

SYLLABUS

Diploma in Early Childhood Special Education (Visual Impairment) Norms, Regulations & Course Content

REHABILITATION COUNCIL OF INDIA

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

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2008

Diploma in Early Childhood Special Education (Visual Impairment)

(1 Year Course)

I. Rationale:

The first five years of life are significant in that the foundations of health, learning, communicative competence, social skills and play are laid during this period. Neglect or deprivation during these years can have a lasting impact. Children with visual impairment are considered at developmental risk as they need accommodations in interaction and environment to prevent delays in learning and development.

The basic needs of good health and a stimulating, secure environment are the same for all children. Therefore, this course has a heavy emphasis on normal development and typical methods of educating or supporting development in young children. Emphasis on child development will help teachers plan and implement developmentally appropriate interventions.

Vision plays a major role in learning and development particularly in the early years of life. Sensory development and appropriate modifications to the environment can make a substantial difference to the child's developmental outcomes. The neural maturation of the visual system is most intense during this period and if vision is not well supported the visual cortex loses its capacity to process visual stimuli effectively. When vision is impaired, the child also needs support in developing the other senses and alternate methods of engaging with and understanding the world. The course prepares teachers to plan appropriate activities to support sensory development in young children.

The course prepares teachers to support the development of independent and safe mobility, early literacy and number skills thus ensuring that the children are ready for school by the age of six years.

II. NOMENCLATURE OF THE COURSE:

Diploma in Early Childhood Special Education (Visual Impairment)

III. OVERALL AIM AND GENERAL OBJECTIVES OF THE COURSE:

Program Objective:

The program objective is to prepare teachers

1. To identify, assess, plan and carry out appropriate intervention for young children with visual impairment in all areas of development
2. To partner with parents and professionals
3. To support the development of the children within the context of their families and communities
4. To develop skills to work effectively in a variety of early childhood settings
5. To prepare children for participation in primary school
6. To establish and manage early childhood services

Knowledge related objectives:

To build adequate knowledge in the following areas:

1. Key aspects of General and special education like goals, function, and emerging trends
2. Various aspects of vision, visual impairment, its impact and management
3. Needs of the infants and young children with visual impairment and their management
4. Methods and techniques of helping infants and young children make best use of their residual vision.
5. Details of planning and executing activities that facilitate infants and young children acquire good orientation and mobility skills.
6. Various areas of child development and appropriate facilitation strategies
7. The problems faced by parents and family members of the children
8. The abovementioned aspects in the light of Indian context

Skill related Objectives:

To develop skills and competencies in the following areas:

1. Personal, professional and social competencies and skills required in teachers of Early Childhood Education.
2. Assessment of child development and appropriate program development
3. Visual assessment & intervention
4. Assessment and intervention to support development of orientation and movement.
5. Development of teaching aids.
6. Planning and executing activity based lessons.

7. Classroom management techniques.
8. Individual and group parent interaction.

Attitude related objectives:

1. To develop desirable attitudes towards following issues:
2. Role and need of education in the modern world
3. Teaching profession and role of teachers in changing society
4. The potential of infants and young children with visual impairment
5. The priorities of families of young children with visual impairment

IV. ENTRY REQUIREMENT:

Minimum 12th class Examination Pass or equivalent examination from a recognized Board of Education

Preference may be given to

- a) Graduates
- b) 12th pass with training in Montessori / Kindergarten / Early Childhood Education &
- c) Parents, siblings and family members of children with visual impairment who satisfy the prescribed qualifications

V. ADMISSION PROCEDURE:

1. Based on merit, personal interaction for informal assessment of communication skills and written test to see the language competencies. 50% weight age to merit, 25% to written examination and 25% to personal interview.

VI. TRAINEE TEACHER INTAKE CAPACITY:

Maximum - 12 (per year)

VII. MEDIUM OF INSTRUCTION:

English or Regional language of the state

VIII. DURATION OF THE COURSE:

- ❖ 1 academic year: 10 calendar months or 220 days
- ❖ 6 hours a day, 5 days a week: 1,320 working hours
- ❖ 5 papers: 130 hours 5 + practical 130 hours

IX. MINIMUM ATTENDANCE REQUIRED:

Minimum of 80% attendance for theory, 100% completion of practical work and 90% attendance for Fulltime Practice Teaching is compulsory for attending the theory and practical examination.

X. ESSENTIAL AND DESIRABLE QUALIFICATIONS OF COURSE CO - ORDINATOR, FACULTY AND STAFF:

No	Staff required	Qualification
1	*Training Coordinator cum lecturer	B.Ed (VI) with a minimum experience of 3 years classroom teaching & 3 years experience of teaching the teacher trainees. (Preference to persons with training in Early Childhood Education of children without disabilities - ECE) AS PER RCI NORMS
2	*Lecturer-cum supervisor (one full time; two part-time)	B.Ed (VI) with 3 years classroom teaching experience (Preference to persons with training or experience in ECE) AS PER RCI NORMS
	a) Education	Full time
	b) Orientation & Mobility	Part time
	c) Occupation or Physio therapist	Part time -Experience or training to include infants and young children & sensory integration.
3	Teacher Supervisor (Full time)	ECSE/ECE with 3 years classroom teaching experience
4	Psychology Lecturer (part time)	M.A. in Psychology (Clinical / Education) (Preference for experience with disability/ visual impairment/ early childhood or parenting)
5	Guest faculty	
6	Clerk cum-Accountant	As per RCI Norms
7	Messenger	As per RCI Norms

XI. MINIMUM REQUIREMENT FOR LABS-TOOLS & EUIPMENTS:

1. Age appropriate toys
2. Toys for tactile, auditory and visual development
3. Early mobility devices

4. Early vision assessment kit
5. Abacus
6. Braille & Braille paper
7. Slate and stylus
8. Models and charts of the visual system
9. Simulators for visual conditions
10. Sensory Assessment formats
11. Developmental assessment formats

(Library must include at least 1 computer with internet access)

XII. BUILDING / SPACE REQUIRED

1. Coordinator's office 10' x 12'
2. Faculty room 12' X 15'
3. One room for clerical staff 12' X 15'
4. One lecture halls for trainee teachers 20' X 25'
5. One room for vision development sessions 10' X 12'
6. Library cum study room 20' X 25'

XIII. MINIMUM REQUIREMENTS OF PRACTICE TEACHING SCHOOLS:

The schools for teaching practice in Pre- Primary are not sufficiently available in the country. Hence it proposed that Hospitals, Home based Programmes or schools with nursery classes are to be identified where at least 1 pupil for one teacher trainee is available in each age group (infancy to - 3 years and 3 - 6 years). A MOU is to be signed by the Centre implementing the diploma course and the organisation/ institution/ hospital where practice teaching facility is available.

XIV. EXAMINATIONS:

	Papers
1.	Principles of Early Childhood Education for Children with Visual Impairment
2.	Services for young children with visual impairment & their families in the Indian context
3.	Child development with special reference to young children with visual impairment
4.	Visual assessment and intervention
5.	Assessment and Curriculum for young children with Visual Impairment

XV. SCHEME OF EXAMINATION /DECLARATION OF CLASS/DIVISION/ CONDUCT OF EXAMINATION /AWARD OF DIPLOMA

1. A Diploma Certificate shall be awarded to the candidates after successful completion of the course (passing in all theory and practical subject) by the competent Authorities.
2. Provisional Passing Certificate to successful candidates will be issued by the respective Centres upon declaration of results by the Examination Authority.

XVI. DETAILS OF THEORY TOPICS AND PRACTICAL TASKS

THEORY PAPER I : PRINCIPLES OF EARLY CHILDHOOD EDUCATION FOR CHILDREN WITH VISUAL IMPAIRMENTS (130hours)

This paper provides teachers with specific teaching skills appropriate to each age group and the special skills a young child with visual impairment will need to develop. It places great emphasis on normal process of learning and typical environments and methods that encourage learning.

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|--|-----------------|
| 1. Methods and approaches to educating young children | 5 hours |
| <ol style="list-style-type: none">1. Montessori2. Project3. Kindergarten4. Play-way | |
| 2. Principles of educating children with visual impairment | 5 hours |
| <ol style="list-style-type: none">1. Supporting sensory development2. Importance of structure & routine3. Creating safe and stimulating environments4. Working with families5. Developing a sense of self and capacity6. Encouraging independence | |
| 3. Positive behaviour support | 10 hours |
| <ol style="list-style-type: none">1. Understanding the purpose behaviour serves2. Responding appropriately to child behaviours3. Special cases: abuse, neglect and the severely ill child | |

- 4. Supporting development through encouraging age appropriate play (infant)** **15 hours**
1. play & learning: birth – 6 months
 2. play & learning: 6 months – 1 year
- 5. Supporting development through encouraging age appropriate play (young child)** **30 hours**
1. play & learning: 1 year – 3 years
 2. play & learning: 3 years– 6 years
- 6. Classroom management** **10 hours**
1. Developing timetables
 2. Group management skills
 3. Arranging spaces to enable independence and appropriate play
- 7. Developing Orientation & Mobility in the young child with visual impairments** **15 hours**
- 8. Developing readiness skills in reading & writing** **15 hours**
- 9. Developing concepts and readiness skills in arithmetic** **15 hours**
- 10. Serving children in special environments** **10 hours**
1. The child in hospital
 2. The child in the orphanage
 3. The child in daycare

References:

Web resources: Professional Development Modules.

1. <http://www.fpg.unc.edu/~edin/resources.cfm>
2. <http://www.tsbvi.edu/education/>

Book resources:

1. Aggarwal, J.C. (1992). History and philosophy of pre-primary and nursery education. Doaba House: New Delhi
2. Aggarwal, J.C. (1993). Methods and materials of nursery education. Doaba House: New Delhi
3. Bricker, D. & Cripe, J. (1995). An Activity-Based approach to Early Intervention. Paul Brookes: Maryland
4. Chatterjee, Ayesha (1981) Reading. Teachers Centre. British Council

5. Cullinan, B. (1992) read to me. Raising kids who love to read. Scholastic
6. Chen, D. & Dote-Kwan, J. (1995). Starting Points: Instructional practices for children whose multiple disabilities include visual impairment. Los Angeles: Blind Childrens Center.
7. Dodson-Burk, B. & Hill, E.W. (1989). An Oreintation and Mobility primer for families and young children. AFB: New York
8. Einon, D. (1986). Creative Play. Penguin
9. Indian Association of Preschool Education. Activity Based, developmentally appropriate curriculum for young children.
10. Kohn, R. (1984). The exploring child. A handbook for preprimary teachers. Orient Longman Ltd.
11. Lueck, A. H., Chen, D. & Kekelis, L. (1997). Developmental guidelines for infants with visual impairment: A manual for infants birth to 2. American Printing House for the Blind: Louisville
12. Moore, Sheri (1985). Beginnings. A practical guide for parents and teachers of visually impaired Babies. AFB: New York
13. Noonan, M. & McCormick, L. (1993) Early intervention in Natural Environments. Brooks/Cole: California
14. Olson, M. (1982). Guidelines and Games for teaching efficient Braille reading. AFB: New York.
15. Sonksen, P. & Stiff, B. (1991). Show me what my friends can see. Institute of Child Health. London
16. Swenson, A. (1999). Beginning with Braille. AFB: New York

PRACTICAL 1 : PRINCIPLES OF EARLY CHILDHOOD EDUCATION FOR CHILDREN WITH VISUAL IMPAIRMENTS (130 hours)

Written reports should be required for all observations and must have a component of critical reflection of their experience.

1. Visit to a Montessori center for young children - 5 hours
2. Visit to a primary school for the blind - 5 hours
3. Observation of play and interaction of 4 typically developing children -20 hours
 - ❖ birth – 6 months
 - ❖ 6 months – 1 year
 - ❖ 1 year – 3 years
 - ❖ 3 years– 6 years
4. Plan one week of activities for 3 children with visual impairments -20 hours
 - ❖ birth – 1 year
 - ❖ 1 year – 3 years
 - ❖ 3 years– 6 years
 - ❖ Including O&M skills, literacy and arithmetic concepts
5. Developing Orientation & Mobility in the young child with visual impairments -25 hours
(For 3 children with visual impairments)
 1. development of lesson plan & teaching aids
 2. practice teaching 3 sessions each for each age group (birth -1, 1-3, 3-6 years)(At least one individual and one group session must be done)
6. Developing readiness skills in reading & writing 25 hours
(For 3 children with visual impairments)
 1. development of lesson plan & teaching aids
 2. practice teaching 3 sessions each for each age group (birth -1, 1-3, 3-6 years) (At least one individual and one group session must be done)
7. Developing concepts and readiness skills in arithmetic 25 hours
(For 3 children with visual impairments)
 1. Development of lesson plan & teaching aids
 2. Practice teaching 3 sessions each for each age group (birth -1, 1-3, 3-6 years)(At least one individual and one group session must be done)

8. Observation and support recommendations for 1 child in a special setting
- 5 hours
- ❖ The child in hospital
 - ❖ The child in the orphanage
 - ❖ The child in daycare

(Children selected for activity 4 should be used for activities 5, 6, and 7)

THEORY PAPER 2: SERVICES FOR YOUNG CHILDREN WITH VISUAL IMPAIRMENT & THEIR FAMILIES IN THE INDIAN CONTEXT (130 hours)

This paper gives the teacher understanding of the systems that surround the child with visual impairment in India – the government and national priorities, families and professionals. The teacher must learn to appreciate each perspective and understand how to work together with them in serving the young child with visual impairment.

1. Perspectives on disability and service goals [3 hours]
2. Definitions of visual impairment [2 hours]
3. Status of the young children in India [10 hours]
 - ❖ Status of the young child in India
 - ❖ Government goals & priorities for the young child in India
 - ❖ Legislations relevant to promoting the health and development of the young child
 - ❖ Programs and schemes that promote health and development of the young child
4. Early intervention for young children with visual impairments in India [5 hours]
 - ❖ Current facilities available to the young child with vi in India
 - ❖ Challenges to service delivery to young children with vi in India
5. Need and importance of early childhood intervention, particularly for the child with visual impairment [5 hours]
 - Role of early childhood teacher of children with visual impairment
6. Models of early childhood services [15 hours]
 - ❖ Best practices in early childhood special education
 - ❖ Infant and toddler services
 - ❖ Services for the young child
7. Families in the Indian Context [20 hours]
 - ❖ Family systems
 - ❖ Parent roles
 - ❖ Traditional support systems in parenting
8. Supporting families [25 hours]
 - ❖ Understanding how disability impacts the family
 - ❖ (Mother, Father, Siblings, Grandparents, Extended family)
 - ❖ Helping families understand the child's diagnoses and its implications
 - ❖ Helping families see the child's strengths
 - ❖ Helping families deal with difficult social situations
 - ❖ Helping families integrate developmental goals into their daily routines
 - ❖ Informing parents about schemes and facilities available to their child
 - ❖ Helping families understand their child's rights & develop skills to negotiate
 - ❖ Helping parents be successful advocates for their child

9. Parents as partners [25 hours]
- ❖ Respecting parent priorities
 - ❖ Active listening
 - ❖ Accommodating special circumstances
 - Single parent families
 - Working parents
 - Parents from minority communities
 - Parents with multiple responsibilities
10. Working together with other professionals [20 hours]
- ❖ Other professional involved with the care of the young child
 - ❖ Respecting professional roles
 - ❖ Skill transfer
 - ❖ Sharing information

References:

Web references:

1. http://www.afb.org/info_document_view.asp?documentid=21

Professional Development Modules.

2. <http://www.fpg.unc.edu/~edin/resources.cfm>
3. <http://www.tsbvi.edu/education/>

Book references:

1. Noonan, M. & McCormick, L. (1993)/ Early intervention in Natural Environments. Methods and Procedures. Brooks/Cole: California
2. Pehshawaria, R. Menon, D.K., Bailey, D., & Skinner, D. (2000). NIMH Disability impact scale. NIMH, Secunderabad.
3. Pehshawaria, R. Menon, D.K., Bailey, D., & Skinner, D. (2000). NIMH Family Efficacy scale. NIMH, Secunderabad.
4. Pehshawaria, R. Menon, D.K., Bailey, D., & Skinner, D. (2000). NIMH Family Support scale. NIMH, Secunderabad.
5. Pehshawaria, R. Menon, Ganguly, R., Roy, S., Pillay, R. Gupta, A. (1995). NIMH Family Needs Schedule. NIMH, Secunderabad.
6. Neimann, S. & Jacob, N. (2000). Helping children who are blind. Hesperian Foundation: Berkeley
 - a. Swenson, A. (1999). Beginning with Braille. AFB: New York

PRACTICAL 2: SERVICES FOR YOUNG CHILDREN WITH VISUAL IMPAIRMENT & THEIR FAMILIES IN THE INDIAN CONTEXT

(130 HOURS)

Written reports should be required for all observations and must have a component of critical reflection of their experience.

1. Visit to Anganwadi
2. Visit to Balwadi
3. Visit to well-baby clinic
4. Observation of procedure for obtaining disability certificate- 25 hours
5. Observation of admission session – one each in regular child care setting & Early Childhood Special Education Center
6. Observation of parent teacher meeting/goal setting meeting – one each in regular child care setting & Early Childhood Special Education Center -25 hours
7. Observation of one program for parents or families 15 hours
8. Planning a program for families including listing specific goals, procedures, order of activities and information pamphlets 25 hours
9. Creating information pamphlets on 5 topics with justifications on choice of topics 20 hours
10. Creating 5 pamphlets to create awareness in the community on the rights of children. 20 hours

THEORY PAPER 3: CHILD DEVELOPMENT WITH SPECIAL REFERENCE TO YOUNG CHILDREN WITH VISUAL IMPAIRMENT

130 Hours

This paper focuses on normal child development and the role of the social and physical environment in facilitating or retarding development. In each developmental area, the potential impact of visual impairment is discussed along with strategies to support it. Issues in multiple disabilities including intervention strategies are also discussed.

Child learning and development 20 hours

1. Theories of early child development & learning that influenced teaching practice
Piaget, Vygotsky, Dewey, Bronfenbrenner,
2. Impact of visual impairment on learning and development
Understanding the role of other senses in learning
3. Influence of family beliefs about parenting, child learning & impairment

Developmental areas

4. Movement & orientation 15 hours
 - ❖ normal development of movement in children
 - ❖ how vision can affect development of movement
 - ❖ some specific problems – gait, understanding of space and direction, safety etc.
 - ❖ strategies to facilitate development of orientation and movement
5. Language (echolalia) 15 hours
 - ❖ normal development of communication and language in children
 - ❖ how vision can affect development of language and communication
 - ❖ some specific problems – use of pronouns, echolalia, questions, etc.
 - ❖ strategies to facilitate language development
6. Thinking & play 15 hours
 - ❖ normal development of thinking and play in children
 - ❖ how vision can affect development of thinking and play
 - ❖ some specific problems – stereotype play, loss of context, etc.
 - ❖ strategies to facilitate development of thinking and play
7. Social-emotional development 15 hours
 - ❖ normal social and emotional development in children
 - ❖ how vision can affect social and emotional development
 - ❖ some specific problems – sense of self, relating with strangers, taking another's perspective
 - ❖ strategies to facilitate social-emotional development
7. Developing independence 15 hours
 - ❖ normal development of independence in children
 - ❖ how vision can affect development of independence
 - ❖ some specific problems –

- ❖ strategies to facilitate development of independence
8. Special issues 15 hours
- ❖ mannerisms
 - ❖ sleep
 - ❖ eating disorders
 - ❖ sensory integration
 - ❖ health & nutrition: the medically fragile baby
9. Multiple disabilities: specific developmental concerns & teaching strategies 20 hours
- Cerebral Palsy, Mental Retardation, Autism, Deafblind.

References:

Web references:

Professional Development Modules.
<http://www.fpg.unc.edu/~edin/resources.cfm>
<http://www.tsbvi.edu/education/>

Book references:

1. Chen, D. & Dote-Kwan, J. (1995). Starting Points: Instructional practices for children whose multiple disabilities include visual impairment. Blind Children's Center: Los Angeles .
2. Fraiberg, Selma (1977) Insights from the blind. Fletcher & Son: London
3. Lueck, A. H., Chen, D. & Kekelis, L. (1997). Developmental guidelines for infants with visual impairment: A manual for infants birth to 2. Louisville, KY: American Printing House for the Blind.
4. Neimann, S. & Jacob, N. (2000). Helping children who are blind. Hesperian Foundation: Berkeley
5. Sonksen, P. & Stiff, B. (1991). Show me what my friends can see. Institute of Child Health. London
6. Move with me. Blind Childrens Center: Los Angeles
7. Talk to me. Blind Childrens Center: Los Angeles
8. Dodson-Burk, B. & Hill, E.W. (1989). An Oreintation and Mobility primer for families and young children. AFB: New York

**PRACTICAL - 3: CHILD DEVELOPMENT WITH SPECIAL REFERENCE TO
YOUNG CHILDREN WITH VISUAL IMPAIRMENT** **130 HOURS**

Written reports should be required for all observations and must have a component of critical reflection of their experience.

1. Practice teaching at least 3 sessions in a regular child care setting 25 hours
2. Observation of 6 teaching sessions, 2 for each age group 30 hours
Children with visual impairments: Birth to 1 year, 1- 3 years, 3 - 6 years.
3. Carry out one home visit for each age group 30 hours
Suggest changes to the environment or interaction to enable development and learning
4. Suggest a toy appropriate for each age group. 25 hours
Write 3 pamphlets with suggestions to parents on how to use it to support development and learning
5. Select a child with any of the special issues covered in class. 10 hours
(Mannerisms, sleep disorder, eating disorders, sensory integration, health & nutrition)
Observe the child and develop a plan to support this child
6. Observe 4 sessions for children with additional impairments 10 hours

The same children observed in Activity 2 can be used for activities 3 & 4.

THEORY PAPER 4: VISUAL ASSESSMENT AND INTERVENTION

130 HOURS

While this paper gives an overview of the visual system, its functioning, disorders and appropriate interventions, it has a heavy focus on visual conditions commonly seen in India in the young child, assessment *for* programming and appropriate visual development strategies.

1. How we see 5 hours
 - Structure and function of the visual system
2. Diseases and disorders of the visual system 10 hours
 - Causes & prevention of most common pediatric eye conditions in India
3. The role of environmental modification in supporting the use of vision -5 hours
4. Prenatal and early development of vision 10 hours
 - Relationship between visual and motor system
5. Screening 10 hours
6. Clinical assessment of vision 15 hours
 - Acuity, field, oculomotor functions, colour, contrast, movement, processing
 - Electrophysiological tests
7. Clinical interventions in eye disease 20 hours
 - ❖ Understanding & interpreting the eye report
 - ❖ Understanding and supporting clinical interventions in class/home
 - Spectacles
 - Patching
 - Surgery
 - Medications
8. Partnering with medical professionals 10 hours
 - ❖ Preparing parents for a clinical examination
 - ❖ Preparing children for a clinical examination
 - ❖ Requesting and sharing information with medical professionals
9. Assessments of visual functioning 25 hours
 - ❖ Objective assessments of visual functions
 - ❖ Assessments of use of vision in learning, communication and movement
 - ❖ Developing recommendations for learning, communication and movement
10. Principles & methods of visual development 20 hours

References

Web references:

The Human Eye, Its Functions and Visual Impairments

http://www.afb.org/info_document_view.asp?documentid=201

Professional Development Modules. <http://www.fpg.unc.edu/~edin/resources.cfm>

Book references:

1. Blind Babies Foundation (1998) The Pediatric Visual Diagnosis Fact Sheet. BBF: San Francisco
2. Corn, A. & Koenig, A. (1996). Foundations of low vision. Clinical and functional perspectives. AFB: New York
3. Sutter, E., Foster, A., & Francis, V. (1998). Hanyane. A village struggles for eye health. McMillan Education: London

PRACTICAL - 4 : VISUAL ASSESSMENT AND INTERVENTION

Written reports should be required for all observations and must have a component of critical reflection of their experience.

1. Visit to a pediatric ophthalmology facility 6 hours
2. Observation of vision screening – school or community 12 hours
3. Accompany a child to an ophthalmologist. 12 hours
Write a report on the visit focusing on experience of the parent and child
4. Carry out vision screening in one regular preschool setting 25 hours
5. Conduct an assessment of visual functioning in 3 children. 30 hours
Birth to 1 year; 1 to 3 years; 3 to 6 years
Write a report which explains clinical and functional findings. Suggest basic accommodations for each child.
6. Plan a vision development program for each child assessed. 30 hours
Implement plan and record progress in at least 3 sessions for each child
7. Conduct a vision assessment of a child with additional disabilities. 15 hours

Write a report which explains clinical and functional findings. Suggest basic accommodations for the child. Plan a vision development program and implement and record progress in at least 3 sessions.

THEORY PAPER : 5. INDIVIDUAL ASSESSMENT AND PROGRAMME PLANNING FOR PRE- SCHOOL CHILDREN WITH VISUAL IMPAIRMENT
(130 Hours)

This paper prepares the teacher to carry out general assessments as well as assessments of specific developmental areas or skills that will serve as the basis for planning. Planning is taught for the different age groups, and for different time periods. Planning for transition will enable success in formal academics. This paper also gives basic planning skills needed to establish a quality early childhood program.

1. Definition & Principles of curriculum	5 hours
2. Definition and Kinds of assessments	5 hours
3. Developmental assessment for children with visual impairment	10 hours
4. Special assessments	30 hours
❖ Assessment of sensory capacity	
❖ Assessment of orientation and mobility	
❖ Learning media assessment	
5. Developing an individualized family service plan: birth to 3 years	15 hours
6. Developing an individualized education plan: 3 to 6 years	15 hours
7. Implementing the plan	10 hours
❖ Setting short term goals	
❖ Integrating goals into group activities/ dealing with multi ability groups	
8. Enabling successful transition into primary school	15 hours
❖ Range of service options	
❖ Preparing the child	
❖ Preparing the school & teacher	
❖ Utilizing community resources	
9. Developing early childhood services	15 hours
❖ Carrying out a needs assessment	
❖ Identifying resources (financial and manpower)	
❖ Record keeping	
10. Evaluation of services	10 hours
Indicators of quality early intervention services	

References:

Web references:

<http://www.tsbvi.edu/education/>

Professional Development Modules. <http://www.fpg.unc.edu/~edin/resources.cfm>

Book references:

1. Aggarwal, J.C. (1993). Methods and materials of nursery education. Doaba House: New Delhi
2. Lueck, A. H., Chen, D. & Kekelis, L. (1997). Developmental guidelines for infants with visual impairment: A manual for infants birth to 2. Louisville, KY: American Printing House for the Blind.
3. Neimann, S. & Jacob, N. (2000). Helping children who are blind. Hesperian Foundation: Berkeley
4. Noonan, M. & McCormick, L. (1993)/ Early intervention in Natural Environments. Methods and Procedures. Brooks/Cole: California

**PRACTICAL:5 : INDIVIDUAL ASSESSMENT AND PROGRAMME PLANNING
FOR PRE- SCHOOL CHILDREN WITH VISUAL IMPAIRMENT**

(130 Hours)

1. Carry out one comprehensive assessment of a child birth to three years. 50 hours

- ❖ Include sensory & O&M assessments
- ❖ Develop an individualized family service plan
- ❖ Set short term goals

2. Carry out one comprehensive assessment of a child three years to five years. 50 hours

- ❖ In addition to the previous include a learning media assessment
- ❖ Develop an individualized education plan
- ❖ Set short term goals

3. Plan a complete transition program for one child between 4 & 5 years 30 hours
