



M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education)
Semester (I)

Course Code	PE01SMES01	Title of the Course	IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH INTELLECTUAL DISABILITY
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. Understand the concept, etiology and characteristics of Persons with Intellectual Disability (PwID). 2. Use appropriate instruments for assessment of PwID. 3. Describe the programming needs across different age levels of PwID. 4. Utilize assessment information for educational programming, referral services and placement. 5. Comprehend the emerging future needs of PwID.
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Course Content		
Unit	Description	Weightage* (%)
1.	Overview of Intellectual Disability 1.1 Definition, historical review, Prevalence of Intellectual Disability 1.2 Etiological factors of Intellectual Disability 1.2.1 Biological, environmental factors 1.2.2 Pre-natal, natal, post-natal causes 1.3 Classification of Intellectual Disability - Medical, Educational, Psychological criteria for classification and issues and current practices in certification of Intellectual Disability 1.4 Characteristics of Intellectual Disability 1.5 Intellectual Disability and Associated Conditions – Cerebral palsy, Autism, Sensory impairments, ADD, ADHD, Epilepsy	20
2.	Screening, Identification, Assessment and Diagnosis 2.1 Introduction to existing screening, identification and assessment / techniques trends in the field of intellectual disability 2.2 Approaches in and types of assessment 2.3 Methods and tools of assessment 2.3.1 Screening tools 2.3.2 Early identification 2.3.3 Developmental assessment tools 2.3.4 Intellectual - various standardized assessment tools: Binet – WISC - VSMS - DST Indian adaptations and other Indian tools 2.3.5 Social, Behavioral, Language and Speech Assessment Tools and other Indian tools 2.3.6 Special educational – use of CRTs, construction, precautions to be taken for development with reference to programming	20





	<p>2.4 Introduction to existing educational assessment tools – Upanayan (0 - 6 years), NIMH – Aarambh (Early Childhood Special Education Inclusive Package), Indian adaptation of portage guide, Madras Developmental Programming Systems NIMH Functional Assessment Checklists for Programming (FACP) and other relevant tools</p> <p>2.5 Implications of the above for Inclusion</p>	
3.	<p>Identification of Needs</p> <p>3.1 Infancy and Early Childhood; EI & Family involvement (NIMH – Family Based Program Plan)</p> <p>3.2 School age; placement alternative (special school, Resource Room, inclusive classroom), Multidisciplinary team collaboration and role of special education teacher</p> <p>3.3 Transition and career development – ITP (Individualized Transition Plan)</p> <p>3.4 Vocational Development; Employment, Types; emerging Job opportunity, Placement & follow-up</p> <p>3.5 Implications of the above for Inclusion</p>	20
4.	<p>Use of Assessment Information</p> <p>4.1 Use of assessment information - Medical, Special Educational, Psychological, Therapeutic and Vocational</p> <p>4.2 Interpretation of assessment information to develop training goals</p> <p>4.3 Use of Support Needs Assessment for Person Centered Planning</p> <p>4.4 Writing of assessment report: for administrative purpose, for educational Programming, for referral and for alternative placement</p> <p>4.5 Implications of the above for Inclusion</p>	20
5.	<p>Emerging and Future Issues</p> <p>5.1 Critical analysis of Human Rights and Legal Provision – International Instruments, Indian Legislations and Policies</p> <p>5.2 Advocacy</p> <p>5.3 Current Gender Issues - Socio Cultural and Economic</p> <p>5.4 Advances in Technology</p> <p>5.5 Implications of the above for Inclusion</p>	20

Teaching-Learning Methodology	Lecture- cum- discussion, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.
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Sr. No.	Course Work/ Practical/ Field Engagement
1.	To conduct assessment of PwID using appropriate assessment tools





2.	To organize discussion program on role of a Special Educator in intervention from Infancy to Adulthood
3.	To presentation a seminar on Community Based services for ID
4.	To conduct orientation and sensitization program on disability issues for teachers, parents, and community members and present a report

Evaluation Pattern

Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to

1.	The learners will be able to understanding of concept, etiology and characteristics of Persons with Intellectual Disability (PwID).
2.	The course would also help learners to appreciate the role of professionals to address the needs of these children in a holistic manner using team approach.
3.	The learners will be able to utilize assessment information for educational programming, referral services and placement
4.	The learners will be able to Comprehend the emerging future needs of PwID.

Essential & Suggested References:

S. No.	References
1.	Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta.
2.	Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming





	System. Vijay Human Services, Chennai.
3.	King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education. Singular publishing Group, San Diego.
4.	Mittler, P. (1976). Psychological Assessment of Mental and Physical Handicaps. Tavistock, London.
5.	Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
6.	Narayan, J. (2003). Grade Level Assessment Device for Children with Learning Problems in Regular Schools. NIMH, Secunderabad.
7.	Panda, K.C. (1997) Education of Exceptional Children. Vikas, New Delhi.
8.	Overton, J. (1992) Assessment in Special Education. An Applied Approach. Macmillan, New York.
9.	Overton, T. (2000). Assessment in Special Education: An Applied Approach, 3rd Ed, Prentice Hall Inc. Merrill.
10.	Pun, M., & Sen, A.K. (1989) Mentally Retarded Children in India. Mittal Publication. New Delhi
11.	Smith, D.D. (2004). Introduction to Special Education. Training in an Age of Opportunity, 3rd Ed. Allyn & Becon. Boston.
12.	Wehman.P., & Kuegel. J. (2004). Functional Curriculum, Pro-Ed. Austin.

On-line resources to be used if available as reference material

On-line Resources

