

**POST GRADUATE DIPLOMA IN
SPECIAL EDUCATION
(MULTIPLE DISABILITIES: PHYSICAL &
NEUROLOGICAL)**

Guidelines & Curriculum



**Rehabilitation Council of India
New Delhi
2004**

POST GRADUATE DIPLOMA IN SPECIAL EDUCATION (MULTIPLE DISABILITIES: PHYSICAL AND NEUROLOGICAL)

1.0 PREAMBLE

It is estimated that India has approximately 50-75 million people with disabilities, only a miniscule fraction of whom have access to services that lead to opportunities resulting in a fulfilling life. The Government of India has recently passed legislations such as the Persons with Disabilities (Equal Opportunities, Protection of Rights AND Full Participation) Act, 1995, The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 as well as Sarva Shiksha Abhiyan proclaiming Education For All.

The need for trained personnel to work with people with disabilities and their families is an emergent lacuna that RCI is trying to meet, through various courses in the field of disability and development. The Post Graduate Diploma in Special Education (Multiple Disabilities: Physical & Neurological) provides training and study opportunities for those who wish to work with persons with physical and neurological impairments resulting in multiple disabilities (e.g. cerebral palsy) in different settings. The Course reflects the positive changes that have occurred in the past few years in the field of disability rehabilitation, including the shift from the medical to the social and now the human rights model to approach disability issues. The human rights dimension means viewing persons with disabilities as subjects not objects and moving away from viewing persons with disabilities from a deficit perspective. This shift is based on human values such as dignity, self-determination, equality and ethics of solidarity.

The Post Graduate Diploma in Special Education (Multiple Disabilities: Physical and Neurological) course is designed to enable the professionals to develop the necessary skills, abilities and knowledge to meet the educational, physical, social and emotional needs of persons with multiple disabilities within an ecological framework from a human rights perspective.

The course aims to prepare personnel who will pioneer services in remote areas of India and spread awareness about the rights of people with disabilities so that their inclusion does not remain an elusive dream but an achievable reality.

2.0 NOMENCLATURE OF THE COURSE

Post Graduate Diploma in Special Education (Multiple Disabilities: Physical and Neurological).

3.0 OVERALL AIM AND GENERAL OBJECTIVES

3.1 Aim

- To develop and build human resources in the field of disability and development with emphasis on methods of screening, assessing, educating / training persons with disability.
- To train teacher trainees to work across with people with disabilities in any environment, covering life span of a individual, with a view to working towards an inclusive society.

3.2 General Objectives

- 3.2.1 To develop an overview on all aspects of human growth and development through the life span approach.
- 3.2.2 To develop an understanding of the medico-social aspects of various disabilities.
- 3.2.3 To develop skills to recognize different patterns of development in the areas of vision, speech, hearing, language and communication.
- 3.2.4 To develop skills to plan, implement and evaluate intervention strategies for prevention and remediation in the areas of education, speech, hearing, language and physical and functional management.
- 3.2.5 To develop skills of time and resource management and at the same time understanding and practising human values and ethics while striving towards professional growth.
- 3.2.6 To develop an understanding of the situation and needs of disabled persons and to work effectively towards inclusion in any setting- classroom , community, rural or urban.
- 3.2.7 To develop an awareness of social, political, economic, cultural and legal needs of persons with disability within the family and society in order to foster acceptance and integration.

3.3 Learning Outcomes

- 3.3.1 To apply the knowledge of theories of development as a basis for special education for children and young adults with disability.

- 3.3.2 To apply the knowledge of general education and psychology to address the diverse needs of young children and adults.
- 3.3.3 To recognize the aetiology and characteristic of various disabilities. Also to be able to demonstrate the skills of differential diagnosis.
- 3.3.4 To demonstrate skills in effective programme planning for the management of physical and functional difficulties in the context of home and the community, in urban and rural areas.
- 3.3.5 To demonstrate skills in effective programme planning for children and young adults with diverse needs specifically in the areas of education, vision, speech, communication and language.
- 3.3.6 To demonstrate an awareness of the social, political, economic, cultural and legal needs of persons with disability within the family and society in order to foster acceptance and integration.
- 3.3.7 To demonstrate an understanding of community and family dynamics in work with persons with disability and their families.
- 3.3.8 To implement the principles of community based rehabilitation through an interdisciplinary / transdisciplinary approach with persons with disability and their families.
- 3.3.9 To demonstrate skills of time and resource management in order to work effectively and to strive towards professional growth.

4.0 ENTRY REQUIREMENTS

Minimum 50% marks in graduation in any subject from a recognized University

Reservation as per Government norms.

5.0 ADMISSION PROCEDURE

As per university guidelines

6.0 INTAKE CAPACITY (MAX-MIN.)

Maximum 20 students per academic year.

7.0 MEDIUM OF INSTRUCTION

English/Hindi

8.0 DURATION OF THE COURSE

One academic year and 3 months internship.

9.0 TEACHER - STUDENT RATIO

1:10

10.0 MINIMUM ATTENDANCE REQUIRED

80% attendance is compulsory in theory and practical, as well as field work.

11.0 MINIMUM REQUIREMENT FOR FACULTY AND STAFF

Assistant Professor –

Essential Qualification: P.G. Diploma in Special Education (Multiple Disabilities: Physical and Neurological)

Desirable: Masters' Degree in Special Education

Essential Experience: Minimum 3 years of experience in the field of disability and development plus a minimum 2 years experience as a Lecturer / Master Trainer in a well reputed institute in the field of disability and development.

Lecturer

Essential Qualification P.G. Diploma in Special Education (Cerebral Palsy & Other Neurological Disabilities)

Desirable: Masters Degree in Special Education or Allied Field (Psychology / Child Development) from a recognized University.

Essential Experience: Minimum 3 years of experience in the field of disability and development plus a minimum one year of experience as a Lecturer / Master Trainer in a well-reputed institute in the field of disability and development.

12.0 ESSENTIAL AND DESIRABLE QUALIFICATIONS OF PRINCIPAL/HEAD OF THE DEPARTMENT/INCHARGE / DIRECTOR/ COURSE COORDINATOR

Essential Qualification: Masters' Degree in field related to Education/Disability and Development

Desirable: Ph.D

Experience: Minimum five years as a Masters' trainer and minimum of five years of experience of working in the field of disabilities and development

13.0 MINIMUM REQUIREMENT FOR LAB(S) TOOLS & EQUIPMENT

- Skeleton, model of the brain, anatomical charts
- Overhead Projector
- Slide Projector
- Simulation glasses
- Demonstration model
- TV/VCR
- Tape-recorder
- Therapy equipment
- Assistive and Orthotic devices
- Postural aids
- Communication aids
- Teaching aids
- Hearing aids / audiometer

14.0 BUILDING /SPACE REQUIRED

(a) Classroom

Lecture rooms - 2
Reading rooms - 01

(b) Lab

Centre for Special Education (Special School)

Home Management Programmes
Urban and Rural CBR Programmes
Adult Training Centre
Other NGOs and institutions in the field of disability.
Mainstream schools

(c) Library

- Specialized books on Child Development, Anatomy and Physiology, Physio therapy and Occupational therapy, Special Education and other related issues on disability and development.
- Handouts and journal extracts on recently researched topics.
- Subscription to national and international journals
- Audio – visual aids (slides, video – film and audio tapes)

15.0 PERIODIC EVALUATION AND FINAL EXAMINATION

(a) Scheme of Examinations

As per university guidelines

(b) Minimum Passing marks /percentage/grade

A percentage of 40 and above in theory and 50 and above in practical examinations will be considered as pass. An overall percentage of 45 and above will be considered as pass. A percentage of 50 and above will be considered as pass with 2nd division.

A percentage of 60 and above will be considered as pass with 1st division.

A percentage of 70 and above will be considered as pass with 1st division with distinction.

(c) Provision of supplementary exams

As per university guidelines

16.0 CONTENT OF THE COURSE WITH OBJECTIVES, WEIGHTAGE AND HOURS ALLOCATED AND REFERENCE MATERIAL FOR EACH PAPER (Detailed Course Syllabus attached)

A THEORY PAPERS

Paper	Subject	Marks Allocated			Hours Allocated		
		Total	Theory	Internal Evaluation	Total	Theory	Practical
Paper I	Human Development	100	100	---	125	90	35
Paper II	General Education & Psychology	100	80	20	125	90	35
Paper III	Medico Social Aspects of Cerebral Palsy And other Conditions	100	100	---	125	90	35
Paper IV	Management of Physical & Functional Difficulties I	100	100	---	125	80	45
Paper V	Assessment & Management of Visual Hearing & Communication Difficulties	100	90	10	125	75	50
Paper VI	Special Education: Assessment & Remediation	100	90	10	125	75	50
Paper VII	Disability, Development and related Intervention Strategies (Part A &B)	100	65	35	125	90	35
	Total	700	625	75	875	590	285

B. PRACTICAL

B.1 PRACTICAL EXAMINATION

	Marks Allocation	Hours Allocation
Assessment Practical	100	
Teaching Practical	100	

B.2 INTERNAL EVALUATION

	Marks Allocation	Hours Allocation
1. Programme Placement Evaluation (I)	35	70
2. Programme Placement Evaluation (II)	35	70
3. Case Study	70	30
4. Community Based Rehabilitation Project Report	30	70
5. Reference Manual: <i>Reading</i>	40	15
6. Reference Manuals: <i>Maths</i>	40	15

7.	Reference Manual: <i>Communication</i>	50	25
B.3	INTERNSHIP (I, II, III)	200	430
	Total	700	725

Total of Practical and theory hours is 1600 Hours (Practical is 1010 Hours and theory is 590 Hours)

17.0 RECOMMENDED REFERENCE MATERIAL

List enclosed.

18.0 AWARD OF PG DIPLOMA

The successful candidates will be awarded a Post-Graduate Diploma in Special Education (Multiple Disabilities: Physical and Neurological).

19.0 Course Syllabus

POST GRADUATE DIPLOMA IN SPECIAL EDUCATION (MULTIPLE DISABILITIES: PHYSICAL & NEUROLOGICAL)

SYLLABUS FOR THEORY PAPERS

19.1 PAPER I HUMAN DEVELOPMENT

Objectives:

On completion of this module the learner will demonstrate the understanding of

- life span approach to all areas of human development i.e. motor, language, cognitive communication
- perspective and theories of human development
- structure and function of CNS, eyes, ears

Total Hours 125
Theory : 90 hrs
Practical : 35 hrs

HOURS	Topics
10	◆ Introduction to Development <ul style="list-style-type: none">- Overview of growth & Development- Principles of Development- Stages of Development- Theories of Development- Factors affecting Development
10	◆ Introduction to Human Anatomy and Nervous System <ul style="list-style-type: none">- Anatomical terminology and movement and planes
10	◆ Gross Motor Development <ul style="list-style-type: none">- Milestones : Primitive reflexes, automatic reactions, righting & equilibrium reflexes- Development of mature reflexes & voluntary control- Variations
6	◆ Fine Motor Development <ul style="list-style-type: none">- Milestones- Types of grasp- Prerequisites for fine motor development- The development of drawing & writing- Variations
12	◆ Cognitive Development <ul style="list-style-type: none">- Theories of Development- Milestones
6	◆ Developmental Milestones of Daily Living Skills <ul style="list-style-type: none">- Bladder & Bowel control- Pre feeding & feeding- Dressing- Bathing
22	◆ Perceptual Development <ul style="list-style-type: none">- Introduction to Perception- Neurological basis of perceptual development- Development of early Perception- Generalisation

- Motor basis of learning
- Body Image
- Form perception, figure-ground perception
- Perception of space & spatial relations, time perception
- Importance of intersensory integration; Perceptual process
- Variations
- 4 ♦ Personality Development
 - Theories, concept & dimensions
 - Adjustment mechanism
- 11 ♦ Social Emotional Development
 - Theories of development
 - Infancy, childhood & adolescence
 - Types of play & its importance
 - Variations
- 4 ♦ Visual Development
 - Milestones
 - Eye movement
 - Acuity
 - Structure & function of the eye
- 12 ♦ Speech, Hearing, Language & Communication
 - Early mother infant interaction
 - Milestones
 - Variations
- 8 ♦ Anatomy & Physiology of the hearing and speech mechanism
 - Speech chain
 - Development of vegetative function
 - Language development & levels of communication with children
 - Development of language : stages & structure
- 2 ♦ Genetics & Heredity
- 8 ♦ Workshops
 - Child development
 - Activities for different areas of development

Teaching Material Recommended

Paper I - Human Development.

S.N	Author	Title
1.	Fiorentino,R.Mary (1996)	A Basis for Sensory Motor Development – Normal & Abnormal
2.	Gassier,Jacqueline (1984)	A Guide to Psychomotor Development of the Child
3.	HELP Authors (1988)	Help (Hawaii Early Learning Profile) Activity Guide Ed.by Stephanie Parks Vort Corp. USA.
4.	Illingworth, R.S. (1994)	The Development of the Infant & Young Child – Normal & Abnormal

5.	Kephart ,N.C. (1971)	The Slow Learner in the Classroom
6.	Koltof, Anthony, (1975)	Text Book of Anatomy & Physiology
7.	Sheridon Mary D. (1995)	From Birth to Five Year's Children's Developmental Progress
8.	Weston T. (1986)	Atlas of Anatomy
9.	Payne, Gregory.V	Human Motor Development
10.	Berk, laura E.	Child Development
11.	Santrock Berk, Laura	Child Development
12.	Hurlock, Elizabeth B.	Child Development
13	Sigelman, C.K. & Shaffer D.R.	Life Span Human Development

Objectives

On completion of this module the student will demonstrate an understanding of

- the different philosophical perspectives to education
- the principles of educational psychology and their application in classroom teaching
- the various components of a school curriculum
- the effective teaching practices in a pre-primary & primary classrooms within mainstream schools.

Total Hours 125

Theory : 90 hrs

Practical : 35 hrs

Hours	Topics
8	<ul style="list-style-type: none"> ◆ Philosophy of Education <ul style="list-style-type: none"> - Introduction to philosophy of education - Historical perspective on education - Current View on Educational Practices - National policy on education - Current Status of education in India
14	<ul style="list-style-type: none"> ◆ Approaches to education <ul style="list-style-type: none"> - Montessori - Aurbindo - Gandhi, Tagore - Dewey, Froeble
20	<ul style="list-style-type: none"> ◆ Educational Psychology <ul style="list-style-type: none"> - Theories of Learning - Understanding learning styles - Factors effecting learning - Attention - Motivation - Memory - Concept formation
5	<ul style="list-style-type: none"> ◆ Curriculum Development <ul style="list-style-type: none"> - Concept & Approaches - Principles of curriculum construction' - Curriculum Planning - Implementation & Evaluation
4	<ul style="list-style-type: none"> ◆ Classroom Management
4	<ul style="list-style-type: none"> ◆ Strategies of classroom teaching
4	<ul style="list-style-type: none"> ◆ Lesson Planning
66	<ul style="list-style-type: none"> ◆ Teaching at pre-primary and primary level

- Pre Literacy skills
- Maths
- Reading
- Social Studies
- Science
- Language
- Handwriting
- Spelling

Teaching Material Recommended

Paper II - General Education and Psychology

S.N	Author	Title
1.	Barnes, Peter (1984)	Personality Development & Learning
2.	Cullingford, Cedric (1990)	The Nature of Learning
3.	Davis & Thomas (1989)	Effective Schools Effective Teachers
4.	Ehlers, Henry (1977)	Crucial Issues On Education
5.	Frailberg, Selma	The Magic Years
6.	Hilgard T. Altinson	Introduction to Psychology
7.	Kauffman	Teaching Children with Learning Problems
8.	Lefton, Lester & Volvatile	Mastering Psychology
9.	Prasad, Devi	Rabindra Nath Tagore: Philosophy of Education & Painting
10	Morrison, George S.	Early childhood Education Today
11	Nicholson Nelson	Multiple Intelligence
12	Psychology Text Books	Any
13.	Sigelman, Carol K.	Life Span Human Development
14.	Morgan, Clifford	Introduction to Psychology
15	Child, Dennis	Psychology & the Teacher
16	Tyler, W. Ralph	Basic Principles of Curriculum & Instruction
17	Wragg, E.C.	Cubic Curriculum
18	Sharma, Y.K.	The Doctrines of the Great Indian Educators
19	Sharma, S.P.	Teacher Education Principles, Theories & Practices

19.3 PAPER III MEDICO -SOCIAL ASPECTS OF CEREBRAL PALSY AND OTHER CONDITIONS

Objectives:

On completion of this module, the student will be able to demonstrate

- the usage of appropriate terminology related to different types of disabling conditions
- the etiology, presentation and associated problems and their implications from the social perspective
- differential diagnosis

Total Hours 125
Theory : 90 hrs
Practical: 35 hrs

Hours	Topics
	Introduction
4	<ul style="list-style-type: none"> • Medical terminology related to birth history
6	<ul style="list-style-type: none"> • Disability identification, types and causes
4	<ul style="list-style-type: none"> • Types and causes of deformities
	Specific conditions
30	<ul style="list-style-type: none"> • Cerebral Palsy <ul style="list-style-type: none"> - Magnitude of the condition - Definition, Aetiology, classification & characteristics - Motor development in cerebral palsy - Retained primitive responses - Abnormal patterns of movement - Vegetative function - Associated problems - Perceptual Problems
4	<ul style="list-style-type: none"> • Epilepsy – aetiology, types and drug management
10	<ul style="list-style-type: none"> • Mental Retardation : <ul style="list-style-type: none"> - Definition, identification and magnitude of the condition - Aetiology, classification and differential diagnosis - Characteristics(functional and physical) - Concept development - Aetiology of syndromes associated with mental retardation e.g. Down's syndromes
6	<ul style="list-style-type: none"> • Muscular Dystrophy <ul style="list-style-type: none"> - Classification and types - Aetiology, characteristics and intervention for Duchenne Muscular Dystrophy and allied conditions e.g. spinal muscular atrophy
6	<ul style="list-style-type: none"> • Neural Tube Defects <ul style="list-style-type: none"> - Aetiology, classification and intervention
4	<ul style="list-style-type: none"> • Hydrocephaly and Microcephaly <ul style="list-style-type: none"> - Aetiology, identification and intervention.
4	

- 4
 - Polio
 - Aetiology, features and stages
 - Prevention and rehabilitation
 - 8
 - Deteriorating conditions and some congenital syndromes e.g. Ataxia Telangectasia, Tuberous sclerosis & Friedrich's Ataxia
 - Differential diagnosis
- Aetiology, Identification, Basic Management and Referral for following conditions
- 2
 - Blood & metabolic disorders
 - 2
 - Tuberculosis
 - 2
 - Leprosy
 - 2
 - Malnutrition
 - 5
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - 4
 - Learning Disabilities
 - 4
 - Perceptual Problems
 - 4
 - Autism
 - 4
 - Deaf Blind
 - 4
 - Psychiatric disorders in children and adults
 - 4
 - HIV Infection and Acquired Immune Deficiency Syndrome (AIDS)

Teaching Material Recommended

Paper III- Medico -social aspects of cerebral palsy and other conditions

S.No	Author	Title
1.	Bleck, E.E. & Nagel, D.A.	Physically Handicapped Children – A Medical Atlas for Teachers
2.	Bobath, B. Berta	ABN Postural Reflex Activity Caused by Brain
3.	Bobath, Berta & Karel	Motor Development in Different Types of C.P.
4.	Campbell, A.G.M. & Macintosh	Text Book of Pediatrics
5.	Campbell ,Suzann K. Ed .	Paediatrics Neurological Physical Therapy
6.	David, W.Smith	Recognisable Patterns of Human Malformation
7.	Drillion C.M.Drummond	Neuro-developmental Problems in early Childhood
8.	Hopkins & Smith	Occupational Therapy
9.	Huckstep, R.L.	Poliomyelitis
10.	Levitt, S.	Pediatric Development Therapy
11.	Thomson , Skinner	Tidy's Physiotherapy
12.	Trombly, Catherina	Occupational Therapy for Physical Dysfunction
13.	Turner, Foster & Johnson	Occupational Therapy & Physical Dysfunction
14.	Fox,Mervyn A.	Instruction to Neuro-Developmental Disorders in Children
15.	Werner, David	Disabled Village Children

19.4 PAPER IV ASSESSMENT & MANAGEMENT OF VISUAL, HEARING COMMUNICATION DIFFICULTIES

Objectives

On completion of this module, the student should be able to demonstrate the understanding of

- various disorders in the areas of vision, hearing, speech, language and communication
- methods of augmentative and alternative communication (AAC)
- functional assessment and basic management skills in the areas of vision and hearing, speech, language and communication

Total Hours	125
Theory :	75 hrs
Practical:	50 hrs

Hours	Topics
20	<ul style="list-style-type: none"> ◆ VISION - Visual Disorders: Types and causes - Impact of visual impairments on motor & cognitive development - Functional visual assessment - Programme planning & management of visual disorders
15	<ul style="list-style-type: none"> ◆ COMMUNICATION ◆ Language - Types & causes of language disorders - language assessment - Remediation
10	<ul style="list-style-type: none"> ◆ Speech Disorders - Disorders of voice - Disorders of fluency - Disorders of articulation - Disorders associated with language development & sensory deficit
20	<ul style="list-style-type: none"> ◆ Dysarthria - Introduction - Causes & characteristics - Assessment - Management
6	<ul style="list-style-type: none"> ◆ Dyslalia - Introduction - Causes & characteristics - Assessment - Management
2	<ul style="list-style-type: none"> ◆ Stammering
2	<ul style="list-style-type: none"> ◆ Aphasia

- 25
 - ◆ Augmentative Alternative & Communication
 - Introduction
 - Assessment
 - Systems & transmission techniques
 - Intervention

- 25
 - ◆ Audiology
 - Types & causes of Hearing loss
 - Assessment of hearing loss
 - Auditory and Audiological management
 - Deaf Education & Classroom management

Teaching Material Recommended

Paper IV Assessment & Management of Visual, Hearing Communication Difficulties

S.No	Author	Title
1.	Allen, Judith & Cocherill	Augmentative Communication –An Introduction
2.	Bamford & Saunders	Hearing Impairment , Auditory Perception & Language Disabilities
3.	Blackstone, W. Sarah	Augmentative Communication - An Introduction
4.	Barraga. N.	Programmes to Develop Efficiency in Visual Functioning
5.	Deich , R.F & Hodge P.M.	Language without Speech
6.	Ecroyd, Halford & Towne	Voice & Articulation –A Handbook
7.	Harris, Margret	Language Processing in Children & Adults
8.	Hulit. Lloyd.M	Born to talk –Introduction to Speech & Language Development
9.	Levitt Sophie	Guideline for Teacher & Parents Visually Handicapped Children with Additional Handicaps
10.	Lyndons Morgan	Concept Development for Visually Handicapped Children
11.	McCornick. Barry	Pediatric Audiology - 0 – 5 years
12.	Reed, Michael	Educating Hearing Impaired Children
13.	Renfrew, C. E	Speech Disorders in Children
14.	Roser & Down	Auditory Disorders in School Children
15.	Woolfork, Elizwbeth	An Integration Approach to Language Disorder
16.	Downing, June E.	Teaching Communication Skills to Students with Severe Disabilities

19.5 PAPER V SPECIAL EDUCATION : ASSESSMENT & REMEDIATION

Objectives:

On completion of this module, the student will demonstrate

- skills in assessment and remediation in the early intervention group, at the pre-primary and primary level of education
- an understanding of diverse needs and principles of an inclusive, special and functional education.

Total Hours 125

Theory : 75 hrs

Practical: 50 hrs

Hours	Topics
4	◆ Perspectives in Special Education & National Policy on Special Education
46	◆ Assessment <ul style="list-style-type: none"> - Information Gathering - (History taking, observation, interview) - Introduction – Approach to assessment - Purpose and Aims of Assessment - Assessment Procedure - Lecture and Demo of Ruth Griffith HELP Portage FAB Denver
10	- Formal Assessments (Stanford Binet, WISC, Leiter, Columbia Mental Maturity)
47	◆ Teaching : Assessment & Remediation <ul style="list-style-type: none"> - Mathematics - Reading - Language - Perception - Handwriting - Spellings
2	◆ Curriculum Planning
4	◆ Functional Education
4	◆ Inclusive Education
4	◆ Lesson Planning, IEP's
4	◆ Classroom Management (Time, space, material)

Teaching Material Recommended

Paper V - Special Education : Assessment & Remediation

S.No	Author	Title
1.	Alen, Graham	Help your child with Maths

2.	Crn'sburg.H	Children's Arithmetic
3.	Haycraft, John	An Introduction to English Language Teaching
4.	Jarolink, John	Social Studies in Elementary Education
5.	Jeferry,D.& Sveffington M.	Let me Read
6.	Kochar ,S.K.	Teaching of Social Science
7.	Kymacon Chris	Essential Teaching Skills
8.	Johnson,D.D.	Teaching, Reading Vocabulary
9.	Lieback, Pamela	How Children learn Maths
10.	McCreech,J.	Pre School Education
11.	Morris, Janet & M.Linda	Beginning to Read
12.	Quina , James	Effective Secondary Teaching
13.	Rowland, Stephen	The Enquiring Classroom - An Introduction to Children's Learning
14.	Salend, Spencer J.	Effective Mainstreaming Creating Inclusive Classrooms
15.	Tyler,W.Ralph	Basic Principles of Curriculum & Instruction
16.	UNESCO, Pack	Teacher Education Research Pack
17.	Walker, Christopher	Teaching Pre-Reading Skills
18.	Watts,Eleanor	The Blackboard Book
19	Barr, Rebecca	Reading Diagnosis for Teachers
20	Bender, William N.	Differentiating Instruction for Students
21	Bauer, Anne M.	Inclusion 101
22	Bell Peter	Basic Teaching for Slow Learners
23	Byers, Richard & Richard	Planning the Curriculum for Pupils with Special Educational Needs
24	Cruickshank, William	The Teacher of Brain Injured Teacher
25	Ekwall & Shankar	Diagnosis & Remediation of the Disabled Reader
27	Hallahen & Kauffman	Exceptional Children-Introduction to Special Education
28	Mandell,C & Gold,V	Teaching Students with Learning Problems
29	Peshawaria,R.	Behavioural Approaching in Teaching Mentally Retarded Children, A Manual for the Teacher
30	Ginsburg H.	Children's Arithmetic
31	Dawes Cynthia	Early Maths
32	Koffman	Exceptional Children
33	Spache & Spache	Reading in the Elementary
34	Olson, J & Platts	Teaching Children & Adolescents with Special Needs
35	Orelove F.P. & Sobsey D.	Educating Children with Multiple Disabilities
36	Bender W.N. & Larkin M.J.	Reading Strategies for Elementary Students with Learning Disabilities

19.6 PAPER VI MANAGEMENT OF PHYSICAL AND FUNCTIONAL DIFFICULTIES

Objectives

On completion of this module, the student will be able to demonstrate

- assessment of the physical and functional ability level and associated problems of persons with disability.
- a transdisciplinary approach in planning programmes intervention strategies following a needs – assessment of persons with disability and their families keeping long term goals and short term objectives in mind.
- skills in management of specific conditions such as Autism, SLD, Autism and Mental Retardation.

Total Hours 125

Theory : 80 hrs

Practical : 45 hrs

Hours	Topics
20	<ul style="list-style-type: none"> ◆ Physical and Functional Management Lifting , carrying and transfer techniques <ul style="list-style-type: none"> - Safety procedures - Back care - Wheel chair skills - Basic postural management - Problems & Management of hand function
4	<ul style="list-style-type: none"> ◆ Use of Orthotic aids for upper and lower limbs
10	<ul style="list-style-type: none"> ◆ Gross motor Activities <ul style="list-style-type: none"> - Management of people with profound disability - Postural Drainage – Chest care - Basic inputs in therapy
25	<ul style="list-style-type: none"> ◆ Impact of Disability on <ul style="list-style-type: none"> - Family members (needs assessment) <p>Individual (child, adolescent, adult with special reference to Needs)</p>
20	<ul style="list-style-type: none"> ◆ Philosophy of management <ul style="list-style-type: none"> - overview - Early Intervention - Goal Setting - Devising Individual Education Plans - Transdisciplinary approach
4	<ul style="list-style-type: none"> ◆ Introduction to Neurodevelopmental Techniques for Gross and Fine motor Development
2	<ul style="list-style-type: none"> ◆ Genetic Counselling
2	<ul style="list-style-type: none"> ◆ Anthropometry
22	<ul style="list-style-type: none"> ◆ Management of specific Conditions <ul style="list-style-type: none"> - ADHD

- Mental Retardation
- Learning disability

12 ◆ Assessment and Management of Daily Living Skills
(feeding, dressing / toileting)

4 • Preventing disabilities – primary health care, first aid, Health &
Nutrition

Teaching Material Recommended

PAPER VI Management of Physical and Functional Difficulties

S.No	Author	Title
1.	Polloway, Edward & Patton	Strategies for Teaching Learner with Special Needs
2.	Tyler,W.Ralph	Basic Principles of Curriculum & Instruction
3.	Aggarwal,Kiran	Handbook for Parents of Children with Disabilities
4.	Burr,L.Ed	Therapy through Movement
5.	Finnie,Nancy	Handling the Young Cerebral Palsied Child at Home
6.	Green,Redmond Etc	Furniture for Handicapped Children
7.	Harping, Philippa	With a little help- Introduction & Adaptation (Vol-I) The Muscular Dystrophy Group
8.	Hotchinks Ralf	Independence through Mobility
9.	Levitt, Sophie	Basic Abilities-A Whole approach
10.	Maczka, Darnbrough Birketh	Simple Aids for Daily Living
11.	Mckenzie, Robin	Treat your own Neck
12.	Mckenzie, Robin	Treat your own Back
13.	Presland, John L.	Paths to Mobility in `Special Care`
14.	Ryan Mary	Feeding can be fun, The Spastics Society, London
15.	Werner, David	Disabled Village Children (Adapted for India) VHAJ
16.	Winstock, April	The Practical Management of Eating & Drinking Difficulties in Children
17.	Lanone, John	Teaching Retarded Learners
18.	Lerner,Janet	Learning Disabilities
19.	Peshawaria, Reeta	Behavioural Approaching in Teaching Mentally Retarded Children; A Manual for the Teacher
20.	Mercer C.D. & Mercer A.R.	Teaching Students with Learning Problems

19.7 PAPER VII DISABILITY DEVELOPMENT & RELATED INTERVENTION STRATEGIES

Objectives:

At this end of module, the trainee will be able to :

- understand wider perspective of disability related issues especially in the Indian context e.g. legislation, advocacy etc.
- gain knowledge of different models of service delivery
- learn skills of Counselling and Behaviour Management and Crisis Intervention

Total 125 hours

Theory : 90 hrs

Practical: 35 hrs

PART A – DISABILITY AND DEVELOPMENT

Total 70 hours

Hours

- | | |
|----|---|
| 16 | <ul style="list-style-type: none">• Introduction to Disability and Development
Perceptions about disability & other social issues |
| 2 | <ul style="list-style-type: none">• Basic terminology related to disability |
| 10 | <ul style="list-style-type: none">• Overview of disability in India and Globally<ul style="list-style-type: none">- Disability statistics (including deciphering data)- Disability perspective in India vis-à-vis developed countries in the following contexts:<ul style="list-style-type: none">- Social- Political- Economic- Cultural |
| 6 | <ul style="list-style-type: none">• Historical Perspectives and Existing Models of service delivery |
| 4 | <ul style="list-style-type: none">• Disability movement including Self – advocacy |
| 6 | <ul style="list-style-type: none">• Current status of existing barriers of health, education, employment & public utility services |
| 6 | <ul style="list-style-type: none">• Integrated service system for persons with disabilities<ul style="list-style-type: none">- Strategies towards convergence (includes Access, Advocacy & Inclusion)- Disability evaluation Index |
| 16 | <ul style="list-style-type: none">• Legislation<ul style="list-style-type: none">- Disability Related Acts (Persons with Disability, National Trust, RCI)- Government concessions & Facilities |

- 4 • Role of Disability worker in Different Service Delivery Models

PART B INTERVENTION STRATEGIES

Total 55 hours

Hours

- 2 • Implications of working with a person with psychiatric disorders
- 30 • Skills in Counseling
 - The problem solving process
 - Techniques of working with families (Counseling etc.)
- 3 • Transferring skills to parents
- 2 • Crisis intervention
 - Suicide
 - Abuse- child and adult (physical and sexual)
 - Chemical dependence – alcohol, drugs
 - Death and dying
- 10 • Behaviour Management
 - Identification and basic management
- 8 • Working with adults
 - Scenario
 - Problems and opportunities
 - Principles and guidelines of vocational rehabilitation
 - Models of employment
 - Independent living skills
 - Leisure time activities
 - Sexuality

Teaching Material Recommended

Paper VII Disability, Development and Related Intervention Strategies

S.No	Author	Title
1.	Advani, Lal	A Study of Family Based Rehabilitation Potential of Disable Children in Rural Area
2.	Baquer, Ali	Disability Challenges Vs Response
3.	Campbell, A.G.M.	Forfar & Arneil's –Text book of Pediatrics
4.	Coleridge, Peter	Disability Liberalization Development
5.	Cunningham, Cliff & Davis	Working with Parents: Frameworks for Collaboration
6.	Dalton, Peggy	Counselling People with Communication Problems
7.	Davis, Hilton	Counselling – Parents of Children with Chronic Illness or Disability
8.	Egan, Gerard	The Skilled Helper –A Problem Management Approach to Helping
9.	Helandar, Einar	Prejudice & Dignity : An Introduction to CBR (UNDP USA)
10.	Nelson, Richard	The Theory & Practice of Counselling
11.	Mattingly, Cheryl & Flenning M.H.	Clinical Reasoning
12.	McConkey, Roy	Innovation in Educating Communities about learning Disability
13.	Meyer. D. Vadasy P.& Fewell R.	Living with a Brother or Sister with Special Needs
14.	Miles. M.	Where There is no Rehabilitation Plan
15.	Mittler & Monachie Ed.	Parents, Professionals & Mentally Handicapped People
16.	O'Toole Brain & McConkey Roy (Ed.)	Innovation in Developing Countries for People with Disability
17.	Alur, Mithu	Status of Disabled People in India
18.	Verma,S.K.	Rights of Persons with Disabilities
19.	Levin, Leah	Human Rights (Q/A)
