**(20 Hours)**

1. Speech, language and communication: Implications for across the spectrum
2. Development of Language: receptive and expressive
3. Development of communication and conversation skills.
4. Alternative & Augmentative Communication Systems Communication aids & devices: Scope & limitations
5. Role of speech & language therapist: early childhood to school years

#### **Unit II: Sensory Integration & Occupational Therapy**

**(20 Hours)**

1. Sensory Processing in ASD
2. Sensory Integration Therapy: principles, method & limitations
3. Development of motor skills
4. Activities of daily living (ADL)
5. Role of occupational therapist: early childhood to school years

#### **Unit III: Social Cognition**

**(15 Hours)**

1. Teaching Emotion
2. Developing Self concept
3. Understanding social situations
4. Teaching social referencing
5. Developing Interpersonal Skills

#### **Unit IV: Behaviour Management - Challenging Behaviours**

**(20 Hours)**

1. Understanding behaviours
2. Functional Analysis of Behaviours
3. Behaviour assessment tools
4. Behaviour Modification Strategies in – altering antecedents, altering consequences
5. Controlling antecedents

## **Unit V: Medical Intervention & Alternative Therapies**

**(15 Hours)**

1. Role of Medical Professionals
2. Medication: Symptomatic approach for hyperactivity aggression SIB, Preservation, Anxiety seizures, Sleep disorders
3. Alternative Therapies - Diet therapy, Megavitamin therapy, Auditory Integration Therapy, Music & Movement Therapy, Ayurveda, Yoga & Adaptive Physical Education, etc
4. Challenges & limitations of medication
5. Role of teachers

### **Reference materials:**

1. Shaw, W.(2002): Biological Treatments for Autism & PDD – The Great Plains Laboratory, Inc. Lenexa
2. Hodgdon, L.(1999): Visual Strategies for Improving Communication - Quick Roberts Publishing, Michigan
3. Lal, R., & Ghate, R.A. ( 2003): Line Drawings for Signs from Makaton Vocabulary (Indian Version) – Makaton India, Mumbai
4. Lal, R., & Ghate, R.A. ( 2003): Symbols for Makaton Vocabulary (Indian Version) – Makaton India, Mumbai
5. Frost, L.A. & Bondy A.S. (1994): Picture Exchange Communication System. Training Manual – Pyramid Educational Consultants Inc. NJ
6. Jeychandran,P. (2001): Teaching Yogasanas to Persons with Mental Retardation – Vijay Human Service Centre, Chennai
7. Shersborne, V. (1990): Developmental Movement for Children - Cambridge University Press, Cambridge
8. Ayres,J.A.(1979): Sensory Integration & the Child-Western Psychological Services, Los Angeles

## **(B) Disability Specific Paper**

### **Theory Paper - 10: Therapeutics & Interventions in ASD - II**

**90 hours  
100 marks**

#### **Objectives:**

On completion of this paper, trainees will be able to

1. Plan for school readiness for children with ASD
2. Describe strategies to enable successful inclusion
3. Plan for social and recreational activities
4. Prepare and plan for transition into adolescence and adulthood
5. Support and guide persons with ASD

#### **Unit I: School Readiness**

**(20 Hours)**

1. Development of pre-learning skills: Attention, eye-contact, sitting tolerance, imitation, compliance, cooperation, turn-taking skills, on-task behavior;
2. Development of pre-academic skills: matching, sorting, grouping, classification, pattern making, sequencing, labeling and other skills
3. Development of Pre-reading concepts: picture reading, alphabet identification,
4. Development of Pre writing concepts: controlled use of writing implements (column, written lines), scribbling, tracing, copying
5. Development of Pre-math concepts: such as big – small, far - near, more –less, counting and identification of numerals

#### **Unit II: Strategies for transition to inclusive classrooms**

**(20 Hours)**

1. Adaptations in physical environment
2. Instructional adaptations across environments
3. Adaptations in Classroom practices and curricular and co curricular activities
4. Sensitization of the School environment
5. Assignments, examination and test taking strategies

#### **Unit III: Social, Leisure and Recreation**

**(15 Hours)**

1. Role of Social and Recreation skills
2. Difference between socially acceptable and non acceptable behavior
3. Social competencies across life span stages
4. Teaching age appropriate social and recreation skills
5. Teaching individual and group social and recreation skills

#### **Unit IV: Adolescence & Preparing for Adulthood – planning for transition, self awareness, behaviours, sexuality, occupational**

**(20 Hours)**

1. Impact of puberty and adolescence on persons with ASD
2. Planning ahead for transition: self regulation, maintaining social proximity,
3. Teaching about the body and understanding own physical changes
4. Sexuality: masturbation, regulation of emotions and needs related to sexuality, & behavioural challenges, prevention of sexual abuse

5. Marriage, Pregnancy, Ageing and Future life

### **Unit V: Guidance and Counselling for Persons with ASD**

1. Role of Psychologist / Counsellor
2. Cognitive Behavioral Management
3. Training and involving the individual with ASD in the rehab process through understanding of own diagnosis
4. Enabling circles of peer supports
5. Empowering towards self Advocacy

### **Reference materials:**

3. Shaw, W.(2002): Biological Treatments for Autism & PDD – The Great Plains Laboratory, Inc. Lenexa
4. Hodgdon, L.(1999): Visual Strategies for Improving Communication - Quick Roberts Publishing, Michigan
- 6 Lal, R., & Ghate, R.A. ( 2003): Line Drawings for Signs from Makaton Vocabulary (Indian Version) – Makaton India, Mumbai
- 7 Lal, R., & Ghate, R.A. ( 2003): Symbols for Makaton Vocabulary (Indian Version) – Makaton India, Mumbai
- 8 Frost, L.A. & Bondy A.S. (1994): Picture Exchange Communication System. Training Manual – Pyramid Educational Consultants Inc. NJ
7. Jeychandran,P. (2001): Teaching Yogasanas to Persons with Mental Retardation – Vijay Human Service Centre, Chennai
7. Shersborne, V. (1990): Developmental Movement for Children - Cambridge University Press, Cambridge
8. Ayres,J.A.(1979): Sensory Integration & the Child-Western Psychological Services, Los Angeles

## **(B) Disability Specific Paper**

### **Theory Paper - 11: Curriculum & Educational Program**

**90 hours  
100 marks**

#### **Objectives:**

On completion of this paper, trainees will be able to

1. Explain the concept, types and approaches to curriculum development
2. Adapt curriculum for pre-primary, school, and vocational levels
3. Develop need-based educational programs

#### **Unit I: Curriculum Development**

**(15 Hours)**

1. Curriculum: concept and definition
2. Need for development of curriculum
3. Approaches to curriculum development
4. Types of curriculum: developmental, functional
5. Adaptive curriculum for inclusive education

#### **Unit II: Educational Program (Pre-primary)**

**(15 Hours)**

1. Social & Play skills
2. Cognitive skills
3. Pre-learning skills
4. Language & communication skills
5. Motor skills & Activities of Daily Living

#### **Unit III: Educational Program (Primary & Secondary)**

**(20 Hours)**

1. Social and Play skills
2. Language & communication skills
3. Motor & self help skills
4. Academic skills
5. Pre-vocational skills

#### **Unit IV: Educational Program (Intermediate & Vocational)**

**(20 Hours)**

1. Academic skills
2. Social and Communication skills
3. Self care and Domestic skills
4. Vocational skills
5. Leisure and Recreational skills

## **Unit V: Development of IEP**

**(20 Hours)**

1. Need for Individual Education Program (IEP), Individual Family Service Plan (IFSP)& Individual Transition Plan (ITP)
2. IEP development team
3. Components of IEP
4. Process of IEP development
5. Group educational program

### **Reference materials:**

1. Pratt, D. (1980): Curriculum Design & Development – Harcott Brace, New York
2. Smith, D.D. (2002): Introduction to Special Education. Teaching in an Age of Challenge – Allyn & Bacon, Boston
3. Bos, C.S. & Vaughn, S. (1994): Strategies for Teaching Students with Learning & Behavioral Problems – Allyn & Bacon, Boston
4. Polloway, E.A. & Patton, J.R. (1993): Strategies for Teaching Learners with Special Needs – Macmillan Publishing Co., New York
5. Baine, D. (1988): Handicapped Children in Developing Countries. Assessment, Curriculum & Instruction – University of Alberta, Edmonton
6. Romila, S. (1997): School Readiness Program – NCERT, New Delhi
7. Miles, B.R. & Simpson, R.L. (1998): Educating Children & Youth with Autism- Pro ed, Texas
8. Lovaas, I.O. (1981): Teaching Developmentally Disabled Children. The ME Book – Pro ed, Texas
9. Turnbull, A.P., Strickland, B. & Brantley, J.C. (1990): Developing and Implementing Individualized Education Program – Merrill, London

## **(B) Disability Specific Paper**

### **Theory Paper - 12: Adulthood, Family & Community Needs**

**90 hours  
100 marks**

#### **Objectives:**

On completion of this paper, trainees will be able to

1. Describe the needs of parents and family members
2. Enumerate the adult living possibilities available for person with ASD
3. Explain the process of rehabilitation of persons with ASD
4. Develop strategies to address adult needs of persons with ASD
5. Explain the role of community and Government agencies in rehabilitation of persons with ASD

#### **Unit I: Parental & Family Issues**

**(20 Hours)**

1. Impact of ASD on parents, marriage & career etc
2. Impact of ASD on siblings & extended family
3. Parental Concerns: diagnosis, intervention, progress, life span issues
4. Collaborating with parents & families
5. Parental empowerment: training of parents, formation of support groups, parent networks

#### **Unit II: Adult Living**

**(15 Hours)**

1. Living with family
2. Respite care & foster home
3. Independent living options: Group Homes, Cluster of homes
4. Sexuality & marriage
5. Use of community facilities

#### **Unit III: Community Awareness & Advocacy**

**(20 Hours)**

1. Community awareness: types and method
2. Role of parents in community awareness
3. Role of professional organization in community awareness
4. Citizen & self advocacy: Human rights & ethical concerns
5. Community based rehabilitation

#### **Unit IV: Process of Rehabilitation**

**20 Hours)**

1. Habilitation & rehabilitation across the spectrum: concept & definition
2. Education for Work and Employment across the spectrum
3. Developing work skills and work behaviors
4. Work and Employment
  - a. Home based
  - b. Sheltered

- c. Self & supported
  - d. Open
5. Awareness of services & resources for ASD

**Unit V: Constitutional & Legal Provisions as applicable to Persons with ASD (15 Hours)**

- 1. International provisions as applicable to individuals with ASD
- 2. Constitutional and legal provisions as applicable to individuals with ASD
- 3. Implications of the UNCRPD
- 4. Role of the National Trust
- 5. Role of the RCI

**Reference materials:**

- 1. Dillon, K.M. (1995): Living with Autism. The Parents' Stories – Parkway Publishers Inc. NC
- 2. Hamilton, L.M. (2000): Facing Autism. Giving Parents Reasons for Hope and Guidance for Help - Waterbrook, Colorado
- 3. Desai, A.N. (1990): Helping the Handicapped. Problems & Prospects – Ashish Publishing House, New Delhi
- 4. Bennett, T, Lingerfelt, V. & Nelson, D.E. (1990): Developing Individual & Family Support Plans. A Training Manual – Brooklin Books, MA
- 5. Webster, E.J. (1993): Working with Parents of Young Children with Disabilities – Singular Publishing Group, California



## **(D) Practical**

### **1. Assessment and Individualized Education Program**

**300 marks (150 + 150)**

**350 hours (175 + 175)**

#### **Objectives:**

On completion of these practical, the trainee will be able to

1. Conduct functional assessment of persons with ASD.
2. Plan, implement and evaluate individualized programme plans for person with ASD.
3. Select and make teaching aids appropriate for the training modules.
4. Coordinate own work with the work of other professionals
5. Prepare case study reports of the work done with persons having ASD.

**Procedure:** During the first year, the trainee is expected to develop under supervision I.E.P. for 3 cases of varying gender and types of ASD, implement and report. Out of 3 cases at least one should be a child in inclusive education classroom.

In the second year, the trainee will develop under supervision IEP for 3 cases, one each on mental retardation, CP, multiple disability, implement and report.

The trainee is expected

1. Collect background information including family background, birth and developmental history, school history and any other significant information from parents.
2. Relate other reports, if any, such as that of psychologist, therapist, and medical professionals for planning.
3. Choose the suitable educational assessment tool and conduct assessment of current level.
4. Adapt curriculum in a selected subject area for IEP for a child in inclusive education classroom
5. Select goals and objective for intervention, and prepare suitable TLM
6. Implement program and evaluate learning
7. Submit report

#### **Note**

1. The master trainer is expected to seek permission for doing I.E.P. from the parents of the cases and only on consent from the parents should cases be introduced to the trainee teachers.

2. List of materials for special educational assessment which the trainee teachers may use shall include:

- Assessment of Pre-learning skills
- Portage Checklist (Pre-school)
- Madras Developmental Programming Scheme (School)
- Functional Assessment Checklist (School)
- Assessment of Basic Language and Learning Skills

3. A total of 50 hours of work must be devoted to each of the IEPs. Cases may be taken simultaneously

#### **Reference materials**

1. Turnbull, A.P., Strickland, B. & Brantley, J.C. (1990): Developing and Implementing Individualized Education Program – Merrill, London

2. Lovaas, I.O. (1981): Teaching Developmentally Disabled Children. The ME Book – Pro ed, Texas
3. Bluma, S.M., Shearer, M.S., Frohman, A. M. & Hillard, J.M. (1976): Portage Guide to Early Education – Portage project, Wisconsin

**(D) Practical**

**2. Group Teaching & Peer observation: Curricular Activities**

**350 marks (300 + 50)**

**380 hours (320 + 60)**

**Objectives:**

On completion of these practical, the trainee will be able to

1. Plan and implement lessons to meet the educational needs of students with ASD and associated conditions in one to one or group settings
2. Evaluate the teaching learning outcomes and identify need for improvement in self and peers

**Procedure**

1. The trainee is expected to design a total of 20 lessons under supervision in the areas of motor skill, language & communication, self help skills, social skills, functional academics, pre-vocational and vocational skills.
2. Before commencing the delivery of lessons, the trainee must observe a minimum of 5 lessons given by a senior special educator.
3. The trainee is expected to collect data on functioning level of the children through educational assessment and information provided by the teacher concerned.
4. Select suitable goals and specific objectives for individual child/group of children
5. Design and submit each lesson plan for approval prior to implementation
6. Implement the approved lesson with appropriate teaching–learning material
7. Evaluate the learning of students, own performance during teaching and suggest measures for improvement
8. File all lesson plans together with observer’s comments and marks for final submission
9. A trainee must observe at least 5 lessons given by peers. This observation must be done along with the master trainer.
10. Peer observations should be reported in prepared format and submitted to the master trainer

**Note**

- 1.The 20 lessons should be evenly distributed over two years. At least 12 lessons should be given to students with ASD, and the rest to students with associated conditions.
- 2.The master trainer should provide opportunities so that a trainee may plan and implement more than 20 lessons for practice and improvement of skills. While all practice lessons should be guided and approved, only 20 lessons will be assessed and marked.
- 3.The master trainer must give an orientation on peer observation to trainees and a peer observation format which may be used during peer observation by the trainee.
- 4.Peer observation is learning process for a trainee and hence must be done while a lesson is being observed by the master trainer

**Allotment of marks**

- |  |             |
|--|-------------|
| 1. Planning & implementation of 20 lessons | : 300 marks |
| 2. Peer observation of 5 lessons           | : 50 marks  |

## **(D) Practical**

### **3. Group Teaching & Peer observation: Co-curricular Activities**

**200 marks (150 + 50)**

**200 hours (150 + 50)**

#### **Objectives:**

On completion of these practical, the trainee will be able to

1. Plan and implement lessons in co-curricular area meet the educational needs of students with ASD and associated conditions in one to one or group settings
2. Evaluate the teaching learning outcomes and identify need for improvement in self and peers

#### **Procedure**

1. The trainee is expected to plan under supervision a total of 10 lessons in the areas of physical education, yoga, music, dance & movement, art & craft and games
2. The 10 lessons must cover each of the co-curricular areas mentioned above.
3. The trainee must observe at least 5 lessons given by a senior special educator teaching the co-curricular activities
4. The trainee is expected to consult the concerned class teacher about the appropriateness of a co-curricular activity for the selected group of children
5. Each lesson plan must be approved by the master trainer prior to commencement of the lesson
6. Implement the lesson with suitable T-L aids, evaluate self and learner's performance, and suggest measures for improvement
7. File all lesson plans with observer's comments and marks for final submission
8. The trainee is expected to observe at least 5 lessons in co-curricular areas given by a peer
9. Peer observation reports must be submitted on a prepared format and submitted

#### **Note**

1. The 10 lessons may be given in the second year. The lessons can be distributed so that at least 6 lessons are given to students with ASD and the rest to those with associated conditions
2. The master trainer should ensure that trainee receives skill training in co-curricular activities wherever required, e.g. yoga, dance & movement etc.
3. The trainee may give more than 10 lessons for enhancing competence
4. Peer observation of a lesson must be done along with master trainer

#### **Allotment of marks**

1. Planning & implementation of 10 lessons: 150 marks
2. Peer observation of 5 lessons: 50 marks

## **(D) Practical**

### **4. Therapeutics & Management of Behavior**

**200 marks (100 + 100)**

**200 hours (100 + 100)**

#### **Objectives**

On completion of these practical, the trainee will be able to

1. Plan and implement suitable classroom activities relating to speech & language therapy, sensory integration and occupational therapy
2. Select and apply appropriate strategies to manage the behavioral deficits Commonly seen in children with ASD and associated conditions

#### **Therapeutics**

Speech Therapy and Sensory Integration Therapy and Occupational Therapy

#### **Procedure**

1. The trainee is expected to observe 2 cases in each of therapeutics using the observation schedule given by the concerned therapist in the Centre. Make an observation report on each case and submit.
2. The trainee must select 2 students for each of the therapeutics i.e. speech therapy and sensory integration therapy and occupational therapy conduct the following under supervision
  - Observe children to assess for deficits using appropriate tools
  - Analyse assessment data
  - Plan suitable intervention program
  - Implement program
  - Evaluate outcome
3. Submit the report of work in a case study form. The intervention program should be appropriate for the family and community settings to which the case child belong

#### **Management of Behavior**

#### **Procedure**

1. The trainee may select students taken for IEP if they have behavioral deficits. Whereas in the 1<sup>st</sup> year a minimum of 3 cases with ASD must be selected, in the 2<sup>nd</sup> year 3 cases with associated conditions should be selected for management of problem behavior.
2. Under supervision the trainee should
  - Observe the child.
  - Conduct functional analysis of behavior
  - Select target behavior with suitable management strategies
  - Implement behavioral management program in teaching sessions
  - Maintain record of progress
3. Submit report on the intervention program with remarks and suggestions. The report should be in the form of a case study keeping the family setting of the child in perspective.

## **(D) Practical**

### **5. Career Education & Transition Plan**

**200 marks (100 + 100)**

**180 hours (90 + 90)**

#### **Objectives**

On completion of this practical, the trainee will be able to

1. Plan a career education program suitable for transition from school to work environment
2. Implement the career education and transition program with students with ASD

#### **Procedure**

Selecting 2 students with ASD above the age of 15 years the trainee is expected to

1. assess the current level of functioning in pre-vocational skills
2. identify family and community needs
3. select at least two suitable occupations based on assessment data for each case
4. develop career education and transition program
5. implement and evaluate the program
6. submit detailed report on each case

The career education and transition programs may be spread over two years. The trainee may be given one case per year. The work must be done under supervision of the master trainer.

## **(D) Practical**

### **6. Preparation of Teaching Aids & Adaptive Devices**

**250 marks (125 + 125)**

**250 hours (125 + 125)**

#### **Objectives**

On completion of these practical, the trainee will be able to

1. Design and prepare teaching learning aids to suit the needs of students with ASD
2. Develop culturally appropriate and low cost adaptive devices for communication and independent living

**Procedure:** The trainee is expected to

1. Develop teaching learning aids for IEP, Group Teaching (curricular and co-curricular activities) and career education and transition program.
2. Design age appropriate communication boards, picture cards, low cost sensory integration devices and adaptive devices for self-help skills
3. Submit all teaching aids and devices for evaluation

#### **Note**

The trainee may be allowed to seek guidance from concerned therapists and the master trainer to design adaptive aids and devices

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