



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

Course Code	PE01SMES02	Title of the Course	CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH INTELLECTUAL DISABILITY
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. Explain the principles and approaches to curriculum development and instructional program. 2. Describe the various approaches for teaching students with Intellectual Disability. 3. Develop Curriculum for Pre-Primary, Primary, Secondary, Pre-Vocational and Vocational Level. 4. Use Instructional Program and methods in Inclusive Set ups. 5. Use teaching strategies and TLMs for PwID.
--------------------	---

Course Content		
Unit	Description	Weightage* (%)
1.	Curriculum Development 1.1 Principles and Models of Curriculum development 1.2 Approaches to curriculum development– Developmental, Functional, Ecological, SOME approach, Systems, and Task Analytic Approach 1.3 Instructional design– Definition, Types, Merits and Demerits 1.4 Curricular Adaptation, Accommodation and Modification 1.5 Challenges and Implications for Inclusion	20
2.	Teaching Approaches 2.1 Developmental Approaches– Montessori, Floor time 2.2 Multi-sensory Approach– Fernald, Orton and Gillingham 2.3 Behavioral Approach– Applied Behavior Analysis (ABA), Discrete Trail Training 2.4 Cognitive Approach– Meta-cognitive Training, Cognitive Behavior Management 2.5 Integration of above in Inclusive Classroom Context	20
3.	Curricular Domains & Levels 3.1 Development of Curriculum at Pre-primary and Primary level– Personal, Social, Academic, Occupational and Recreational 3.2 Development of Curriculum at Secondary level– Personal, Social, Academic, Occupational and Recreational 3.3 Development of Curriculum at pre-vocational and transitional level– Personal, Social, Academic, Occupational and Recreational 3.4 Development of Curriculum at Vocational level– Generic Skills	20





	and Work Related Skills, Personal skills related to routine, travel, Social Competencies, Job related behaviour– punctuality, regularity, Occupational skills– related to the job chosen (inclusive of functional academics), Health/safety skills, First Aid 3.5 Implications of above in Inclusion	
4.	Instructional Programs and Methods 4.1 Individualized Instruction – Concept, Types and Approaches 4.2 Collaborative Methods - Peer Tutoring, Co-operative Learning & Team teaching 4.3 Methods for social Inclusion, Social Skill Development & Self Regulation, Community Living, Life Skill Education 4.4. Universal design of Learning – Definition, Principles, Approaches & Strategies 4.5 Integration of above for Inclusion	20
5.	Teaching Strategies & TLM 5.1 Stages of learning, Principles of teaching, and Steps in teaching concepts 5.2 Teaching Strategies – Task Analysis, Prompting & Fading, Shaping, Chaining, Reinforcement, Play way method, Project method 5.3 Concept and type of Teaching materials and Learning materials, Functional Aids and Criteria for selecting appropriate TLM’s 5.4 Principles of adaptation, Adaptation of ADL material & functional academics 5.5 Integration of above for Inclusion	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.
-------------------------------	--

Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	To present a report on adaption of curriculum for a student with Intellectual Disability in Inclusive setting
2.	To develop curriculum for independent living and present a report
3.	To present a Seminar on any of the teaching approaches.
4.	To develop need based learning and functional aids for PwID

<i>Evaluation Pattern</i>





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 develop curriculum and instructional program.
2.	The learners will enable towards various approaches for teaching students with Intellectual Disability
3.	The learners will be able to use Instructional Program and methods in Inclusive Set ups
4.	The learners will be able to use teaching strategies and TLMs for 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.	Das, J.P., & Baine, D. (1978) Intellectual Disability for Special Educators. Springfield: Charles C. Thomas.
3.	John, W., & Smith, R. (1971). An Introduction to Intellectual Disability. Mc Grawhill New York.
4.	Kauffman, J.M., & Paynes, J.S. (1960) Intellectual Disability: Introduction and Personal Perspectives. Charges & Merrill, Columbus.
5.	Longone, J. (1990) Teaching Retarders Learners: Curriculum and Methods for Improving Instruction. Allyn and Bacon, Boston.
6.	Narayan, J., & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally





	Retarded Persons. Pre-Primary Level. NIMH, Secunderabad.
7.	Panda, K.C. (1997). Education of Exceptional Children. Vikas Publishers, New Delhi.
8.	Pehwaria, R., & Venkatesan, S. (1992). Behavioural retarded Children: A Manual for Teachers. NIMH, Secunderabad.
9.	Remington, B. (1991). The Challenge of Severe Mental Handicap. A Behaviour Analytic Approach. Wiley, New Jersey.
10.	Repp. A.C. (1983). Teaching the Mentally Retarded. Prentice Hall, New Jersey.
11.	Kauffman, J. M. (1988). Teaching Students with Learning and Behaviour Problems. Merrill Publishing Co.
12.	Kirk, S.A., & Gallagher, J.J. (1979). Educating Exceptional Children. Hoffton & Mifflin. Boston.
13.	Lewis, R.B., & Doorlag, D.H. (2010). Teaching Students with Special Needs in General Education Classrooms. Pearson, London.
14.	Longone, J. (1990). Teaching Educable Mentally retarded Children. Allyn & Bacon, Boston.
15.	Mary, A. F. (1999). Curriculum and Teaching Strategies. Paul H. Brooks Publishing Co. Baltimore.
16.	Petersun, M.J., & Hitfie, M.M. (2003). Inclusive Teaching: Creating Effective Schools For all Learners.
17.	Allyn & Becon. Boston. West, C. K., Farmer, J. A., & Wolff, P. M. (1991). Instructional Design, Implications from Cognitive Science. Prentice Hall, New Jersey.

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

On-line Resources

