



AMITY UNIVERSITY

— UTTAR PRADESH —

Course Title: ASSESSMENT AND CURRICULUM DEVELOPMENT- II

Course Code: SPED 115

Credit Units: 2

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

Course Objectives:

1. Develop competency to screen, Assessment of students with ASD
2. Develop competency in planning and implementing special education methodology and training for students with ASD
3. Develop competency in curriculum adaptations and implementing remedial education methodology for students with ASD
4. Organize Resource Rooms for students with ASD

Pre-requisites:

1. The student should be able to understand deviances seen in children
2. The student should be able to understand that the genesis of disabilities
3. The student should be able to understand manifestations of the disorder in independent functioning of the child

Student Learning Outcomes:

1. The student will be able to understand various services delivered for various symptoms and manifestations
2. The students will be able to practice various approaches of intervention on children with ASD

Course Contents/Syllabus:

Topics	Weightage (%)
Module I Approaches to intervention	25
Descriptors/Topics <ol style="list-style-type: none">1. Intervention for Autism : Evolution of Approach to a Rights – based Ethical perspective2. Behavioural & Developmental Approaches (IBI / EIBI, VBA, TEACHH, Pivotal Response Training, AAC, RD, Options, Floortime, Cognitive Behavior Therapy, Social Stories).3. Medical Treatments (Symptomatic Approach to treatment) Hyperactivity and ADHD, Seizures, Aggression and AIB, Anxiety disorders, Perseverance, OCD)4. Other (Diets and Mega Vitamins, SIT, AIT, Higashi Approach, Miller Method,	

Play, dance and Drama Therapy, Music Therapy, Yoga). 5. Understanding commonality as well as differences of Different Approaches to Intervention : Adopting a holistic and eclectic approach (helping students see the connect between different approaches)	
Module II Models of facilities and services	25
Descriptors/Topics 1. Specialized services (schools specializing in ASD, Mixed needs schools 2. Mainstream Schools and National Open School (Resource Rooms, Fully Inclusive Schools, Shadow teachers and teacher aid) 3. Facilities for Employment : Open and Sheltered 4. Respite Care and residential services 5. Teaching in the India Context : Generalist Approach and Specialist Approach.	
Module III Community Based Rehabilitation	25
Descriptors/Topics 1. The definition and scope of CBR 2. Strengths, Limitations of CBR project 3. The team work in CBR 4. Challenges and Implications 5. Follow-up	
Module IV: Identification of children with Learning Problems	25
1 Educational challenges faced by children with MR, SLD, Emotional disturbances, ADHD/ADD, Autism, Sensory Disabilities and Locomotor Disabilities in the regular classroom 2 Process of Learning: Analyzing and locating areas of difficulty in the process of learning 3 Gathering Information: Teachers, Parents, Notebooks, Exam results 4 Screening and Assessment: Formal and Informal 5 Preparing a Report	

Pedagogy for Course Delivery

1. Lectures
2. Tutorials
3. Presentations
4. Discussions

Lab/ Practicals details, if applicable:

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 (%)	5	0	5	5	35

Lab/ Practical/ Studio Assessment:

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

Text & References:

1. Longhorn, F. (1988) A sensory curriculum for very special people. A practical approach to curriculum planning. Souvenir Press (Educational and Academic) Ltd.
2. Carr, J & Collin, S (1992). Working towards independence – A practical guide to teaching people with learning disabilities. London : Jessica Kingsley.
3. Hulme, C. (1992). Working memory and severe learning difficulties. Hove, Lawrence. Erlbawn.
4. Hogg, J. (1994). Making leisure provision for people with profound learning and multiple disabilities. London :Lhapman, California.
5. Farmer, R. (1994) changing services for people with learning disabilities. California Singular Pub. Group Allied, Hyderabad.
6. Smith, C.R. (1994). Learning Disabilities : The interaction of learner task & setting (3rd edition). Boston : Allyn& Bacon
7. Michales, C.A (1994). Transition strategies for persons with learning disabilities. California, Singular Pub. Group.
8. Sinha. B.L. (2001). Teaching learning & human behaviour. Anmol, New Delhi.
9. Hoover, J.J. (1995). Teaching students with learning problems to use study skills - A teachers guide.
10. Lokananda Reddy, G. et. al. (2000). Learning disabilities: A practical guide to Practitioners. Discovery Pub House, New Delhi.
11. Rourke, B.P. and Del Dotto, J.E. (1994). Learning Disabilities : A Neuro-Psychological Perspective. Sage Pub, New Delhi.
12. Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
13. Narayan J. (1990). Towards independence series 1 to 9. Secunderabad : NIMH, Secunderabad.
14. Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
15. Video Films. (2002). Help them learn make it easy. NIMH, Secunderabad.

1. Cark, G.M. & Kostoe, O.P. (1995) Career development and transition education for adolescents with disabilities (2nd edition). Boston : Allyn & Bacon
18. Eaves, R.C. & McLaughlin, P.J. (1993) Recent advances in special education and rehabilitation. Boston : Andover Medical Publishers.
19. King - Sears, M.E. (1994) Curriculum based assessment in special education. San Diego: Singular Publishing Group, Inc.
20. Mann, P.H., Suiter, P.A. & Mc Clung, R.M. (1992) A guide for educating mainstreamed students. Boston : Allyn & Bacon.
21. Narayan, J & Kutty, A.T.T. (1989) Handbook for trainers of the mentally retarded persons- Pre-primary level. NIMH, Secunderabad.
22. Shell, M.E. (1993). Instruction of students with severe disabilities (4th edition). Toronto : Maxwell Macmillan Canada.
23. West, C.K., Farmer, J.A. & Wolff, P.M. (1991). Instructional design. Implications from cognitive science. Englewood Cliffs (New Jersey) : Prentice Hall.
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