



# AMITY UNIVERSITY

— UTAR PRADESH —

## FORMAT FOR COURSE CURRICULUM

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

**Course Title: ASSESSMENT AND CURRICULUM DEVELOPMENT-1**

**Course Code:** SPED 104

**Credit Units:** 4

**Course Objectives:**

1. Describe the various procedure of assessment, the tools and evaluation.
2. Acquire skills in developing appropriate curriculum.
3. Develop curricular guidance and instructional methods specific to needs of persons with ASD.
4. Select the appropriate content for the different age and ability levels and different educational settings.
5. Formulate IEP's for the different levels.
6. Describe the educational interventions available for children with ASD.

**Pre-requisites:**

1. The student should be able to understand behavioural deviances seen in children
2. The student should be able to understand that the cause of the etiology of the ASD
3. The student should be able to understand manifestations of the disorder in independent functioning of the child

**Student Learning Outcomes:**

1. The students will be able to use the assessment techniques taught in practical training
2. The students will be able to use different assessment methods as per the child's needs
3. The students will be able use different types of assessment to generate a case profile

**Course Contents/Syllabus:**

Topics	Weightage (%)
<b>Module I Assessments for planning intervention: Methods, Tools</b>	<b>25</b>
<b>Descriptors/Topics</b> <ol style="list-style-type: none"> <li>1. Understanding Needs of Assessment and Evaluation (Planning intervention with reference to strengths, emerging skills, and weaknesses, attention deficit, splinter skills, hyperlexia, rigidities and difficulties in organizing self, motor difficulties in Aspies – writing).</li> <li>2. Assessing Curricular Needs : Early Learners, Intermediate Level, Advanced</li> </ol>	

<p>(Assessing attending skills, sensory integration, responding to instruction, requesting for reinforcers, pre-academic skills, Adaptive skills, Functional Academic skills, Independent Functioning, Interpersonal skills; and Prevocational and Vocational skills)</p> <ol style="list-style-type: none"> <li>3. Assessing Curricular Needs in Mainstream Classrooms.</li> <li>4. Assessment Tools – Vineland Social Maturity Scale, Assessment of Behaviour and Language Learning Skills, Psycho Educational Profile, and Adolescents and Adults Psycho Educational Profile</li> <li>5. Role of parents in conducting assessments with reference to the Indian context.</li> </ol>	
<b>Module II Developing And Planning Curriculum</b>	
<p><b>Descriptors/Topics</b></p> <ol style="list-style-type: none"> <li>1. Developing and Planning Curriculum based on an Understanding of Autism (<i>uneven skill profile, different communications and social understanding, unique learning styles</i>)</li> <li>2. Role of Parents in Developing Curriculum (Indian context of families who are rural, multilingual, extended family)</li> <li>3. Role of multidisciplinary team in development of curriculum</li> <li>4. Integrating co-curricular activities in the curriculum (Visual Arts, Performing Arts, Physical Education, Leisure and Recreational Activities)</li> <li>5. Emerging trends in curriculum planning (Special Olympics, Special National and International Days. Participation in Ability focused events).</li> </ol>	<b>25</b>
<b>Module III Curricular Planning</b>	
<p><b>Descriptors/Topics</b></p> <ol style="list-style-type: none"> <li>1. Developing IEPs (in different educational settings)</li> <li>2. Planning for Individual Teaching</li> <li>3. Planning for Group Teaching (Specialized as well as inclusive classroom)</li> <li>4. Planning Remediation in Teaching Procedures that accommodate different Learning styles (activity based, experiential, concrete to abstract).</li> <li>5. Data Collection, Evaluation, and Monitoring Progress.</li> </ol>	<b>25</b>
<b>Module IV: Organization and Development of an Inclusive Education Program</b>	
<ol style="list-style-type: none"> <li>1. Sensitization of school staff, regular students, parents and community at different levels</li> <li>2. Creating a barrier free environment by addressing physical, psychosocial, communication and instructional barriers.</li> <li>3. Planning an inclusive lesson plan.</li> <li>4. Universal Design for Learning (UDL) and differentiated instructions.</li> </ol>	<b>25</b>

**Pedagogy for Course Delivery:**

1. Lectures
2. Tutorials
3. Presentations

4. Demonstrations

**Lab/ Practicals details, if applicable:**

1. Write curricular needs of children for 3 consecutive levels in one domain (early learners , intermediate and advances )
2. PECS board for Independent functioning on at least 02 self-help skills
3. One prevocational training collation box and presentation

**List of Experiments:**

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**Assessment/ Examination Scheme:**

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
15		35

**Theory Assessment (L&T):**

Continuous Assessment/Internal Assessment					End Term Examination
Components (Drop down)	Class test	Projects	Portfolio	Attendance	
Weightage (%)	05	05	0	05	35

**Lab/ Practical/ Studio Assessment:**

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

**Text & References:**

1. Attwood T. (1998) *Asperger Syndrome – A guide for parents and professionals*, Jessica Kingsley, London.
2. Baine, D. (1998) *Handicapped children in Developing Countries. Assessment, Curriculum and Instruction*, University of Alberta, Alberta.
3. Fox A.M. (2003), *Neuro – Developmental Disorders National Trust*, New Delhi.
4. Fullerton, A. Straffon J and Gray. C (1996) *Higher Functioning Adolescents and Adults with Autism*, Pro-Ed, Texaz, U.S.
5. Jeyachandran, P. Vimala. V (2000) *Madras Developmental Program System*, Madras.

6. *Jordan, R. (1997), Education of Children and Young People and Autism, Guide for Special Education NO.13, UNESCO.*
7. *Kranowitz, Carol Stock (1998) out of sync Child, Berkley Publication, New York.*
8. *Lovaas, O.I. (1981) Teachign Developmentally Disabled children. The Me Book, Pro-ed, Texas.*
9. *Mesibov, G. And Schopler, E. Schaffer, Bruce & Landrus, Rhoda (1998) Adolescent and Adult Psychoeducational Profile – AAPEP, Pro-Ed Texas.*
10. *Schopler, E. Reichler R.J. Bashford, Ann, Lansing, Margaret D & Marcus, Lee M. (1990) Psycho-Educational Profile-Revised (PEP-R), Pro-Ed, Texas.*
11. *Miltenberger, R. G (2001) Behaviour Modification Wadsworth Thomas Learning.*
12. *Naryan J. (2003) Educating Children with Learning Problems in Regular Schools, NIMH, Secunderabad.*
13. *Panda, K.C. (1997) Education of Exceptional Children, Vikas Publication, New Delhi.*
14. *Partington, J.W. and Sundberg Mark, L (1998) Assessment of Basic Language and Learning Skills, Behaviour Analysts, Inc. CA.*
15. *PerepaPrithvi (2007) A Practical Guide for parents and Teachers, Prachee Publications.*
16. *Schopler, E Reichler, R Lansing. M (1980) Individualized assessment and treatment for Autistic and Developmentally Disabled Children, Pro-ed, Texas.*
17. *Schopler, E, (1989) Parent Survival Manual Plenum Process, NC.*
18. *Van Riper, C.A. and Emerick L. (1990), Speech correction – An introduction to speech and audiology.*

**Any other Study Material:**

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