



Course Title: Introduction to Neuro Developmental Disabilities

Credit Units: 2

Course Code: SPED 171

Level: UG

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
2	-	-	-	2

Course Objectives:

After completing this course, the pupil-trainee will be able to

- Discuss the characteristics and types of learning disability.
- Describe the tools, areas of assessment and apply intervention strategies to enhance learning.
- Explain the characteristics and types of Intellectual disability.
- Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.
- Explain the characteristics and types of Autism Spectrum Disorder.
- Describe the tools, areas of assessment and apply intervention strategies.

Student Learning Outcomes:

- Pupil-trainee will be able describe the nature, characteristics and types of learning disability.
- Pupil-trainee will be able describe the tools, areas of assessment and apply intervention strategies to enhance learning.
- Pupil-trainee will be able explain the characteristics and types of Intellectual disability.
- Pupil-trainee will be able describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.
- Pupil-trainee will be able explain the characteristics and types of Autism Spectrum Disorder.
- Pupil-trainee will be able describe the tools, areas of assessment and apply intervention strategies.

Course Contents/Syllabus:

	Weightage (%)
MODULE I : Learning Disability: Nature, Needs and Intervention	35



Descriptors/Topics <ul style="list-style-type: none"> • Definition, Types and Characteristics • Tools and Areas of Assessment • Strategies for reading, Writing and Maths • Curricular Adaptation, IEP, Further Education, • Transition Education, Life Long Education 	
MODULE II : Intellectual Disability: Nature, Needs and Intervention	
Descriptors/Topics <ul style="list-style-type: none"> • Definition, Types and Characteristics • Tools and Areas of Assessment • Strategies for Functional Academics and Social Skills • Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education • Vocational Training and Independent Living 	35
MODULE III : Autism Spectrum Disorder: Nature, Needs and Intervention	
Descriptors/Topics <ul style="list-style-type: none"> • Definition, Types and Characteristics • Tools and Areas of Assessment • Instructional Approaches • Teaching Methods • Vocational Training and Career Opportunities 	30

Pedagogy for Course Delivery:

- Lecture
- Tutorials
- Presentation and Discussions
- Visits
- Observations
- Workshops

Lab/ Practicals details, if applicable:

- Develop an Assessment Tool for a child with learning disability in the given area
- Prepare a transition plan from school to college for an LD Child
- Prepare a life skill curriculum
- Prepare a screening tool for children with Autism Spectrum Disorder
- Prepare teacher made test for functional assessment of a given child with ID/ Autism
- Plan an educational program on the basis of an assessment report of a child with ID/Autism

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	End Term Examination
Weightage (%)	10	5	5	80

Lab/ Practical/ Studio Assessment:

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

Text & References:

Essential Readings:

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore,
- American Psychiatric Association.(2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.
- Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi.
- Browning, R. E. (2004). Teaching Students with Behaviour and Serve Emotional Problems,

Suggested Readings

- Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub.
- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2nd edition) Pro Ed. Texas.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon.
- Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston.



- Swady, E.R. (1989). *Diagnosis & Correction of Reading, Difficulties*, Allyn & Bacon, Boston.
- Taylor, B. (1988). *Reading Difficulties: Instruction and Assessment*, Random House, New York.
- Wong, B. Y. L. (1996) .*The ABCs of learning disabilities* (1st ed.) Academic Press, San Diego, CA.

Any other Study Material:

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