

# SYLLABUS

**D.Ed. SPECIAL EDUCATION (ASD)**  
**Norms, Regulations & Course Content**

**REHABILITATION COUNCIL OF INDIA**

(Statutory Body under the Ministry of Social Justice and Empowerment)

**B-22, Qutab Institutional Area , New Delhi – 110 016**

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**2008**

## **D.ED. IN SPECIAL EDUCATION (AUTISM SPECTRUM DISORDERS)**

### **1. PREAMBLE**

Autism Spectrum Disorders (ASD) is a group of complex neuro-developmental disorders affecting communication, socialization, thought and behaviour, and includes individuals with wide range of functional abilities. The symptoms may vary from being very severe to being very mild.

Persons with ASD are entitled to equal rights and opportunities as all other citizens of the country

The number of persons receiving a diagnosis of ASD is increasing rapidly. The prevalence in Western countries is now believed to be higher than 1 in 500 births (National Research Council 2002). Hence, the understanding of diagnostic & intervention issues increase. Meeting the unique needs of person with ASD is a logical conclusion to this.

There is a growing demand for rehabilitation personnel trained especially in this field. The DSE (ASD) Course designed in 2003 was the first of its kind to provide human resource development in the field of ASD in India. After a running this course for three years in 4 centres in the country, the Rehabilitation Council of India (RCI) felt the need to revise and upgrade the course so that it enjoys parity and equivalence with other DSE courses recognized by the RCI. The Council constituted a core committee to go through the structure, content and duration of the course. The present document is the outcome of the sincere efforts by the members of the core committee.

This revised course is designed to provide the trainee teacher a comprehensive understanding of ASD and the skill and competence to meet the needs of students with ASD in regular and special education classrooms.

### **2. NOMENCLATURE OF THE COURSE:**

D.ED. IN SPECIAL EDUCATION (ASD)

### **3. COURSE OBJECTIVES**

The course is designed to enable the trainee teacher to

- Develop an understanding of characteristics and etiology of ASD and associated conditions
- Be familiar with the process of screening and diagnosis of ASD
- Be acquainted with the stages of child growth & development and psychology of learning

- Understand the objectives of general education, and organization of special education services
- Plan and implement educational programs selecting teaching methods suitable for children with ASD
- Develop suitable educational programs for children with conditions associated with ASD
- Integrate the prescribed therapeutic programs within classroom
- Understand the needs of family and promote integration of person with ASD within family and community

#### **4. ELIGIBILITY**

The minimum qualification for admission is successful completion of 10+2 or Higher Secondary Examination or equivalent.

#### **5. ADMISSION PROCEDURE**

Each training center will evolve admission criteria and publish the same in the Course Prospectus. Public notification about the commencement of the course should be done in advance. The admission procedure will incorporate instructions received from RCI from time to time.

#### **6. NUMBER OF SEATS**

Each training center can admit a total of 25 candidates to the course

#### **7. DURATION OF THE COURSE**

The course duration will be two academic years comprising of 220 working days for each year. At the rate of 6 hours per day, the total hours for theory and practical teaching will be 1320 hours in a year and 2640 hours in two years.

#### **8. MEDIUM OF INSTRUCTION**

The medium of instruction will be English/Hindi/State language.

## 9. COURSE STRUCTURE & SCHEME OF EXAMINATION

As provided in the Table I below

**Table I: Course Structure & Scheme of Examination**

Sl. No.	Name of Paper	Hours	Internal Marks	External Marks	Total
<b>A</b>	<b>COMMON PAPERS</b>				
1	Introduction to Disability	100	40	60	100
2	Human Development & Psychology	100	40	60	100
3	Trends in Education & educational Management	100	40	60	100
<b>B</b>	<b>DISABILITY SPECIFIC PAPERS</b>				
4	Autism Spectrum Disorders: Nature, Needs & Etiology	100	40	60	100
5	Assessment & Teaching Methods for Children with ASD	100	40	60	100
6	Therapeutics & Intervention In ASD	100	40	60	100
7	ASD & Associated Conditions	100	40	60	100
8	Development of Curriculum & Educational Program	100	40	60	100
9	Adulthood, Family & Community Needs	100	40	60	100
<b>C</b>	<b>METHODOLOGY FOR PRACTICUM</b>				
10	Development of Independent Living Skills & Teaching Learning Material	100	40	60	100
	<b>Total</b>	<b>1000</b>	<b>400</b>	<b>600</b>	<b>1000</b>
<b>D</b>	<b>PRACTICUM</b>				
1	Assessment & Individualized Education Program	360	200	100	300
2	Group Teaching & Peer Observation: Curricular Activities	380	230	120	350
3	Group Teaching & Peer Observation: Co-Curricular Activities	200	120	80	200

4	Therapeutics & Management of Behavior	200	120	80	200
5	Career education & Transition Plan	200	120	80	200
6	Preparation of Teaching Aids & Adaptive Devices	300	150	100	250
	<b>Total</b>	<b>1640</b>	<b>940</b>	<b>560</b>	<b>1500</b>
	<b>TOTAL (THEORY + PRACTICUM)</b>	<b>2640</b>			<b>2500</b>

**Note:**

1. In the first year examinations the trainees must appear for following papers
  - A) Common Paper 1 and 2
  - B) Disability Specific Paper 4, 5, and 8
  - C) Methodology for Practicum Paper 10

The remaining papers will be examined at the end of second year.

Internal assessment records must be maintained for both years.

2. The ratio of theory and practicum marks is 40:60 approximately
3. The division of marks for internal and external examinations in theory and practicum is 40:60 and 60:40 respectively.

**(A) COMMON PAPER**

**Paper 1: Introduction to Disability**

**Total marks: 100**

**Total hours: 100**

**Objectives:**

On completion of this paper the trainee shall:

1. Develop an understanding of the basic concept of disability.
2. Understand the historical perspectives of special education.
3. Develop understanding of different categories of disabilities.
4. Develop understanding of rehabilitation perspectives, laws and legal implications for people with disabilities.
5. Develop an understanding of Rights based participatory approach

**Unit I Disability & Special Education**

**20 hrs**

1. Impairment, Disability, Handicap: Concept & Definition
2. Understanding differences
3. Prevalence & Incidence: National & International
4. History of Special Education & UN Charter of Rights of Person with Disabilities
5. Cascade of services

**Unit II Types of Disabilities****20 hrs**

1. Developmental disabilities: MR, CP, ASD, ADHD, SLD
2. Sensorial Impairment: HI, VI
3. Physical impairment: Neuromuscular & Locomotor Disability
4. Emotional disturbance: Mental illness
5. Other disabilities

**Unit III Rehabilitation Perspectives****20 hrs**

1. Education for independent living
2. Job opportunities: urban, rural, organized sector, quota
3. Housing & residential facilities
4. Gender issues and disabilities
5. Human resource development

**Unit IV Policy and Legal Provisions****20 hrs**

1. National Policy on Education -1986
2. Laws in disability sector: PDA, RCI Act, NTA

3. Legal provisions: Disability Certificate, Concession, Disability Identify Cards, Tax Concessions, JobReservations
4. Guardianship & Social Security

**Unit V Role of Government Agenciesand NGO's**

**20 hrs**

1. National Educational Programs: National Literacy Mission, SarvaShikshaAbhiyan, Integrated Education (PIED,ICDS)
2. Role of Government agencies: Central and State Government, National Institutes, District Rehabilitation Centres, Special Employmentagencies
3. Role of Non-government organization: Service centres, human resource development programs,advocacy

**Reference Books:**

1. Kauffman &Hallahan (1991): Exceptional Children - Prentice Hall, NewJersey
2. Oliver,M, (1996): Understanding Disability: from theory to practice – McMillan, London
3. Smith,D &Luckasson,R.(1999): Introduction to Special Education – Allyn & Bacon , Boston
4. Chaote, J. (1992): Successful Mainstreaming - Allyn & Bacon ,Boston
5. Bhargava, M. (1994): Introduction to Exceptional Children, Their Nature & EducationalProvision
6. Panda, K.C. (1997): Education and Exceptional Children – Vikas Publishing House, New Delhi
7. Hegarty, S. (2002): Education and Children with Special Needs in India – Sage Publications, NewDelhi
8. Shivani,D.R. (1998): NGO Development Initiative & Policy – VikasPublications

## **(A) COMMON PAPER**

### **Paper-2: Human Development and Psychology**

**Total marks:100**

**Total hours:100**

#### **Course Objectives**

On completion of this paper, trainees will be able to:-

1. Describe principles and stages of growth and development
2. Explain the areas of development with respect to deviancies in ASD
3. Understand the psychological processes of the typical child
4. describe the theories of learning and intelligence including the concepts, definition and measurement approaches
5. Demonstrate an understanding of Psychosocial implications of disability

#### **Unit I: Human Growth & Development**

**20 hrs**

1. Principles of growth and development
2. Stages of development:
  - a. Infancy
  - b. Early Childhood
  - c. Late Childhood
  - d. Adolescence
  - e. Adulthood

#### **Unit II: Areas of Development**

**20 hrs**

1. Physical
2. Language
3. Cognitive
4. Emotional & Psycho social (with reference to each stage of development)
5. Developmental deviancies in ASD

#### **Unit III: Child Psychology**

**20 hrs**

1. Scope of Psychology
2. Psychological Process:
  - a. Sensation
  - b. Attention
  - c. Perception
  - d. Memory
3. Dysfunction in process with reference to ASD

#### **Unit IV: Learning & Intelligence**

**20 hrs**

1. Theories of Learning
  - a. Thorndike
  - b. Skinner
  - c. Bruner
  - d. Piaget
  
2. Intelligence
  - a. Concept, definition and measurement of intelligence
  - b. Triarchic Theory

#### **Unit V: Psychological Intelligence**

**20 hrs**

1. Personality & Temperament
2. Motivation
3. Psychological Problems of Adjustment
4. Disability and its impact on the family
5. Coping and stress management

#### **Reference Books**

1. Kaul, V (1993) Early Childhood Education Programme – NCERT, New Delhi
2. Muralidharan R (1990) Early Stimulation Activities for Young Children – NCERT, New Delhi
3. Panda, KC (2001) Elements of Child Development (Sixth Revised Edition) - Kalyani Publishers, Ludhiana
4. Sharma, P (1995) Basics on Development & Growth of a Child - Reliance Publishing House, New Delhi
5. Sharma, R and Sharma, R (2002) Child Psychology – Atlantic, New Delhi.
6. Devi, L. (1998): Child Development - Anmol Publications, New Delhi
7. Kundu, C. L. (1985): Educational Psychology – Sterling Publications, New Delhi

## **(A) COMMON PAPER**

### **Paper-3: Trends in Education and Educational Management**

**Total marks:100**

**Total hours:100**

#### **Objectives:**

On completion of this paper, trainees will be able to:-

1. Describe the nature and scope of education
2. Develop an understanding of the use of technology in education of the disabled
3. Understand the concept of management and school administration
4. describe the role of teachers in general and special educational facilities
5. Describe the methods for classroom planning and record keeping

#### **Unit I: Nature, Scope & Modes of Education**

**20 hrs**

1. Aims and objectives of education
2. Child centred approach: Multi-sensory & Experiential Learning
3. Modes of education: Open or distance, formal, informal and non-formal education, homeschooling
4. Inclusive education
5. Equalization of educational opportunities

#### **Unit II: Trends in Education & Special Education**

**20hrs**

1. Aims and objectives of special education
2. Technology and its application in education of the disabled
3. classroom practices: cooperative learning, peer tutoring
4. Use of computer: Computer managed, learning, programmed instruction
5. Electronic aids: Internet, A-V Projectors, Videos

#### **Unit III: Management & School Administration**

**20 hrs**

1. Management: Concept & definition
2. Approaches to management: systems, matrix
3. Institutional planning: School building, admission, classification, staffing, provision
4. Leadership & organizational climate
5. Inspection & evaluation

#### **Unit IV: Role of Professionals**

**20 hrs**

1. Role of Head of the Institution

2. Role of regular and special education teachers
3. Professional relationship with staff, students, therapists, ethical concerns
4. professional up-gradation: In-service & Staff development program
5. Partnership with family & community

**Unit V: Scheduling & Supervision**

**20 hrs**

1. Types and preparation of schedules
2. Planning of curricular and co-curricular activities
3. Maintenance of records
4. Needs and types of Supervision
5. Role of Supervisor

**Reference**

1. Kumar, A. (1991) Current Trends in Indian Education – Ashish Publication House, New Delhi
2. Garg, V.P. (1990) Development of Perspectives in Indian Education.- Metropolitan Publications, New Delhi
3. Agrawal, S.P. & J.C. (1994) Third Historical Survey of Educational Development of India-Concept Pub. Co., New Delhi
4. Sharma, S.N. (1995) Philosophical and Sociological Foundation of Education- Kanishka. New Delhi:
5. John, V.F. and Jones, L.S.(1981) Comprehensive Classroom Management – Allyn & Bacon, Boston
6. Mayer, L.C. (1982): Educational Administration & Special Education – Allyn & Bacon, Boston

**(B) Disability Specific Paper**

**Paper 4 : Autism Spectrum Disorders: Nature, Needs & Etiology**

**100marks**

**100hours**

**Objectives:**

On completion of this paper, trainees will be able to

1. Explain the concept, epidemiology & types of Autism Spectrum Disorders(ASD)
2. Describe the nature & characteristics ofautism
3. Differentiate among the conditions within theASD
4. Describe the learning characteristics of children withASD
5. Explain the causative factors forASD

**UNIT I: Introductionto ASD**

**10 hrs**

1. ASD: Concept and definition
2. Historical perspective
3. Prevalence andincidence
4. Types ofASD

**UNITII: Autism**

**20 hrs**

1. Concept and definition
2. Characteristics:
  - Language andCommunication
  - Social behavior
  - Stereotypemannerism
  - Play & cognition
  - Sensorymodalities
3. Diagnostic criteria: DSM IV-R,ICD-10

**UNIT III: AutisticSpectrum Disorders**

**25 hrs**

1. Concept, definition and characteristics of
  - a. Asperger'sSyndrome
  - b. Rett'sSyndrome
  - c. Childhood DisintegrativeDisorder
  - d. Pervasive Developmental Disorders- Not OtherwiseSpecified
  - e. Other ASD: Hyperlexia, Semantic-PragmaticDisorders
2. Differences among conditions withinASD

**UNIT IV: ASD: Learning Characteristics&Styles**

**25hrs**

1. Selective attention
2. Diminishedmotivation
3. Rigidity &Preservation

4. Core deficits: Theory of mind, Central Coherence theory, Executive functioning deficits
5. Difficulties in generalization & transfer
6. Uneven cognitive profile
7. Visual vs Auditory learning

**UNIT V: Etiology of ASD**

**20 hrs**

1. Genetic factors
2. CNS
3. Other Etiological factors

**Reference Books**

1. Siegel, B. (1996): *The World of Autistic Child* – Oxford University Press, New York
2. Miles, B.R. & Simpson, R.L. (2003): *Asperger Syndrome, A Guide for Educators and Parents* – Pro ed, Texas
3. National Research Council (2002): *Educating Children with Autism* – National Academy Press, Washington
4. Accardo, P.J., Magnusen, C., Capute, A.J. (2000): *Autism. Clinical & Research Issues* - York Press, Baltimore
5. Miles, B.R. & Simpson, R.L. (1998): *Educating Children & Youth with Autism* - Pro ed, Texas

## **(B) Disability Specific Paper**

### **Paper 5: Assessment & Teaching Methods For Children With ASD**

**100marks**

**100hours**

#### **Objectives:**

On completion of this paper, trainees will be able to

1. Describe the techniques for screening and assessment of children with ASD
2. Explain the need and areas of assessment in ASD
3. Describe the teaching approaches and methods suitable for children with ASD
4. Use the appropriate strategies for teaching children with ASD

#### **UNIT I: Screening, Diagnosis & Assessment**

**20hrs**

1. Screening, diagnosis & assessment: concept and definition
2. Screening tools: CHAT, M-CHAT, Screening Test for Autism
3. Diagnostic criteria: DSM-IV, ICD-10
4. Diagnostic tools: CARS, Autism Behavior Checklist, ADOS, Asperger's Syndrome Diagnostic Scale
5. Observation: PEP-R,
6. Differential Diagnosis

#### **UNIT II: Functional Assessment**

**20 hrs**

1. Need for assessment
2. Types of assessment
3. Assessment of
  - Language & communication
  - Social behavior
  - Motor skills
  - Behaviour
  - Learning styles & strategies

#### **UNIT III: Approaches to Teaching**

**20 hrs**

1. Behavioural Approach:
  - Applied Behavioral Analysis: Principles, Techniques (shaping, modeling, prompting, enhancing, reinforcement, timeout, extraction, differential reinforcements, punishment)
  - Discrete Trial Teaching
  - Structured Teaching (TEACCH)
  - Verbal Behavior Analysis
2. Developmental Approach
  - Floortime
  - Montessori

**UNIT IV: Teaching Method****20 hrs**

1. Physical environment & classroom structure
2. Classroom schedule
3. Behavioral techniques for skill acquisition, maintenance & generalization
4. Management of challenging behavior
5. One to one teaching and group teaching

**UNIT V: Teaching Strategies****20hrs**

1. Annual & short term goals
2. Specific objectives & target behavior
3. Task analysis: Forward & Backward Chaining
4. Selection & development of T-L material
5. Evaluation of learning: formative & summative

**Reference Books**

1. Jordan, R. & Powell, S. (2000): Understanding & Teaching Children with Autism – John Wiley & Sons, Chichester
2. Partington, J.W. & Sundberg, M.L. (1998): The Assessment of Basic Language & Learning Skills – Behavior Analysts Inc. CA
3. Greenspan, S.I. & Wieder, S. (1998): The Child with Special Needs – Perseus Books, USA
4. Maurice, C. (1996): Behavioral Intervention for Young Children with Autism. A Manual for Parents & Professionals - Pro ed, Texas
5. Miles, B.R. & Simpson, R.L. (1998): Educating Children & Youth with Autism Pro ed, Texas
6. Whitaker, P. (2001): Challenging Behavior & Autism - The National Autistic Society, London
7. Chari, M. (2004): Autism Diagnosis & After – Orion Printers, Hyderabad
8. Perepa, P. (2007): Autism: A Practical Guide for Parents & Teachers – Prachee Publications, Hyderabad

## **(B) Disability Specific Paper**

### **Paper 6: Therapeutics & Interventions in ASD**

**100marks**  
**100hours**

#### **Objectives:**

On completion of this paper, trainees will be able to

1. Discuss the need for medical intervention in ASD
2. Use the techniques for development of language and communication in children with ASD
3. Use the methods for sensory integration & occupational therapy for children with ASD
4. Evaluate the alternative intervention methods for ASD
5. Discuss the roles of psychologists & counsellors in management of ASD

#### **UNIT I: Medical Intervention**

**20 hrs**

1. Role of Medical Professionals
2. Medication: Symptomatic approach for hyperactivity aggression SIB, Preservation, Anxiety seizures, Sleep disorders
3. Challenges & limitations of medication
4. Role of teachers in Medication.

#### **UNIT II: Speech, Language and Communication Therapy**

**20hrs**

1. Speech, language and communication: Implications for ASD
2. Development of Language: receptive and expressive
3. Development of communication in verbal children: management of echolalia, development of conversational skills.
4. Alternative & Augmentative Communication Systems Communication aids & devices: Scope & limitations
5. Role of speech & language therapist: early childhood to school years

#### **UNIT III: Sensory Integration & Occupational Therapy**

**20 hrs**

1. Sensory dysfunction in ASD
2. Development of perceptual skills
3. Sensory Integration Therapy: principles, method & limitations
4. Sensory integration equipment
5. Development of motor skills & activities of daily living (ADL)
6. Role of occupational therapist: early childhood to school years

**UNIT IV: Alternative Therapies****25 hrs**

1. Diet therapy
2. Megavitamin therapy
3. Auditory Integration Therapy
4. Music & Movement Therapy
5. Ayurveda, Yoga & Adaptive Physical Education
6. Animal Therapy

**UNIT V: Psychotherapy & Guidance****15 hrs**

1. Role of Psychologist
2. Role of Counsellor
3. Play Therapy
4. Cognitive Behavioral Management
5. Family Counselling

**Reference Books**

1. Shaw, W.(2002): Biological Treatments for Autism & PDD – The Great Plains Laboratory, Inc. Lenexa
2. Hodgdon, L.(1999): Visual Strategies for Improving Communication - Quick Roberts Publishing, Michigan
3. Lal, R., & Ghate, R.A. ( 2003): Line Drawings for Signs from Makaton Vocabulary (Indian Version) – Makaton India, Mumbai
4. Lal, R., & Ghate, R.A. ( 2003): Symbols for Makaton Vocabulary (Indian Version) – Makaton India, Mumbai
5. Frost, L.A. & Bondy A.S. (1994): Picture Exchange Communication System. Training Manual – Pyramid Educational Consultants Inc. NJ
6. Jeychandran, P. (2001): Teaching Yogasanas to Persons with Mental Retardation – Vijay Human Service Centre, Chennai
7. Shersborne, V. (1990): Developmental Movement for Children - Cambridge University Press, Cambridge
8. Ayres, J.A.(1979): Sensory Integration & the Child-Western Psychological Services, Los Angeles

## **(B) Disability Specific Paper**

### **Paper 7: ASD & Associated Conditions**

**100marks**

**100hours**

#### **Objectives:**

On completion of this paper, trainees will be able to

1. Describe the characteristics & types of children with mental retardation & cerebralpalsy
2. Explain the characteristics & types of children with visual & hearing impairments
3. Describe the characteristics of children with attentional disorders & psychiatricco-morbidity
4. Discuss the educational implications for ASD children with various associated conditions

#### **UNIT I: ASD & MentalRetardation (MR)**

**20 hrs**

1. MR: Concept and definition
2. Characteristics ofMR
3. Causes ofMR
4. Classification ofMR
5. Educational implications for ASD children withMR

#### **UNIT II: ASD & CerbralPalsy (CP)**

**20 hrs**

1. CP: Concept and definition
2. Characteristics ofCP
3. Causes of CP
4. Types of CP
5. Educational implications for ASD children withCP

#### **UNIT III: ASD & Visual Impairment (VI) & HearingImpairment(HI)**

**20 hrs**

1. VI & HI: Concept and definition
2. Characteristics of VI &HI
3. Causes of VI & HI
4. Types of VI & HI
5. Educational implications for ASD children with VI&HI

#### **UNIT IV: ASD &PsychiatricCo-morbidity**

**25hrs**

1. Types of Psychiatric Co-morbidity : anxiety,depression
2. Characteristics PsychiatricCo-morbidity
3. Causes of PsychiatricCo-morbidity

4. Management of Psychiatric Co-morbidity
5. Educational implications for ASD children with Psychiatric Co-morbidity

**UNIT V: ASD & Attentional Deficit Disorders**

**15 hrs**

1. Attention Deficits with and without Hyperactivity: Concept and definition
2. Characteristics of children with ADHD
3. Causes of ADHD
4. Educational implications for ASD children with ADHD

**Reference Books**

1. Baroff, G.S. (1986): Mental Retardation. Nature, Causes & Management – Hemisphere Publishing Corporation, Washington
2. Panda, KC (1999): Education of Exceptional Children – Vikas Publications, New Delhi
3. Cruickshank, M. W. (1976): Cerebral Palsy. A Developmental Disability – Syracuse University Press, USA
4. Bender, W.N. (1995): Learning Disabilities. Characteristics, Identification Teaching Strategies – USA
5. Phyllis & Newcomer (1980): Understanding & Teaching the Disturbed Child – Allyn & Bacon, Boston

## **(B) Disability Specific Paper**

### **Paper 8: Curriculum & Educational Program**

**100marks**  
**100hours**

#### **Objectives:**

On completion of this paper, trainees will be able to

1. Explain the concept, types and approaches to curriculum development
2. Adapt curriculum for preprimary, school and transition levels
3. Develop need-based educational programs

#### **UNIT I: Curriculum Development**

**20 hrs**

1. Curriculum: concept and definition
2. Need for development of curriculum
3. Approaches to curriculum development
4. Types of curriculum: developmental, functional
5. Adaptive curriculum for inclusive education

#### **UNIT II: Educational Program (Pre-primary)**

**20 hrs**

1. Motor skills
2. Cognitive skills
3. Pre-learning skills
4. Language & communication skills
5. Social skills & Activities of Daily Living

#### **UNIT III: Educational Program (Primary & Secondary)**

**20 hrs**

1. Motor skills
2. Language & communication skills
3. Social & self help skills
4. Academic skills
5. Pre-vocational skills

#### **UNIT IV: Educational Program (Intermediate & Vocational)**

**20hrs**

1. Academic skills
2. Social and self care skills
3. Domestic skills
4. Vocational skills
5. Recreational skills

## **UNIT V: Development of IEP**

**20 hrs**

1. Need for Individual Education Program (IEP), Individual Family Service Plan (IFSP) & Individual Transition Plan (ITP)
2. IEP development team
3. Components of IEP
4. Process of IEP development
5. Group educational program
6. Collaborative teaching

### **Reference Books**

1. Pratt, D. (1980): Curriculum Design & Development – Harcourt Brace, New York
2. Smith, D.D. (2002): Introduction to Special Education. Teaching in an Age of Challenge – Allyn & Bacon, Boston
3. Bos, C.S. & Vaughn, S. (1994): Strategies for Teaching Students with Learning & Behavioral Problems – Allyn & Bacon, Boston
4. Polloway, E.A. & Patton, J.R. (1993): Strategies for Teaching Learners with Special Needs – Macmillan Publishing Co., New York
5. Baine, D. (1988): Handicapped Children in Developing Countries. Assessment, Curriculum & Instruction – University of Alberta, Edmonton
6. Romila, S. (1997): School Readiness Program – NCERT, New Delhi
7. Miles, B.R. & Simpson, R.L. (1998): Educating Children & Youth with Autism – Pro ed, Texas
8. Lovaas, I.O. (1981): Teaching Developmentally Disabled Children. The ME Book – Pro ed, Texas
9. Turnbull, A.P., Strickland, B. & Brantley, J.C. (1990): Developing and Implementing Individualized Education Program – Merrill, London

## **(B) Disability Specific Paper**

### **Paper 9: Adulthood, Family & Community Needs**

**100marks**

**100hours**

#### **Objectives:**

On completion of this paper, trainees will be able to

1. Explain the process of rehabilitation of persons with ASD
2. Evaluate the adult living modes available for person with ASD
3. Describe the needs of parents and family members
4. Explain the role of community and Government agencies in rehabilitation of persons with ASD

#### **UNIT I: Parental & Family Issues**

**25 hrs**

1. Impact of ASD on parents
2. Impact of ASD on marriage & career of parents
3. Impact of ASD on siblings & extended family
4. Parental Concerns: diagnosis, intervention, progress, life span issues
5. Need for parental involvement & training
6. Need for support groups, parent networks, counseling
7. Communicating with parents & families

#### **UNIT II: Adult Living**

**15 hrs**

1. Living with family
2. Respite care & foster home
3. Group home
4. Residential care
5. Sexuality & marriage
6. Use of community facilities

#### **UNIT III: Community Awareness & Advocacy**

**20 hrs**

1. Community awareness: types and method
2. Role of parents in community awareness
3. Role of professional organization in community awareness
4. Citizen & self advocacy: Human rights & ethical concerns
5. Community based rehabilitation

#### **UNIT IV: Process of Rehabilitation**

**20 hrs**

1. Habilitation & rehabilitation: concept & definition
2. Career education

3. Employment
  - a. Homebased
  - b. Sheltered
  - c. Self & supported
  - d. Open
4. Awareness of services & resources for ASD

#### **UNIT V: Constitutional & Legal Provisions**

**20hrs**

1. Constitutional provisions for ASD: national & international, UN convention on rights of persons with disabilities
2. Role of the National Trust
3. Role of the RCI
4. Grant in aid & financial support
5. Legal guardianship

#### **Reference Books**

1. Dillon, K.M. (1995): Living with Autism. The Parents' Stories – Parkway Publishers Inc. NC
2. Hamilton, L.M. (2000): Facing Autism. Giving Parents Reasons for Hope and Guidance for Help - Waterbrook, Colorado
3. Desai, A.N. (1990): Helping the Handicapped. Problems & Prospects – Ashish Publishing House, New Delhi
4. Bennett, T, Lingerfelt, V. & Nelson, D.E. (1990): Developing Individual & Family Support Plans. A Training Manual – Brooklin Books, MA
5. Webster, E.J. (1993): Working with Parents of Young Children with Disabilities – Singular Publishing Group, California

### (C) Methodology for Practicum

#### **Paper 10: Development of Independent Living Skills & Teaching-Learning Material (TLM)**

**100marks**

**100hours**

#### **Objectives:**

On completion of this paper, trainees will be able to

1. Demonstrate understanding of various self help activities across ages and levels of ASD.
2. Demonstrate competency in selecting suitable functional literacy and numeracy skills across ages, levels of children with ASD.
3. Develop an understanding of teaching independent work skills for students with ASD.
4. Explain the relevance of TLM for education of children with ASD
5. To prepare appropriate TLM for curricular and co-curricular activities.
6. Develop TLM for to provide classroom structure.

#### **UNIT I: Teaching of Self Help Skills**

**20hrs**

1. Dressing: Removing & wearing – using fasteners – appropriate choice of clothes and maintenance – washing & ironing use of suitable footwear and accessories. Grooming: Tooth brushing – bathing – combing – adaptation
2. Meal time activities: Feeding – eating by self – social behaviour during mealtime – setting & cleaning before and after meals – adaptation.
3. Toileting: Indication – use of toilet – cleaning self and toilet after use maintaining privacy – adaptation. Hygiene: Nose cleaning - Nail cutting – shaving – Menstrual hygiene

#### **UNIT II: Development of Pre-Academic & Academic Skills**

**20hrs**

1. Development of pre-learning skills: Attention, eye-contact, sitting tolerance, imitation, compliance, cooperation, turn-taking skills, on-task behaviour
2. Pre-academic skills: matching, sorting, sequencing, labeling and other skills
3. Pre-reading and pre writing concepts: picture reading, – controlled use of writing implements (columning, written lines), tracing. Functional literacy – identifying community specific functional words – reading & writing (copying, fill in blanks, understand writing) sentences.
4. Pre-math concepts: concepts such as big – small, far - near, more – less. Functional numeracy, meaning for counting and identification of numerals
5. Basic computation: number concept, time, money, measurement.
6. Application of functional academic in community: Reading sign boards use of telephone numbers and public utility services (writing letters, banking, shopping).

**UNIT III: Teaching Pre-vocational & Vocational Skills****20hrs**

1. Daily living skills: routine, travel, creative, appropriate interpersonal relation, employer/co-worker. Job related Behaviour – grooming skills, punctuality, regularity, suitable behaviour
2. Occupational skills: related to the job chosen (inclusive of functional academics), using structure to teach independent work skills, Health/safety skills – understanding danger – uses sharp objects, safety, uses household electrical items – FirstAid.
3. Vocational rehabilitation: pre-vocational training and types of employment opportunities suitable for persons with ASD.

**UNIT IV: T-L Aids & Environmental Support Material****20 hrs**

1. Visual aids: maps, charts, schedules, cards, CDs
2. Auditory aids: tapes, musical instruments
3. Aids for basic concepts
4. Electronic aids
5. Manipulative aids: 3D, 2D models
6. Labels
7. Visual schedules
  - Level of visual representation
  - Arrangement of visual representation
  - Mini schedules & task organizers

**UNIT V : Visual Aids for Communication & Social Skills****20 hrs**

1. Picture cardfiles
2. Teacher mini books & notebook
3. Communication board
4. Choice boards
5. Activity completion signal cards
6. Visual activity schedule
  - a. Development
  - b. Usage
7. Social stories
  - a. Development
  - b. Usage
8. Emotion cards & cartoon scripts

## Reference Books

1. Wheeler, M. (1998): Toilet Training for Individuals with Autism and Related Disorders – Future Horizons, Texas
2. Myreddy V, Narayan J (1998) Functional Literacy & Numeracy Series 2 – NIMH, Secunderabad.
3. Narayan, J. (1993) Towards Independence Series – NIMH, Secunderabad
4. Narayan, J. (1993) Skill Training Booklets – NIMH, Secunderabad
5. Narayan, J. (1990), Social Skills – NIMH, Secunderabad
6. Michael, B., Vallettuti, P. & Bender, R. (1993): Teaching the Moderately & Severely Handicapped Volume II – University Park Press, USA
7. Peshwaria, R. (1991): Play Activities for Young Children with Social Needs – NIMH, Secunderabad
8. Keirnen, W.E. & Stark, J.A. (1986): Pathways to Employment for Adults with Developmental Disabilities – Little Brown & Co. Boston
9. McClannen, L.E. & Krantz, P.J. (1999): Activity Schedule for Children with Autism. Teaching Independent Behavior – Woodbine House, USA
10. Grandin, T. (1996): Thinking in Pictures and Other Reports from my Life with Autism – Vintage Books, New York
11. Miles, B.R. & Simpson, R.L. (1998): Educating Children & Youth with Autism – Pro ed, Texas
12. Miles, B.R. & Simpson, R.L. (2003): Asperger Syndrome, A Guide for Educators and Parents – Pro ed, Texas
13. Kaul, S. (2002): My Stamp Book – Indian Institute for Cerebral Palsy, Kolkata
14. Gray, C. (1995): Social Stories Unlimited. Social Stories & Comic Strip Conversations – Jenison, MI

## **(D) Practicals**

### **Assessment and Individualized Education Program**

**300 marks (150 +150)**

**300 hours (150 +150)**

#### **Objectives:**

On completion of these practicals, the trainee will be able to

1. Conduct functional assessment of persons with ASD.
2. Plan, implement and evaluate individualized programme plans for person with ASD.
3. Select and make teaching aids appropriate for the training modules.
4. Coordinate own work with the work of other professionals
5. Prepare case study reports of the work done with persons having ASD.

#### **Procedure**

During the first year, the trainee is expected to develop under supervision I.E.P. for 3 cases of varying gender and types of ASD, implement and report. Out of 3 cases at least one should be a child in inclusive education classroom.

In the second year, the trainee will develop under supervision IEP for 3 cases, one each on mental retardation, CP, multiple disability, implement and report.

The trainee is expected

1. Collect background information including family background, birth and developmental history, school history and any other significant information from parents.
2. Relate other reports, if any, such as that of psychologist, therapist, and medical professionals for planning.
3. Choose the suitable educational assessment tool and conduct assessment of current level.
4. Adapt curriculum in a selected subject area for IEP for a child in inclusive education classroom
5. Select goals and objective for intervention, and prepare suitable TLM
6. Implement program and evaluate learning
7. Submit report

#### **Note**

1. The master trainer is expected to seek permission for doing I.E.P. from the parents of the cases and only on consent from the parents should cases be introduced to the trainee teachers.

2. List of materials for special educational assessment which the trainee teachers may use shall include:

- Assessment of Pre-learning skills
- Portage Checklist (Pre-school)
- Madras Developmental Programming Scheme (School)
- Functional Assessment Checklist (School)
- Assessment of Basic Language and Learning Skills

3. A total of 50 hours of work must be devoted to each of the IEPs. Cases may be taken simultaneously

### **Reference Books**

1. Turnbull, A.P., Strickland, B. & Brantley, J.C. (1990): Developing and Implementing Individualized Education Program – Merrill, London
2. Lovaas, I.O. (1981): Teaching Developmentally Disabled Children. The ME Book – Pro ed, Texas
3. Bluma, S.M., Shearer, M.S., Frohman, A. M. & Hillard, J.M. (1976): Portage Guide to Early Education – Portage project, Wisconsin

## **(D) Practicals**

### **Group Teaching & Peer observation: Curricular Activities**

**350 marks (300 +50)**

**350 hours (300 +50)**

#### **Objectives:**

On completion of these practicals, the trainee will be able to

1. Plan and implement lessons to meet the educational needs of students with ASD and associated conditions in one to one or group settings
2. Evaluate the teaching learning outcomes and identify need for improvement in self and peers

#### **Procedure**

1. The trainee is expected to design a total of 20 lessons under supervision in the areas of motor skill, language & communication, self help skills, social skills, functional academics, pre-vocational and vocational skills.
2. Before commencing the delivery of lessons, the trainee must observe a minimum of 5 lessons given by a senior special educator.
3. The trainee is expected to collect data on functioning level of the children through educational assessment and information provided by the teacher concerned.
4. Select suitable goals and specific objectives for individual child/group of children
5. Design and submit each lesson plan for approval prior to implementation
6. Implement the approved lesson with appropriate teaching-learning material
7. Evaluate the learning of students, own performance during teaching and suggest measures for improvement
8. File all lesson plans together with observer's comments and marks for final submission
9. A trainee must observe at least 5 lessons given by peers. This observation must be done along with the master trainer.
10. Peer observations should be reported in prepared format and submitted to the master trainer

#### **Note**

1. The 20 lessons should be evenly distributed over two years. At least 12 lessons should be given to students with ASD, and the rest to students with associated conditions.
2. The master trainer should provide opportunities so that a trainee may plan and implement more than 20 lessons for practice and improvement of skills. While all practice lessons should be guided and approved, only 20 lessons will be assessed and marked.

3. The master trainer must give an orientation on peer observation to trainees and a peer observation format which may be used during peer observation by the trainee.
4. Peer observation is learning process for a trainee and hence must be done while a lesson is being observed by the mastertrainer

**Allotment of marks**

- |  |             |
|--|-------------|
| 1. Planning & implementation of 20 lessons | : 300 marks |
| 2. Peer observation of 5 lessons           | : 50 marks  |

## **(D) Practicals**

### **Group Teaching & Peer observation: Co-curricular Activities**

**200 marks (150 +50)**

**200 hours (150 +50)**

#### **Objectives:**

On completion of these practicals, the trainee will be able to

1. Plan and implement lessons in co-curricular area meet the educational needs of students with ASD and associated conditions in one to one or group settings
2. Evaluate the teaching learning outcomes and identify need for improvement in self and peers

#### **Procedure**

1. The trainee is expected to plan under supervision a total of 10 lessons in the areas of physical education, yoga, music, dance & movement, art & craft and games
2. The 10 lessons must cover each of the co-curricular areas mentioned above.
3. The trainee must observe at least 5 lessons given by a senior special educator teaching the co-curricular activities
4. The trainee is expected to consult the concerned class teacher about the appropriateness of a co-curricular activity for the selected group of children
5. Each lesson plan must be approved by the master trainer prior to commencement of the lesson
6. Implement the lesson with suitable T-L aids, evaluate self and learner's performance, and suggest measures for improvement
7. File all lesson plans with observer's comments and marks for final submission
8. The trainee is expected to observe at least 5 lessons in co-curricular areas given by a peer
9. Peer observation reports must be submitted on a prepared format and submitted

#### **Note**

1. The 10 lessons may be given in the second year. The lessons can be distributed so that at least 6 lessons are given to students with ASD and the rest to those with associated conditions
2. The master trainer should ensure that trainee receives skill training in co-curricular activities wherever required, e.g. yoga, dance & movement etc.
3. The trainee may give more than 10 lessons for enhancing competence
4. Peer observation of a lesson must be done along with master trainer

#### **Allotment of marks**

1. Planning & implementation of 10 lessons: 150 marks
2. Peer observation of 5 lessons: 50 marks

## **(D) Practicals Therapeutics & Management of**

### **Behavior**

**200 marks (100 +100)**

**200 hours (100 +100)**

### **Objectives**

On completion of these practicals, the trainee will be able to

1. Plan and implement suitable classroom activities relating to speech & language therapy, sensory integration and occupational therapy
2. Select and apply appropriate strategies to manage the behavioral deficits Commonly seen in children with ASD and associated conditions

### **Therapeutics**

Speech Therapy and Sensory Integration Therapy and Occupational Therapy

### **Procedure**

1. The trainee is expected to observe 2 cases in each of therapeutics using the observation schedule given by the concerned therapist in the Centre. Make an observation report on each case and submit.
2. The trainee must select 2 students for each of the therapeutics i.e. speech therapy and sensory integration therapy and occupational therapy conduct the following under supervision
  - Observe children to assess for deficits using appropriate tools
  - Analyse assessment data
  - Plan suitable intervention program
  - Implement program
  - Evaluate outcome
3. Submit the report of work in a case study form. The intervention program should be appropriate for the family and community settings to which the case child belong

### **Management of Behavior**

### **Procedure**

1. The trainee may select students taken for IEP if they have behavioral deficits. Whereas in the 1<sup>st</sup> year a minimum of 3 cases with ASD must be selected, in the 2<sup>nd</sup> year 3 cases with associated conditions should be selected for management of problem behavior.

2. Under supervision the trainee should
  - Observe the child.
  - Conduct functional analysis of behavior
  - Select target behavior with suitable management strategies
  - Implement behavioral management program in teaching sessions
  - Maintain record of progress
3. Submit report on the intervention program with remarks and suggestions. The report should be in the form of a case study keeping the family setting of the child in perspective.

**(D) Practicals Career Education &  
Transition Plan**

**200 marks (100 +100)  
200 hours (100 +100)**

**Objectives**

On completion of these practicals, the trainee will be able to

1. Plan a career education program suitable for transition from school to work environment
2. Implement the career education and transition program with students with ASD

**Procedure**

Selecting 2 students with ASD above the age of 15 years the trainee is expected to

1. assess the current level of functioning in pre-vocational skills
2. identify family and community needs
3. select at least two suitable occupations based on assessment data for each case
4. develop career education and transition program
5. implement and evaluate the program
6. submit detailed report on each case

The career education and transition programs may be spread over two years. The trainee may be given one case per year. The work must be done under supervision of the master trainer.

## **(D) Practicals Preparation of Teaching Aids &**

### **Adaptive Devices**

**250 marks (125 +125)**

**250 hours (125 +125)**

### **Objectives**

On completion of these practicals, the trainee will be able to

1. Design and prepare teaching learning aids to suit the needs of students with ASD
2. Develop culturally appropriate and low cost adaptive devices for communication and independent living

### **Procedure**

The trainee is expected to

1. Develop teaching learning aids for IEP, Group Teaching (curricular and co-curricular activities) and career education and transition program.
2. Design age appropriate communication boards, picture cards, low cost sensory integration devices and adaptive devices for self-help skills
3. Submit all teaching aids and devices for evaluation

### **Note**

The trainee may be allowed to seek guidance from concerned therapists and the master trainer to design adaptive aids and devices