



Course Title: CURRICULUM DESIGNING, ADAPTATION AND EVALUATION FOR CHILDREN WITH AUTISM SPECTRUM DISORDER

Credit Units: 4

Course Code

Level: UG

L	T	P/S	SW/FW	TOTAL CREDIT UNITS
3	1	-	-	4

Course Objectives:

After completing the course:

- Student-teachers will be able to discuss the principles, approaches and types of curriculum.
- Student-teachers will be able to explain the process of developing a curriculum and educational program.
- Student-teachers will be able to develop suitable content for curricular areas in special education.
- Student-teachers will be able to apply the process for modification and accommodation for adapting general school curriculum.
- Student-teachers will be able to describe the methods used for evaluation of learning.

Student Learning Outcome

- Student-teachers will be able to describe the concept, principles, approaches and areas of curriculum.
- Student-teachers will be able to acquire knowledge about teaching methods to help curriculum planning.
- Student-teachers will be able to acquire knowledge about the domains of individualized curriculum planning.
- Student-teachers will be able to describe different curricular adaptations to facilitate children with ASD.
- Student-teachers will be able to make effective use of different forms of evaluation.

Course Contents/Syllabus:

Description / topics	Weightage (%)
MODULE I : Development of Curriculum	20
1.1 Curriculum: concept, aims and principles 1.2 Orientations to Curriculum Development a. Child centred b. Society-centred c. Knowledge-centred d. Eclectic 1.3 Approaches: child-centred, activity-centred, Ecological approach 1.4 Types of curriculum: core, support, collateral , hidden and co-curriculum 1.5 Person Centred Program and Individualized Educational Program	



MODULE II : Curriculum Development and teaching	20
2.1 Community and learner needs assessment 2.2 Aims, Goals and Objectives 2.3 Selection of teaching methods and material a. Microteaching b. Scaffolding c. T-L aids 2.4 Implementation and recording 2.5 Evaluation	
MODULE III : Curricular Focus for Children with ASD	20
3.1 Language and social communication 3.2 Self-care 3.3 Social behaviour 3.4 Academic skills 3.5 Pre-vocational and leisure	
MODULE IV : Curricular Adaptation for Inclusive Education of Children with ASD	20
4.1 Adaptation of curriculum for children with ASD 4.2 Types of adaptation needed for children with ASD a. Content b. Instructional c. Ecological 4.3 Stages of adaptation a. General adaptation b. Specific adaptation 4.4 Accommodation & modification a. Perceptual style b. Cognitive style c. Social style 4.5 Accommodation of co-curricular activities and learning material	
MODULE V : Methods of evaluating Children with ASD	20
5.1 Evaluation: definition and purpose 5.2 Observation 5.3 Record Review 5.4 Teacher made test tests 5.5 Standardized rating scales	

Pedagogy for Course Delivery:

- Lecture
- Tutorials
- Presentation and Discussions
- Seminar

Lab/ Practicals details, if applicable:

- 1) Development of curriculum for given pre-school child with autism using suitable approach
- 2) Adaptation of curriculum for a child with high functioning autism
- 3) Development of a teacher made test in a selected area
- 4) Adaptation of teaching aid for a given content area



Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
20	N.A	80

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Class Test	Project	Attendance	
Weightage (%)	10	5	5	80

Lab/ Practical/ Studio Assessment:

	Continuous Assessment/Internal Assessment				End Term Examination		
Components (Drop down)							
Weightage (%)							

Essential Readings

- Hewitt, T.W. (2006). *Understanding and Shaping Curriculum, What We Teach and Why*. Sage Publications., USA.
- Jacobs, H.H. (2010). *Curriculum 21: Essential Education for a Changing World*. ASCD.
- Marsh, C.J. (2004). *Key Concepts for Understanding Curriculum*. Roulledge Falmer.
- Myles, B.S. and Simpson, R.L. (2003). *Asperger’s syndrome: A guide for educators and parents* (2nd ed.), Autin, TX: PRO-ED Publications, USA.
- Simpson, R.L. & Myles, B.S. (2008). *Educating Children and Youth with Autism: Strategies for effective practice*, 2nd ed. Pro.Ed. Texas.
- Tyler, R. (2013). *Basic Principles of Curriculum and Instruction*. University of Chicago Press, USA.
- Wiles, J. (1998). *Curriculum Development-A Guide to Practice*. Merrill Publications.
- Woodward, J. & Larry, C. (2001). *Technology, Curriculum, and Professional Development: Adapting Schools to Meet the Needs of Students with Disabilities*.

Suggested Readings

- National Resource Council, (2002). *Educating Children with Autism*. National Academic Press, Washington.
- Print, M. (1993). *Curriculum Development and Design*. Allen and Unwin,. USA.

Any other Study Material:

- Power Point Presentations
- Resource material collected and compiled from reference books