

SYLLABUS

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

REHABILITATION COUNCIL OF INDIA

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

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2008

D.Ed. in Special Education (Deafblindness)
D.Ed. Spl. Ed. (Db)

1. PREAMBLE / OVERVIEW

Deafblindness is a unique and the most complex disability, which brings enormous challenges to the individuals, their families and those who support them. Deafblindness affects people of all ages in different ways. It is estimated that there are approximately 425,000 persons with deafblindness in India {Sense International (India)}.

Deafblindness is a combination of vision and hearing loss. Individuals who have a combined vision and hearing loss have unique communication, learning, and mobility challenges due to their vision and hearing loss.

Deafblindness is a unique and diverse condition due to the wide range of vision and hearing losses, presence of additional disabilities, and the age of onset for the vision and hearing loss. Each has his or her own likes, dislikes and educational challenges. Deafblind learners are a heterogeneous population however they all have significant communication needs. They cannot be taught in schools solely for the blind or deaf. They require specialized educational programmes with highly skilled teachers trained in deafblindness.

Very few deafblind children are totally deaf and totally blind and many have additional disabilities such as cerebral palsy, mental retardation, etc. Most deafblind children have some amount of useful vision and/or hearing that they can be helped to develop with competent teachers.

Human resource development is one of the major objectives of Rehabilitation Council of India. Diploma in Special Education (Deafblindness) is a major step towards generating teachers across the country to teach children with Deafblindness from primary to pre-vocational level. It aims at generating quality teachers who could meet the challenges of all round development of the children.

The teacher training course in deafblindness is geared towards developing knowledge, skills and desirable attitudes in teachers to facilitate deafblind children to blossom to their fullest potential in different settings like home, schools and communities.

This revised course is designed to provide the teacher trainee a comprehensive understanding of various areas and exposure to various ancillary services in urban and rural settings. The graduating teacher trainees will also have competencies to teach learners with vision impairments with additional disabilities.

2. NOMENCLATURE OF THE COURSE:

D.Ed. Special Education (Deafblindness): D. Ed. Spl.Ed. (Db).

3. OVERALL GOAL AND OBJECTIVES OF THE COURSE:

Goal and Objectives are set with special reference to children with deafblindness and children with vision impairments with additional disabilities.

Goal: To prepare special teachers who can provide services to children who are deafblind and children with vision impairment with additional disabilities and their families from infancy to Vocational levels in the following settings:

- 1) Early intervention Programmes
- 2) Special Schools – Day Care/Residential
- 3) Integrated \ Inclusive Schools
- 4) Home Based Programmes
- 5) Community Based Rehabilitation Programmes
- 6) Vocational Programmes

General Objective:

To build knowledge and skills in the following areas:

- 1) Develop communication and language abilities of the child (e.g., Total Communication, calendars, objects, pictures, augmentative and alternative communication devices, words in print and Braille).
- 2) Understand the areas of child development and how deafblindness and vision with additional disabilities (e.g., Mental Retardation, Cerebral Palsy, Autism) impact normal development.
- 3) Build partnerships with families of children.
- 4) Knowledge of senses, sensory losses, their impact on learning, and ability to maximize the child's use of residual senses (e.g, vision, hearing, touch).
- 5) Basic understanding of clinical and medical assessments and conditions to interpret findings (e.g., audiogram, eye report, medical reports).
- 6) Assess the educational needs of children with deafblindness and children with vision impairment with additional disabilities to provide appropriate interventions.
- 7) Develop a team approach with families and related interactors (e.g., therapists, doctors, professionals) to provide the child a meaningful programme.
- 8) Adapting environments to maximize learning.
- 9) Knowledge of best practices in education (e.g., communication, curricula, IEP, team approach).
- 10) Develop indigenous assessment and educational materials.
- 11) Make appropriate transition and vocational plans for the adult lives.
- 12) Advocate for the rights of people who are deafblind and their families.
- 13) Understand Governmental legislations and concessions provided to people with disabilities.
- 14) Need for teachers to develop self evaluation and professional ethics and standards on an ongoing basis.

4. ENTRY REQUIREMENTS/ELIGIBILITY:

Minimum qualification for admission is successful completion of 10+2 or Higher Secondary Examination or equivalent from a recognized Board of Education with minimum 45% marks.

5. ADMISSION PROCEDURE:

Based on merit, written test and personal interview and other necessary competencies notified from time to time as declared in admission advertisement and course prospectus. 50% weight age to merit, 25% to written examination and 25% to personal interview.

6. TRAINEE TEACHER INTAKE CAPACITY:

Each training centre can admit a total of 25 candidates to the course. Maximum - 25 (per batch)

7. MEDIUM OF INSTRUCTION:

Primarily English with need based translation support in Hindi and regional language of the state where TTC is based.

8. DURATION OF THE COURSE:

Two full academic years (commencing on second Monday of June for both the years) and comprising of 220 working days for each year.

9. TEACHER STUDENT RATIO:

The minimum criterion of student teacher ratio is prescribed as 1:10, so ideally one teacher must be available per ten students.

10. MINIMUM REQUIREMENT OF FACULTY AND STAFF:

(Excluding the staff of practice teaching schools)

- 1) Training coordinator cum lecturer (full time) – 1
- 2) Lecturer cum supervisor in Education (full time) – 3
- 3) Guest faculty - as per the requirement
- 4) Clerk cum Accountant - 1

Note:

- 1, 2 and 3 positions from above are collectively responsible for theory, practical and full time teaching practice of D.Ed (Db.).
- Faculty and staff requirements are given immaterial of number of candidates.

11. ESSENTIAL AND DESIRABLE QUALIFICATIONS OF COURSE COORDINATOR, FACULTY AND STAFF:

| S. No. | Staff | Qualification |
|--------|-------------------------|---|
| 1 | Course Coordinator | M.A. /M.Sc., with M.Ed., and special training in teaching Deafblind and Multi sensory Impaired children. |
| 2 | Lecturer-cum-Supervisor | M.A. /M.Sc. with B.Ed. Spl Ed- VI/ HI and special training in teaching Deafblind and Multi sensory Impaired children. |
| 3 | Clerk-cum-Accountant | According to the concerned State Govt. |

All the position is to be fulfilled as per the norms of the RCI and reservations of the position as per the guidelines of Government of India.

12. MINIMUM REQUIREMENT FOR LABS, TOOLS AND EQUIPMENTS:

LIBRARY:

The training centre should have a minimum of 10 books per subject covering the syllabus and a minimum of 2 journals subscribed periodically pertaining to education of Deafblind and Multi sensory impaired children. In addition, an equal number of books on general education, educational psychology, curriculum development, methods of teaching and methods of evaluation should be available in the library as prescribed in the list of references given after each course paper.

13. BUILDING / SPACE REQUIRED

A. SPACE FOR CONDUCTING THE COURSE:

Space required Area required

- Coordinator's office 10' x 12'
- Faculty room 12' X 15'
- One room for clerical staff 12' X 15'
- Two lecture halls for trainee teachers 20' X 25' (each)
- One Quiet room for speech teaching sessions 10' X 12'
- Library cum study room 20' X 25'.

14. PERIODIC EVALUATION AND FINAL EXAMINATION – As per norms

Examination Regulations

- 1) To qualify for the Final Examination, a candidate should put in a minimum of 80% attendance for theory (Part-I and Part-II separately), 100% completion of Practical work (for Part-I and Part-II separately) and 90% attendance for Full time Practice Teaching, from the date of his joining of the course.

Note: The term for each year will be June to May and the cut-off date for admission to Students for the first year of the DEd (Db) Course will be 31st August.

- 2) Candidates entering upon the DEd (Db) Course will have to appear in the papers prescribed for each part in which they receive instruction. The papers comprising of Part-I and Part-II, shall be as specified by the relevant regulations.
- 3) To pass the Examination, a candidate has to obtain a minimum of 35% of the full marks in each Theory Paper i.e. Internal Assessment and Final Theory Examination separately and 35% of the full marks in Practical and a minimum of 40% in the aggregate (Theory & Practical) separately at both the Part-I and Part-II examinations.
- 4) The Internal Assessment marks obtained by the candidate will be carried forward in case of unsuccessful candidates appearing in subsequent attempt(s), unless he/she desires to improve upon them, in which case the best of the two will be taken into consideration for purposes of calculating the total for the subject(s) for declaration of results in accordance with Regulation No. 3.
- 5) No class shall be indicated except pass & fail in the Part-I Examination. Class will be awarded on the basis of aggregate marks obtained by a candidate in Part-I and Part-II Examinations in theory and practical combined.
- 6) A candidate who has satisfactorily kept terms for Part-I of the course and has passed in five or more subject (failed in 4 or less than 4 subjects theory & practical together) shall be permitted to keep terms for Part-II course. However, no student will be allowed to appear for the Part-II examination unless he has passed the Part-I examination.
- 7) Candidates who are not allowed to keep terms for the Part-II exams, but clear the papers such that the provisions of Regulation No. 6 can become applicable, they will be allowed to keep terms for Part-II course. However, no student will be allowed to appear for the Part-II examination unless he has passed the Part-I examination.
- 8) In no case, however, shall a candidate be allowed to continue with the course, if he/she fails to clear the Part-I exams in accordance with Regulation No. 6 and 7, for three continuous years from the date of his admission or four attempts, whichever is earlier..8. A candidate who has not passed the Part-I examination in accordance with provision in Regulation No. 3 above, may at his/her option, be exempted from appearing in the subject (s) in which he/she has scored not less than 35 per cent of the maximum marks in the subject(s) in accordance with the provisions in Regulation No. 3 above, and will be declared to have passed the whole examination when he/she has passed in the other subject(s) of the examination in accordance with the provisions of Regulation No. 3, 4 and 5. Candidate passing the examination in this manner will not be eligible for the award of classes, scholarships or prizes.
- 9) Those successful candidates who obtain 75% or more marks at the two parts taken together will be declared to have passed the examination in Distinction Class. Those of the successful candidates who obtain 60% or more but less than 75% of the total marks obtainable at the two parts taken together will be declared to have passed the examination in First Class. Those of the successful candidates

who obtain 50% or more but less than 60% of the total marks obtainable at the two parts taken together will be declared to have passed the examination in Second Class. Other candidates, who pass the examination in accordance with Regulation No. 3, will be declared to have passed the examination in Pass Class.10.

10)A candidate who has not passed the Part-II examination in accordance with provision in Regulation No. 4 above, may at his/her option, be exempted from appearing in the subject(s) in which he/she has scored not less than 35 per cent of the maximum marks in the subject(s) in accordance with the provisions in Regulation No. 4 above, and will be declared to have passed the whole examination when he/she has passed in the other subject(s) of the examination in accordance with the provisions of Regulation No. 4,5 and 6.Candidates passing the examination in this manner will not be eligible for the award of classes, scholarships or prizes.

11)On a new application being forwarded and when a fresh fee is being paid, a candidate who had already passed the examination for DEd (DB) Diploma may present himself/herself again for the same examination on a subsequent occasion with a desire to improve their class without being required to keep any terms. If the candidates fail to improve their class, their performance at such reappearance will be ignored. This option can be exercised only once.

15. Scheme of papers (Theory and Practical) for both the years

| YEAR- 1 | | Hours | | YEAR- 2 | | Hours | |
|---|--|------------------|------------------|--|--------------------------------|------------------|------------------|
| Paper 1 – Foundation Course | | T-100 Hrs | P-164 Hrs | Paper 6 – Strategies And settings for education | | T-100 Hrs | P-164 Hrs |
| Unit 1 | Understanding Disability And Rehabilitation | 7 | 24 | Unit 1 | Encouraging literacy | 15 | 40 |
| Unit 2 | Introduction To Deafblindness And Other Disabilities | 37 | 30 | Unit 2 | Inclusive Education | 10 | 33 |
| Unit 3 | Understanding Human Body | 26 | 50 | Unit 3 | Community Based Rehabilitation | 20 | 33 |
| Unit 4 | Functional Vision Assessment | 15 | 30 | Unit 4 | School based program | 30 | 32 |
| Unit 5 | Functional Hearing Assessment | 15 | 30 | Unit 5 | Residential approach | 25 | 26 |
| Paper 2 – Assessment And Communication | | T-100 Hrs | P-164 Hrs | Paper 7 – Integrating activities Into Practice | | T-100 Hrs | P-164 Hrs |
| Unit 1 | Assessment approaches | 20 | 33 | Unit 1 | Occupational Therapy | 25 | 30 |
| Unit 2 | Assessment and program planning | 20 | 38 | Unit 2 | Speech, language and audiology | 25 | 30 |
| Unit | Developing early | 20 | 29 | Unit | Additional | 15 | 40 |

| | | | | | | | |
|--|--|------------------|------------------|---|--|------------------|------------------|
| 3 | communication | | | 3 | meaningful activities | | |
| Unit 4 | Communication processes | 20 | 29 | Unit 4 | Sensory Integration | 20 | 49 |
| Unit 5 | Communication Assessment | 20 | 35 | Unit 5 | Creating environments that encourage use of senses | 15 | 15 |
| Paper 3 Augmentative and alternative communication | | T-100 Hrs | P-164 Hrs | Paper 8 – Play and leisure | | T-100 Hrs | P-164 Hrs |
| Unit 1 | Sign Language | 15 | 55 | Unit 1 | Learning Through Play | 20 | 21 |
| Unit 2 | Augmentative and alternative communication | 15 | 35 | Unit 2 | Play for children with Deafblindness and vision impairment and additional disabilities | 20 | 15 |
| Unit 3 | Motor assessments and physical therapy | 30 | 15 | Unit 3 | Play and fun materials | 20 | 45 |
| Unit 4 | Braille | 15 | 30 | Unit 4 | Recreation and leisure | 20 | 48 |
| Unit 5 | Communication and behaviour | 25 | 29 | Unit 5 | Facilitating group play in inclusive settings | 20 | 35 |
| Paper 4 – Educational Strategies And Intervention | | T-100 Hrs | P-164 Hrs | Paper 9 – Legislations and program management for the disabled | | T-100 Hrs | P-164 Hrs |
| Unit 1 | Effective teaching strategies | 15 | 40 | Unit 1 | Acts and legislations for disabled | 40 | 36 |
| Unit 2 | Individualised Education Plan (IEP) | 10 | 33 | Unit 2 | Program development and management | 20 | 15 |
| Unit 3 | Curriculum Development And Implementations | 20 | 33 | Unit 3 | Monitoring and evaluation | 10 | 23 |
| Unit 4 | Orientation And Mobility | 30 | 32 | Unit 4 | Effective documentation | 20 | 45 |
| Unit 5 | Learning principles | 25 | 26 | Unit 5 | Resource mobilization | 10 | 45 |
| Paper 5 – Partnerships with families and Early Intervention | | T-100 Hrs | P-164 Hrs | Paper 10 – Preparing for adult life | | T-100 Hrs | P-164 Hrs |
| Unit 1 | Child Development- Birth to adulthood | 25 | 26 | Unit 1 | Transition planning | 20 | 31 |
| Unit 2 | Developing family partnerships | 25 | 33 | Unit 2 | Preparing the young adult for work | 10 | 30 |
| Unit 3 | Early Intervention | 20 | 25 | Unit 3 | Employment | 25 | 30 |

| | | | | | | | |
|--------|--------------------------------|----|----|--------|-----------------|----|----|
| Unit 4 | Creating enabling environments | 15 | 25 | Unit 4 | Quality of life | 25 | 35 |
| Unit 5 | Ethics and best practices | 15 | 55 | Unit 5 | Advocacy | 20 | 31 |

Calculation of total number of hours per year:

- 9 academic months per year
- 9 months X 4 weeks = 36 weeks/year
- Hours per week = 33 hours. (Monday-Friday=6 hours per day plus Saturday =3 hrs)
- Total academic hours = 36 weeks X 33 hours/week = 1320 hours per academic year (2640 hours for 2 years).

Total number of days: 198 working days per year

- Hours: 6 Hours per day
- Total hours per year: 1320 hours
- Each paper: 264 hours
- Theory for each paper: 100 hours (40%)
- Practical for each paper: 164 hours (60%)

Practical

- Full time teaching practice
- Teaching practice (school based, home based, CBR & inclusive setups)
- Individualized teaching
- Skill development clinical practicum.

Details of Papers

Year- 1

PAPER ONE: FOUNDATION COURSE

Total Marks: 100

Total Hours: 264 (Theory – 100, Practical – 164)

No of Units – 5

Objectives:

On completion of this paper the trainee shall:

1. Build up basic understanding of the human body and systems.
2. Build up understanding of different categories of disabilities and related educational support for each disability
3. Construct understanding of deafblindness and its implications.
4. Exposure to methods of functional assessment
5. Understand the philosophy, steps and materials for undertaking functional assessment in skill areas.
6. Understanding of functional assessment of vision and hearing skills.
7. Basic knowledge and understanding of the structure and function of eye and ear

Unit 1: Understanding Disability and Rehabilitation

7 hours

A. Defining disability - (3 hours)

- Definition and concept.
- Various types, incidence and census figures.
- General causes of disabilities – biological (e.g., genetic, metabolic, nutritional, developmental, infection, etc), social-psychological (e.g., war, conflict, deprivation,) and economic (poverty).
- Prevention of disabilities.

B. Concepts of rehabilitation

2 hours

- Concept, definition of rehabilitation.
- Changes in approach to rehabilitation.
- Team approaches (interdisciplinary, transdisciplinary and multidisciplinary)
- Social, Psychological, Educational, Cultural and Medical rehabilitation

C. Rehabilitation Services

2 hours

- Role of rehabilitation services.
- Rehabilitation services at different stages of life.
- National blindness control programme and national deafness control programme.

Practicum

24 hours

1. Visit of various institutions working in disability.
2. Student reflection papers.
3. Student work in teams to discuss observations and make recommendations.

Unit 2: Introduction to Deafblindness and Vision impairments with additional Disabilities and Others.
37 hours

A. Deafblindness - (18 hours)

- Definition, concept, incidence, causes, screening, identification and diagnosis.
- Impact of deafblindness on mobility, communication, social relationships and on all learning.
- Various learning styles of children.
- Changing population and needs.
- Classification based on age of onset, degree of losses, and syndromes.
- Communication challenges.
- Strategies to develop trust.
- Concept development and need for real life learning.
- Educational needs and intervention.
- Importance of families in educational process.

B. Vision Impairment – (4 hours)

- Definition, concept, incidence and causes of vision impairments.
- Impact of vision impairment on development and learning.
- Low vision and blindness
- Current practices in education and rehabilitation.
- Independent living and travel.
- Literacy through large print and Braille.

C. Hearing Impairment – (4 hours)

- Definition incidence and causes of hearing impairment.
- Degree of loss (Mild, Moderate, Severe, Profound and Deaf)
- Impact of hearing impairment on communication, language and speech development.
- Current practices in education and rehabilitation.

D. Locomotors disabilities - (2 hours)

- Definition, classification, magnitude, cause of locomotors disabilities, screening, identification and diagnosis.
- Common locomotors disabilities – Poliomyelitis, Congenital disorders, Club foot, congenital dislocation of joints, Muscular Dystrophy, Rickets and other Spinal Cord impairments.
- Management of locomotors disabilities (Medical, Surgical, Psychological, Educational and Therapeutic)
- Educational provision for such disabilities
- Locomotor disabilities with deafblindness and vision impairment with additional disabilities.

E. Cerebral Palsy - (5 hours)

- Definition, incidence, causes, screening, identification and diagnosis.
- Types of CP
- Nature, and characteristics of students with CP
- Management of children with CP.

- Basic positioning and handling strategies.
- Educational needs and intervention.
- Cerebral Palsy with deafblindness and vision impairment with additional disabilities.

F. Mental Retardation - (3 hours)

- Normalcy concept and definition- PWD Act, World Health Organization (WHO)/International Classification of Functions (ICF)/American Association of Intellectual and Developmental Disabilities (AAIDD)-1992, classification, magnitude, cause of Mental retardation, screening, identification and diagnosis.
- Intelligence spectrum and sub average intelligence, adaptive behaviour concept, characteristics of person with mental retardation
- Interventions, educational and rehabilitation provision for individuals with mental retardation.
- Mental Retardation with deafblindness and vision impairment with additional disabilities.

G. Autism Spectrum Disorder - (4 hours)

- Definition, incidence, causes, screening, identification and diagnosis.
- Nature, concept, and characteristics of students with Autism
- Management of children with Autism.
- Educational needs and intervention
- Misdiagnosis of Autism with deafblindness
- Autism with deafblindness and vision impairment with additional disabilities.

H. Multiple Disabilities - (3 hours)

- Definition, concept of multiple disabilities
- Multiple disabilities in addition to deafblindness
- Placements for students with multiple disabilities.
- Misplacement of children who are deafblind in programmes for children with multiple disabilities.

Practicum

30 hours

1. Simulation of deafblindness, vision impairments, hearing impairments, cerebral palsy.
2. Reflective paper after viewing CD – Sensory Perspectives of SKI-HI, Utah, USA.
3. Visits and reflections of various institutions providing services to different disability groups (e.g., Cerebral Palsy, Autism, Mental Retardation).
4. Practise strategies for developing trust with a child who is deafblind.

Unit 3: Understanding Human Body

26 Hours

A. Common medical conditions- (6 hours)

- Epilepsy and seizure
- Eye conditions (e.g., glaucoma, dry eye, cataract, coloboma, conjunctivitis).
- Ear conditions (e.g., Meniere's disease, otitis media, foreign objects, perforation of ear drum, titinitis, vertigo).

B. General introduction to sense organs and their functions - (20 hours)

- Structure and function of eye and ear.
- Other sense organs (touch, taste, balance, proprioceptive and kinesthetic).
- Central nervous system (Visual pathways, Auditory pathways, Brain – structure and function of lobes, for sensation and motor coordination, information processing).

Practicum

50 hours

1. Read an eye and ear report and interpret it in simple language to parents.
2. Prepare materials for educating parents and family members on prevention of some ear and eye conditions.

Unit 4 Functional Vision Assessment

15 hours

- Vision Screening – Need – Purpose – Methodology – Risk factor
- Observation and appearance of eyes – Observations of visual behaviours and reading & Writing behaviour– History from parents and family members.
- Losses of vision – Visual Acuity – Visual Field – Contrast Sensitivity – Oculomotor movements – Visual processing.
- Various visual functions – Reflexive behaviour- Awareness of light – Visual Focus – Visual Fixation – Visual Tracking – Visual Scanning – Shift of Gaze – Visual Discrimination – Object Recognition – Visual Closure – Visual Memory & Imagery – Figure/Ground Perception – Eye hand coordination, Visual response continuum
- Vision testing – Clinical and Functional
- Preparations before assessment – Review of medical and other records – Environmental considerations – Developmental stage and milestones.
- Factors considered during functional assessment/Philosophy of assessment – Rapport - Involvement of parents – Time consideration – Team work – Child's need and level – Qualitative and quantitative visual skill development.
- Training of deafblind child before vision testing – accommodating
- Assessing environment related to visual functioning
- Steps in functional vision assessment (FVA).
- Material and aids for conducting assessment

Practicum

30 hours

1. Conduct functional vision assessment for 2 deafblind children of different ages, characteristics and level. Write and present assessment report of these children.

2. Prepare vision profile for at least two children based on observation and assessment findings. Give details like cause of VI, result of last ophthalmologic assessment, prescribed aids, effect of visual condition on the child, inference from FVA, effect on visual skills and effect of environment on visual functions, recommendations.
3. Assess current environment of these children and its impact on visual skills; suggest modifications in position, materials and illumination and other factors in environment.

Unit 5 Functional Hearing Assessment

15 hours

- Hearing Screening – Need – Purpose – Methodology – Risk factors
- Observation and appearance of ears – Observations of auditory behaviours – History taking from parents and family members.
- Losses of Hearing – Categories and types.
- Various auditory functions – Reflexive behaviour- Awareness of Sound – localisation of sound – auditory Discrimination (Gross & Fine)– Identification through sound – Auditory Closure – Auditory Perception – Auditory response continuum.
- Hearing testing – Clinical and Functional
- Preparations before assessment – Review of medical and other records – Environmental considerations – Developmental stage and milestones.
- Factors considered during functional assessment/Philosophy of assessment – Rapport - Involvement of parents – Time consideration – Team work – Child's need and level – Qualitative and quantitative auditory and speech skill development.
- Routine based functional assessment – Auditory responses – General Guidelines – Behavioural State and Temperament – Behaviour Descriptions (Breathing patterns, startle, muscle tone, eyes, activity, motor response, vocalization or Quieting, Search/Localisation, Smiling/laughing/frowning/crying, Habituation, Anticipation, or latency of response).
- Training of deafblind child before hearing testing – accommodating
- Assessing environment related to hearing functioning
- Steps in functional hearing assessment (FHA).
- Material and aids for conducting assessment

Practicum

30 hours

1. Conduct functional hearing assessment for 2 deafblind children of different ages, characteristics and level. Write and present assessment report of these children.
2. Prepare auditory profile for at least two children based on observation and assessment findings. Give details like cause of HI, result of last audiological assessment, prescribed hearing aids, effect of hearing impairment on the child, inference from FHA, Effect of environment, noise and reverberation on use of hearing, Recommendations.
3. Assess current environment of these children and its impact on hearing; suggest modifications in these factors in environment.

References:

1. Kauffman & Hallahan (1991): Exceptional Children – Prentice Hall, New Jersey.
2. Oliver, M: (1996): Understanding Disability – from theory to practice, McMillan, London.
3. Smith, D. and Luckasson, R. (1999): Introduction to Special Education – Allyn and Bacon, Boston.
4. Panda, K. C. (1997): Education and Exceptional Children – Vikas Publishing House, New Delhi.
5. Hegarty, S. (2002): Educational and children with special needs in India – Sage Publications, New Delhi.
6. Human anatomy Regional and Applied by B. D. Chaurasia, CBS publisher & distributor, New Delhi.
7. Grant's methods of anatomy by Grant, Basmajian. Williams & Wilkines Company, USA, Baltimore.
8. Text Book of Anatomy with coloured atlas by Inderbir Singh, JP Brothers Medical Publishers Ltd., New Delhi.
9. Principles of Human Physiology by Davson, J&A Churchill Ltd. London.
10. Anatomy & Physiology by Kimber, the Macmillan Company, New York..
11. Pandey R. S. & Advani, L. (1995). Perspectives in disability and rehabilitation, New Delhi: Vikas Publishing House.
12. Werner David (1994) Disabled village Children – A guide for community health workers, rehabilitation worker and families, New Delhi: Voluntary Health Association of India. (paper 6)
13. WHO (1989) Training in the community for people with disabilities. Geneva, World Health Organisation. (paper 6)
14. Punani, B. & Rawal Nandini, S. (1997) Manual: Community based rehabilitation Mumbai: National Association for the Blind. (paper 6)
15. Disability, Human Rights and Education - Cross Cultural Perspective by Felicity Armstrong and Len Barton, published by Open University Press, Buckingham (Paper 10)
16. Education of children with Deafblindness and Additional Disabilities – Source book for Master Trainers – National Institute for the Mentally Handicapped, Secunderabad, India
17. Resources for Teaching Children with Diverse Abilities - Birth through Eight by Penny Row Deiner.
18. Teaching children who are deafblind – Contact communication and learning edited by Stuart Aitken, Marianna Buultjens, Catherine Clark, Jane Eyre and Laura Pease
19. The Education of Dual Sensory Impaired Children: recognising and developing ability by Etheridge D.
20. Understanding Deafblindness – Issues, Perspectives, and Strategies written by Linda Alsop
21. Routine based functional assessment for young children who are deafblind and multiple disabled by Catherine Nelson, University of Utah, USA.

Learner's Outcome:

On completion of this paper the trainee will have following outcome:

1. Learners will have a clear understanding of the disability construct
2. Students will know basics of human body and systems, and its functioning.
3. Trainee teachers will clearly understand deafblindness and how it is different from all other disabilities and will appreciate specific needs of deafblind children.
4. The learners will know about different categories of disabilities and about their related educational support.
5. Enhanced skill & knowledge on observation techniques and assessment
6. Skills in undertaking functional vision & hearing assessment for deafblind children.
7. Proficiency in writing assessment report for vision and hearing assessment.

PAPER TWO: ASSESSMENT AND COMMUNICATION

Total Marks: 100

Total Hours: 264 (Theory – 100, Practical – 164)

No of Units – 5

Objectives:

On completion of this paper the trainee shall:

1. Demonstrate understanding of observation techniques and consideration, various types of assessment, and factors responsible for behaviours.
2. Develop an understanding of the development of communication in a normal and Deafblind individual as well as its impact
3. Be able to conduct an assessment of communication for a Deafblind child and will be able to develop a communication plan for the child
4. Have information about the different modes of communication (Linguistic, non-linguistic, using technology) and be able to apply them with Deafblind
5. Understanding of functional assessment of communication
6. Knowledge of techniques of assessment and principles of intervention

Unit 1 Assessment Approaches

20 Hours

- Introduction to Assessment, Concept and definition - Approaches to assessment
- Purpose of Assessment - Limitation of Assessment - Various tool for assessment
- Different forms of assessment- norm reference tests and criterion reference test and informal measures
- Observational, ecological, behavioural, Clinical, functional and vocational assessment
- Interview strategies for parents and significant others.
- Assessment of child's likes and dislikes, strengths and challenges, what works and what does not work.
- Strategies to be considered before assessment, during assessment after assessment (e.g., positioning, materials, environment, persons).
- Challenges in assessment of children with deafblind and children with vision impairment with additional disabilities.
- Observation of child interaction with different people.
- Van Dijk and Robbie Blaha approaches for deafblind children.
- Methods and techniques of observation and recording (e.g., video, notes).

Practicum

33 hours

- 1) Do an observational assessment of two children's likes, dislikes, strengths, challenges and what works and what does not work.
- 2) Make recommendations
- 3) Use the Nelson and Van Dijk's protocol on assessment on two children.

Unit 2 Assessment and Programme Planning

20 hours

- Assessing needs across different areas – Personal, Motor, Social, Communication, Sensory, O and M, Academics.
- Programme planning – Linking assessment results to Individual educational programmes.
- Developing a student profile.
- Developing the IEP.

Practicum

38 hours

1. Conduct assessment of two deafblind children of different ages. Write and present assessment report of these children.
2. Develop a profile and develop an IEP for one child.
3. Develop low cost assessment kit to be used in homes, schools and community.

Unit 3 Developing Early Communication

20 Hours

- Normal development of communication – Birth to 1 year
- Deafblindness and its implications on communication.
- Definition of communication, levels of communication from pre symbolic to symbolic.
- Communication: receptive and expressive, modes (How), reasons (Why), and context (when and where) and content (What).
- Elements of a good conversation
- Having conversations without words
- Role of hands in developing trust with communication partners.
- Use of hand under hand versus hand over hand.
- Introduction to communication and influence of deafblindness on communication
 - What does communication mean to a deafblind child,
 - How to respond to a deafblind child's communication.
 - Communication development in a congenitally Deafblind child and adventitiously Deafblind individual
- Modelling higher level of communication and developing anticipation with touch and object cues by using the learner's modes
- Importance of relationship, conversations and using conventional approaches
- Environment and experiences

Practicum

29 hours

1. Trainees will practice a conversational approach with the students of all ages in dormitory and in the school on an ongoing basis throughout the two years
2. They will do weekly reflection papers on their conversations
3. At least twice during the two years the trainees will make a video tape for the portfolio of them practicing a conversational approach

Unit 4 Communication Processes

20 hours

- Communication and language development – 1 to 5 years
 - Components and functions of language.
 - Language anomalies in children
- Guiding principles for interactions with deafblind children which would include
 - Interactions with Deafblind children turn taking, etc.
 - How to make interactions successful,
 - Rules for interactions with deafblind children, taking turns.
 - Using objects naturally throughout the day.
- Importance of routines
- Calendars and schedule systems

Practicum

29 hours

1. Design a schedule system for a child who is at the object level of communication
2. Design a schedule system for a child who is at the picture level of communication
3. Routine based assessment of interaction of deafblind children with family and teachers and make recommendations for changes.
4. How would you work with families or significant others so children understand anticipation and when an activity is finished.

Unit 5 Communication Assessment

20 hours

- Child guided strategies for assessment
- Why do we assess communication
 - Selection of communication modes,
 - Factors that lead to change of communication modes,
 - Use of different approaches
 - Using the assessment results to develop communication goals and objectives
 - Making communication profiles and personal/communication passports.
- Assessment of receptive and expressive communication, modes child uses and modes child understands.
- Assess child's topics of interest
- Assessment of communication skills – Methods of communication used – Functions of communication and Environment of communication.
- Modes child uses to gain attention.
- Expression of feelings – How the child expresses feelings?
- Assessment of levels of communication (Pre symbolic to symbolic)
- Child's use of body language, facial expressions and vocalisations to communicate.
- Child's use of natural gestures (e.g., pulling and tugging behaviour, directing person's hand to desired objects, pointing towards object and people).
- Child's preferred communication partners
- Child's receptive and expressive vocabulary.
- Grammatical structures in language – Use of word or combination of words for communication.

- Assessing activities for opportunities for communication (e.g., motivating, opportunities for initiation, turn taking).

Practicum

35 hours

1. Conduct communication assessment for one deafblind child in different settings (e.g., home, school, community).
2. Write and present assessment report of the child with recommendations.
3. Prepare communication profile for one child based on assessment findings. Recommend intervention approaches for the child.
4. Assess current educational activities for at least three children in terms of opportunities for communication. Recommend modification for these activities to increase opportunities for communication.

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8. Communication At Home and In the Community: Helpful Strategies & Suggestions From Parents & Families With a Child Who is Deaf-Blind - The National Family Association for Deaf-Blind (NFADB) ; The National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind (NTAC), 2000.
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13. Cooley, E. (1987). Getting in touch with a child who is deaf-blind. [Videotape]. Research Press.
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15. Dimensions of Communication: An Instrument to Assess the Communication Skills and Behaviors of Individuals with Disabilities - Mar, Harvey H., Ph.D; Sall, Nancy, Ed.D. 1999.
16. Early Focus. by Rona Pogrund and Diane Fazi. Published in 1992 by the American Foundation for the Blind, New York.
17. Enhancing the Quality of Interaction between Deafblind Children and Their Educators --Janssen, Marleen J.; Riksen-Walraven, J. Marianne; van Dijk, Jan P.M. JOURNAL OF DEVELOPMENTAL AND PHYSICAL DISABILITIES, vol. 14, #1, March 2002, pp. 87-109. (2002)
18. Hand in Hand, Essentials of Communication, Orientation, and Mobility for Your Students Who are Deaf-Blind. By Kathleen Mary Heubner, Jeanne Glidden Prickett, Therese Rafalowski Welch and Elga Joffee. Published in 1995 by AFB Press, New York.
19. Hand In Hand: Essentials of Communication and Orientation and Mobility for Your Students Who Are Deaf-Blind: Volume I - Huebner, Kathleen Mary (Ed.); Prickett, Jeanne Glidden (Ed.); Welch, Therese Rafalowski (Ed.); Joffee, Elga (Ed.) — AFB Press: 1995, xlv, 687.
20. Huebner, Kathleen Mary, and others. Hand in hand: essentials of communication and orientation and mobility for your students who are deafblind: volumes I and II. New York: AFB Press, 1995.
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22. Making the Most of Early Communication. By Deborah Chen. Published in 1995 by the California State University at Northridge, Northridge, California. 34-minute VHS tape.
23. Stremel, K., & Wilson, R. (1988) providing services for learners with severe handicaps: Module for developing communication. Hattiesburg: The University of Southern Mississippi.

Learner's Outcome:

On completion of this paper the trainee will have following:

1. Skills in undertaking communication assessment for deafblind children.
2. Proficiency in writing assessment report for communication.
3. The trainee will understand what is communication and factors responsible for enhancing communication among deafblind children.
4. The trainee will appreciate the various methods for developing communication in deafblind children
5. Learners will develop skills for communication assessment and programme planning

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| Paper Three: AUGMENTATIVE AND ALTERNATIVE COMMUNICATION |
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Total Marks: 100

Total Hours: 264 (Theory – 100, Practical – 164)

No of Units – 5

Objectives:

On completion of this paper the trainee shall:

1. Develop an understanding of the development of communication in a normal and deafblind individual as well as its impact.
2. Understand augmentative communication and apply it to deafblind children
3. Understand the meaning of behaviours and related needs
4. Acquaintance with the different modes of communication
5. Knowledge about different ways to develop effective communication

Unit 1 Sign Language

15 hours

- Introduction to Sign Language and nature of Sign Language
 - Introducing Sign Language to Deafblind and modifications to person specifics
 - Different methods of Sign Language such as Visual Frame Signing, Tactile Sign Language, etc.
- Overview of manual systems
 - Effective communication with deafblind people: Becoming a good signer
 - Manual communication systems (Pidgin sign, Signed English/Hindi, ISL, ASL).
 - Various methods of manual alphabets.
- Basic concept of interpreting
 - Characteristics of good interpreters.
 - Categories/techniques of interpreting
 - Professional attitudes and ethics
 - Particulars of sign language interpreting
 - Issues of communication access and accessibility

Practicum

55 hours (Will extend over two years)

1. Throughout the year teacher trainee will use their sign language skills in meaningful situations, in and out of the classroom with children.
2. Trainees will be given sign language proficiency tests at regular intervals during the training.

Unit 2 Augmentative and Alternative Communication

15 Hours

- Introduction to Augmentative and Alternative Communication (AAC)
- Difference between aided communication (a device) and unaided communication (body).

- No technology, low technology and high technology, choosing the right devices and making changes on ongoing basis.
- Designing low technology communication devices (e.g., communication boards, communication cards, objects, pictures).
- Organising vocabulary (people, verbs, things, feelings, places, time).
- Overview of high technology.

Practicum

35 hours

1. Make an AAC device (low technology) for a child.
2. Observe a child using a communication system and make recommendations for changes.

Unit 3 Motor Assessment and Physical Therapy

30 Hours

- Placing communication devices so they are accessible in different environments.
- Motor Development (e.g., head to foot, centre to periphery)
- Normal postural control mechanism and movement control mechanism
 - Tone
 - Reflexes
 - Balance Reactions
- Abnormal Motor development
- Causes of abnormal motor development (e.g., cerebral palsy, polio, accidents, infections, syndromes).
- Types of muscle tone
 - Hypertonic
 - Hypotonic
 - Fluctuating tone
- Reflexes
- Types of Cerebral Palsy
- Current approaches for treatment of neuro-developmental disorders
 - Basic principles of Neuro Developmental Therapy/Bobath
 - Hydrotherapy
- Basic strategies for positioning
- Basic strategies for handling the child and its importance
 - Lifting
 - Carrying
 - Transferring
- Functional Assessment Guidelines
 - Assessing Priorities
 - Goal setting in a class room
 - Identifying compensated patterns and applying various reasons behind neurodevelopment approaches.
- Importance of integrating normal movements in functional activities
- Handling /Helping the children in different environments
 - Making the child safe and comfortable to encourage communication and learning
 - Massage techniques

- Sitting, standing, walking
- Importance of changing the child's position
- Use of equipments to support posture and movement (e.g., chair, wheelchair, walker, standing frames).
- Basic Exercises depending on needs that can be incorporated in homes/classroom for different motor disabilities.
- Simple Do's and Don'ts
- Using indigenous materials for appropriate positioning (e.g., pillows, blanket, bolsters, hammocks)

Practicum

15 Hours

1. Suggest handling, positioning, and postural corrections for a deafblind child.
2. Suggest environmental and equipment support for a given child.
3. Suggest appropriate position for the child to access communication devices.

Unit 4: Braille

15 hours

- Introduction to Braille
- Pre-Braille Skills
 - Tactile skills
 - Gross discrimination
 - Fine discrimination
- Who is good candidate for learning Braille?
 - Readiness of a Deafblind person for Braille?
- Teaching of Braille
 - Strategies for reading readiness
 - Methods of teaching Braille reading (Letter, words, sentence method) use of flash cards
 - Introduction of Braille writing
 - Teaching of Braille contractions
- Use of assistive devices
 - Taylor's Frame and Abacus
 - Braille Writing Devices
 - Geometry Devices
 - Low cost/No cost teaching - learning materials and tactile maps and diagrams and three dimensional models
- Learning media assessment

Practical: Braille (over two years)

30 hours

1. Make communication cards, stories in Braille
2. Transcription exercises (Braille to print and print to Braille)

3. Trainees will demonstrate proficiency in Braille at regular intervals.
4. Use the learning media assessment to find who can use Braille and who can use large print.

Unit 5 Challenging Behaviours and Communication **25 hours**

- Assessing challenging behaviour (e.g., medical reason, need for more or less stimulation, communication functions).
- Communication basis of challenging behaviours.
- Assessing the adequacy and appropriateness of AAC (aided and unaided).
- Principles of behaviour management and positive behaviour support.
- Need for behaviour management - Steps involved in behaviour management – Assessing communication function.
- Ethics of behaviour management - Re-enforcement strategies and inappropriateness of aversive techniques.
- Behaviour management - a team approach
- Gather information and Antecedent, Behaviour and Consequence analysis.
- Make a consistent behaviour plan with the team.
- Developing communication strategies for behaviour management.

Practicum **29 hours**

- 1) Assessment of function of behaviour and communication intent related with a challenging behaviour.
- 2) Behaviour assessment and planning for two cases.

References paper III

1. Augmenting Basic Communication in Natural Contexts. By Jeanie M. Johnson, Diane Baumgart, Edwin Hemstitcher and Chris Curry. Published in 1996 by Paul H. Brookes, Baltimore, Maryland.
2. Understanding Deafblindness: Issues, Perspectives, and Strategies - Alsop, Linda, M.Ed. (Ed.) — SKI-HI Institute, Utah State University: 2002.
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4. Remarkable Conversations. By Barbara Miles and Marianne Riggio, Perkins School for the Blind. Published in 1999 by the Hilton Foundation, Massachusetts.
5. Signs for Me: Basic Sign Vocabulary for Children, Parents, and Teachers. by Ben Bahan and Joe Dannis. Published in 1990 by Dawn Sign Press, San Diego. Musselwhite, C. R., & St. Louis, K. L. (1982).
6. Communication programming for the severely handicapped: Vocal and non-vocal strategies. San Diego: College-Hill Press. Introduction to Tactile Communication. By the Ski-Hi Institute. Published by HOPE, Inc., North Logan, Utah. VHS tape.

7. McConnell. J. V & Philapchel, R. P (1992). Understanding human behaviours, Philadelphia: Harcourt brace, Jovanovich College Publishers.
8. Braille Teaching Course – Book – 1 (for Beginners only) by Anand S. Athalekar, NAB, India, Mumbai.
9. Teaching Braille to Deafblind students, by Denise Ford, Sense East.
10. Joy of Signing, learning ASL
11. Talking Hands by HKIDB.
12. Motor Development in Children by Britta & Holle, Black Well Scientist

Learner's Outcome:

On completion of this paper the trainee will have following:

1. Learners will be aware of communication technologies used with deafblind children
2. Learners will be able to assess and manage and record various challenging behaviors among deafblind children.
3. Able to use abacus, taylor frame and Brailier and able to teach deafblind children using these appliances.
4. Able to write grade – I Braille in English and/or regional languages
5. Able to interpret Sign Language fluently with Deafblind persons at semi professional levels.
6. Develop understanding of Augmentative & Alternative Communication.
7. Trainee will be able to integrate normal movement pattern in to the functional activities

PAPER FOUR: EDUCATIONAL STRATEGIES AND INTERVENTION

Total Marks: 100

Total Hours: 264 (Theory – 100, Practical – 164)

No. of Units – 5

Objectives:

On completion of this paper the trainee shall:

1. Develop an understanding of the concept of an Individualised educational programme and skills required to develop an IEP
2. Develop an understanding of a wide range of teaching strategies to work with deafblind children in different settings.
3. Develop an understanding of basic curriculum and adaptations and instructional strategies required to teach children who are deafblind.
4. Demonstrate understanding of learning process, motivation, emotional development
5. Understanding about the techniques for orientation and mobility for deafblind

Unit 1 Effective Teaching Strategies

15 hours

- Teaching strategies considerations
 - Developing trusting relationships
 - Involving the child in the entire process of the activity
 - Activities and interactions must have clear beginnings, middles and ends.
 - Anticipation and importance of routines
 - Concept development through real life experiences
 - Offering choices
 - Pause and response time
 - Multisensory approach
 - Use of calendars for conversation
 - Responding to child's initiation
 - Individual and group teaching
 - Hand over hand and hand under hand
 - Meaningful repetition
 - Turn taking
 - Consistency
 - Positive reinforcement
 - Meaningful and motivating schedule

Practicum

40 hours

1. Develop and implement lesson plans detailing teaching strategies used and evaluate what worked and what did not work.
2. Assess timetables for different classes and make recommendations.
3. Make activity based timetables.

Unit 2 Individualised Educational Plan

10 hours

- IEP- Concept, Definition, Importance and legal implication
- Developing an IEP – Current level, Goals and Objectives, Reinforcement, Strategies, recording and evaluation
- Implementing IEP -Planning activities based on IEP; Using IEPs across a range of educational settings (centre based, CBR, inclusive education, home based, Vocational, residential) and ages (young babies to adulthood)
- Understanding components – Skills, behaviour, goals, objectives, tasks, activity, task analysis etc.
- Write a profile beginning with one positive statement about the child.
- IEP and team and effective team practices – role of child, families, therapists, community people etc.

Practicum

33 hours

1. Develop complete IEPs for at least two children of different ages based on your assessment results.
2. Role play of IEP team

Unit 3 Curriculum Development and Implementation

20 hours

- Definition and components of a curriculum.
- Types of curricula (e.g., Developmental, Spiral, Academic, Extended/Plus and Functional).
- Functional Curriculum
 - To live, to love, to play, to work.
 - Need for children to have meaningful age appropriate activities.
 - Need for children to have functional activities to benefit them throughout life.
 - Age appropriate materials
 - Implemented in natural environment
 - Rationale of functional curriculum is appropriate for all ages
 - Implement opportunities for daily living skills, social relationships, leisure activities, and chores for all children through functional curriculum.
 - Assess and access the community for functional learning opportunities.
- Consider how functional activities can address the regular school curriculum.
- Thematic curricula.
- Curriculum adaptations for learning in regular schools.
- Academic curriculum for high functioning deafblind students
 - Developing language and communication
 - Developing basic language forms
 - Access to language and experience, concepts and vocabulary
 - Increasing language, language activities
 - Provide the learner with access to regular curriculum, peers and life of the school.
 - Developing language and concepts related to academic curriculum.
 - Teaching regular school academics

- Use of computers to access the curriculum when appropriate.
- Advocate for adequate and appropriate support for the child in regular schools.

Practicum

33 hours

1. Trainees will complete activities and assignments that will demonstrate the trainee's ability to show how functional curriculum activities address the regular curriculum areas (e.g., How does washing clothes address science, maths, language and Social Science).
2. Develop functional individualised schedule for a child that covers a week.
3. Develop a thematic curricula related to Diwali, or Monsoon season for a 5 year old children and a 14 year old child.

Unit 4: Orientation and Mobility

30 hours (15 Days)

Introduction to O&M

- Definition of orientation and mobility
- Concept development and O&M for deafblind (e.g., body awareness, awareness of other persons, directions, spaces)
- Importance of all areas in O&M (e.g., motor, cognitive, communication, social, senses)
- Conditions impacting orientation and mobility (e.g., Cerebral Palsy, health problems, mental retardation).

Basics of O&M

- Orientation and Mobility for Infants and young children
- Sighted guide skills
 - Establishing contact, grip, speed control
 - Transferring sides, turns, narrow spaces
 - Ascending and descending stair ways
 - Doorways, seating, walking in crowded areas with guide and travelling in train/Bus.
- Rural mobility
- O & M for wheelchair bound children with Deafblindness
- Pre-cane skills
- Protective skills
 - Upper body/lower body protection and combined techniques
- Trailing and room familiarising

Pre cane Skills

- Pushing chairs, carts, walkers etc.

Cane skills

- Introduction of cane and its parts
- Grip, Arc, Rhythm, Pop ups,
- Touch, tap, drag technique
- Use of a cane to ascend and descend stairs and explore
- Features of good white and red cane

Outdoors travel skills

- Landmark and Clues
- Shoreline – line up and square up
- Sound masking and sound shadow situation
- Clock direction
- Road/Street crossing
- Residential area orientation
- Use of public transportation
- City travel

Aids for mobility training

- Primary and Secondary Aids
- Communication devices and use of communication cards for mobility

Mobility training in rural areas

- Orientation in large open spaces
- Use of long cane in marshy places
- Methods of identifying different objects
- Use of cane in protective techniques
- Changing landmarks

Daily living skills and home management

- Brushing teeth – using toilet – bathing dressing- hair, face and body
- Bed making – folding
- Washing – clothes/utensils, ironing, folding
- Eating – stitching – shoe polishing etc
- Home management – orientation to kitchen, use of kitchen equipment
- Cooking – gas/fire/stove etc.
- Domestic tasks
- Table manners/Services
- Cleaning dining tables/vessels and sweeping of floors.
- Safety issues

Practicum**32 hours**

1. Under blind fold the trainee will have simulation sessions, practice and demonstrate competency in the following

- Sighted guide
- Long cane skills
- Outdoor travel skills
- Mobility for low vision persons
- Rural mobility
- Application of devices and aids (e.g., uses of communication devices and cards)

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Unit 5 Principles of Learning

25 Hours

- Sensory process, attention and perception
- Process of perception,
- Difficulties in perception due to sensory impairments
- Motivation:
 - Human needs and goals
 - Meaning of motivation
 - Hierarchies of Motives - Maslow
 - Strategies to enhance motivation
- Emotion and patterns of emotional experiences
 - Need for reactive environment for emotional development of special need children particularly of deafblind children.
- Expression of emotions
 - Fostering the constructive emotions
 - Understanding and responding appropriately to the emotions of child (fear, anxiety, worried, anger and hostility, guilt and depression).
 - Implication of emotions on learning.
- Memory
 - Strategies for supporting child's memory (e.g., Child's diary/experience based books, memory boxes)
- Process and learning
 - Learning styles
 - Variation among deafblind children.
- Impact of Deafblindness on incidental learning
- Intelligence
 - Three kinds of Intelligence (Social, concrete and abstract)
 - Concept of Multiple Intelligence
 - Understanding the deafblind child's ability
 - Applications for deafblind children in their education and learning
 - Factors affecting intelligence
- Normal concept development
 - Object permanence
 - Cause and effect
 - Means and end
 - Stages of Piaget
- Impact of Deafblindness on concept development
- Strategies for concept development
 - Real life learning

Practicum

26 hours

- 1) Assess an activity and demonstrate what concepts can be developed through the activities.
- 2) Assess the learning styles of three different children.
- 3) Design a diary page for a child who uses objects, picture, print or Braille.

References:

1. A Sensory Approach for very special people: a practical approach to curriculum planning by Flo Longhorn
2. Alsop, Linda. Understanding deafblindness: issues, perspectives, and strategies - Vol I & II, Logan, UT: SKI-HI Institute, Utah State University, 2002. (Available from Hope Publishing, Inc., and 1856 North 1200 East, Logan, UT 84321.
3. An educational curriculum for deafblind multiply handicapped persons by Van Dijk J.
4. An orientation and mobility primer for families and young children by Dodson Burk and Everett W. Hill : American Foundation for the Blind, New York
5. Education of children with Deafblindness and Additional Disabilities – Source book for Master Trainers – National Institute for the Mentally Handicapped, Secunderabad, India
6. Hand in Hand – Essentials of Communication and Orientation and Mobility for your students who are Deafblind - Volume II by Kathleen Mary, Jeanne Glidden, Therese Welch and Elga Joffee : American Foundation for the Blind, New York
7. Resources for Teaching Children with Diverse Abilities - Birth through Eight by Penny Row Deiner
8. Teaching children who are deafblind – Contact communication and learning edited by Stuart Aitken, Marianna Buultjens, Catherine Clark, Jane Eyre and Laura Pease
9. The Education of Dual Sensory Impaired Children: recognising and developing ability by Etheridge D.
10. Handbook of educational psychology / edited by Patricia A. Alexander, Philip H. Winne, 2nd ed., Mahwah, N.J.: Lawrence Erlbaum, 2006.(paper V)
11. Learning through doing- A manual for parents and care givers of children who are visually impaired with additional disabilities, BPA and NIVH, Dehradun, 2002.

Learner's Outcome:

On completion of this paper the trainee will have following:

1. Develop skills of teaching basic O & M, protection skills, indoor skills to deafblind children.
2. Develop skills to teach outdoor mobility to a deafblind person.
3. The trainee teacher will get skills for assessing a deafblind child for educational planning
4. The trainee teacher will develop appropriate IEPs for children across different ages and educational settings
5. Comprehensive understanding of various principles of learning and its application in the deafblind field.
6. The trainee teacher will get information and experience of using a combination of teaching strategies to teach deafblind children.

Paper Five: PARTNERSHIPS WITH FAMILIES AND EARLY INTERVENTION

Total Marks: 100

Total Hours: 264 (Theory – 100, Practical – 164)

No of Units – 5

Objectives:

On completion of this paper the trainee shall:

1. Develop knowledge of development of infants and young children
2. Develop skills to partner effectively with families and determine family needs
3. Inculcate expertise to intervene appropriately with infants and young children in a variety of settings.
4. Develop understanding of the ethics, standards, and guidelines for special teachers
5. Importance of the role of the family and community in the life of a deafblind person

Unit 1: Child Development

25 hours

- Normal development
 - Birth to three years
 - Three to Five years
- Impact of disabilities on normal development.
- Normal developmental assessment (e.g., Upanayan, Portage Guide, BASIC MR)
- Overview of assessing delayed development
 - Ecological assessments
 - Callier Azuza scale for assessment

Practicum

26 hours

- Assess at least one child between birth and five years.
- Use Callier Azuza for at least one child.
- Use an ecological approach for at least one child.

Unit 2: Developing Family Partnerships

25 hours

- Families in the Indian context
 - Family beliefs
 - Impact of parent's beliefs on child rearing (e.g., beliefs about education, acceptance of the child with disability in the family and community)
- Develop respect for family beliefs while giving them information about support services (e.g., medical, CBR, education).
- Help families to look at the child's strengths.
 - Help families go through the process of coping (e.g., denial to adjustment).
- Assessing family needs and respect their priorities.

- Strategies to create partnerships with family members
- Support parents for creating dreams for their child (e.g., person centred planning).
- Overview of national networks that support families (e.g., PRAYAAS, UDAAN, and ABHI-PRERNA).
- Empowering families to advocate for their and their child's rights.

Practicum

33 hours

- Presentation by family members and discussion with trainees.
- Reflection paper on presentation and discussion.
- Observation of an intake interview with family members.
- Role-play and to demonstrate strategies of creating partnerships (e.g., active listening, sharing feelings, coping with conflicts).
- Home visits and conversations with family members.
 - Empathise with family members
 - Celebrate child's strengths
- Create person centred plan.
- Participate in family groups/family network meetings.
- Provide respite care to families.

Unit 3: Early Intervention

20 hours

- Definition of early Intervention
- Importance of early intervention
- Understanding neonatal screening
- Principles of early intervention with young children
- Service delivery models
 - Hospital
 - Home
 - Community
 - Centres
- Assessment and goal setting for infants and young children across all settings.
- Promoting parent child interaction (e.g., to facilitate bonding, communication, social relationships, play and independence).

Practical

25 hours

- Integrate intervention plans into the child's and family routines through case studies.
- Reflection paper after placement in early intervention programmes.

Unit 4: Creating Enabling Environments

15 hours

- Principles of enabling participation
- Accessibility
- Partial participation
- Creating a communication rich environment

- Environmental adaptations to promote interaction
- Designing classrooms to enable learning (e.g., learning areas, play area, snack area).
- Creating low cost indigenous and age appropriate materials.
- Environmental adaptations to promote independence

Practical

25 hours

- Assess a classroom
- Design classroom for children (three to five)
- Develop low cost materials

Unit 5: Ethics and Best Practices

15 hours

- What are ethics?
- What are best practices in education?
- What is child and family focused education?
- What are the issues concerning abuse?
- What qualities should a teacher who works with children with deafblindness and children with vision impairments with additional disabilities possess?

Practical

55 hours

For Ethics the practical will be throughout the course and must get reflected in all the practical work and submissions of the student teacher, in his conduct and approach to work.

1. Review of articles, assignment on some specific deafblind case studies/literatures for ethics and best practises point of view throughout the course.
2. A case study to be developed throughout the course, which addresses a process of not only evaluating the progress of the child, but also self-evaluates the skills of the teacher as well.

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Learner's Outcome:

On completion of this paper the trainee will have following:

1. Comprehensive understanding among learners regarding child development and variations.
2. Sensitivity towards the impact of sensory impairment on learning and development of deafblind child and orientation towards the various ways of supporting the child in early years involving families.
3. Skills on developmental assessment and knowledge of principles of goal setting for young deafblind child.
4. Understanding of the families, their needs and determine support areas
5. Expertise to intervene appropriately with infants and young children in any given settings.
6. .Comprehend ethics ,standards& guidelines for special teachers.

Year- 2

PAPER 6 STRATEGIES AND SETTINGS FOR EDUCATION

Total Marks: 100

Total Hours: 264 (Theory – 100, Practical – 164)

No of Units – 5

Objectives:

1. Develop an understanding of different models of service delivery in both urban and rural settings
2. Develop an understanding of inclusion, its importance and teaching strategies used to make inclusion successful for children who are deafblind
3. Importance of literacy for deafblind and different approaches to promote it
4. Acquaintance with advantages and disadvantages of different service delivery models
5. Practical exposure to home based and center based models

Unit 1: Encouraging literacy 35 hours

- Early reading for children (e.g., calendars, meanings of objects)
- Exposure to print and/or Braille for children
- Exposure, perception, understanding and expression
- Different approaches for teaching reading (e.g., whole language, phonetics)
- Need for experiential learning as a basis for reading (e.g., making shopping lists, stories about their families)
- Creating diaries to encourage reading and support for the child's memory

Practicum

36 hours

- 1) Trainee will work with the child to make a diary on a daily basis for a month. The diary will be based on the child's interest's and experiences.
- 2) Trainee will provide opportunities for a group of children to share their diaries with each other
- 3) Trainee will make recipe books for cooking with the child, memory boxes and experience stories
- 4) Trainees will use a conversational approach and reflect the child's thoughts and emotions

Unit 2: Inclusive Education

10 hours

- Definition, Concept of integration/inclusion (partial and full)
- Benefits of inclusion
 - Peer relationships

- Friendships
- Language models for children
- Attending schools in their home community
- Building self-esteem
- Challenges to inclusion (e.g., non-acceptance, qualification of personnel, materials, isolation)
- Steps in preparing for inclusion
 - Sensitizing families, peers and regular education teachers
 - Preparing the child for inclusion
- Providing necessary supports
 - Accessibility to social and physical environments
 - One on one support (e.g., assistant, intervenors, interpreter)
 - Need for itinerant teacher
 - Aids and appliances
 - Adaptations, accommodations
 - Adapting the curriculum
- Need for resource rooms and/or therapy rooms

Practicum

35 hours

- i. Do a sensitisation outline and presentation through role play
- ii. Reflection paper after viewing a video on inclusion

Unit 3: Community Based Rehabilitation

20 hours

- CBR Services
 - Definition
 - Concept, meaning, service delivery & educational placement.
- Home based Services - Definition, concept, meaning, service delivery & educational placement.

Practicum

23 hours

- b. Trainees will prepare an inservice or a workshop for CBR workers on communication for children who are deafblind and children with vision impairments and additional disabilities
- c. Trainees will prepare an overview of Deafblindness for CBR workers to create awareness and identify persons with Deafblindness and person with vision impairments and additional disabilities

Unit 4: School Based Program

20 hours

- Centre based Services
 - Definition,
 - Concept,
 - Meaning,
 - Service delivery
- Educational placement (e.g., classroom, children of similar ages, teacher)
- Advantages of school based

- Qualified teachers
- Services under one roof
- Team approach
- Parents Networking
- Challenges of a school based program
 - Lack of non-disabled peers
 - Balance of individual and group interactions
 - Lack of access to child's home community for experiential learning
 - Family involvement (e.g., distance of family home from school)
 - Cost

Practicum

25 hours

1) Trainees will plan educational activities for a group of children keeping in mind their individual education plans.

Unit 5: Residential Program

15 hours

- Residential Services
- Advantages
 - 24 hour program provides consistency
 - Follow up of the educational program in dormitories
 - Transportation
 - Interaction with other children who have similar needs
 - Peer tutoring
 - Accessibility
 - Rich communication environment
 - Peers and personnel have proficient communication skills
- Challenges
 - Connection to families
 - Lack of opportunities for interactions with non-disabled peers
 - Lack of opportunities to interact with people and the environments of their home community
 - Lack of qualified personnel and burn out

Practicum

45 hours

1) Trainees will develop quality indicators for a quality residential program/what makes a good residential program?

References:

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2. Dr.S.K.Srivastava Training manual for the trainer of Community.
3. E.Helander, P.Mendes, G.Nelson, A.Goerat, (1989)
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8. WHO (1989) Training in the community for people with disabilities. Geneva, World Health Organization. (Paper 6)
9. Punani, B. & Rawal Nandini, S. (1997) Manual: Community based rehabilitation Mumbai: National Association for the Blind. (paper 6)
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Learner's Outcome:

On completion of this paper the trainee will have following:

1. Comprehend the importance of inclusion & it's different intervention strategies & challenges.
2. Knowledge of different service delivery models both in the urban & rural setting.
3. Develop skills for teaching reading, writing to children
4. Develop an appreciation of a holistic approach to Rehabilitation.
5. Skills to intervene appropriately with children in any given settings
6. Appreciate contemporary trends in rehabilitation perspectives and rehabilitation service of disabled peoples in country.

Paper Seven: INTEGRATING ACTIVITIES INTO PRACTICE

Total Marks: 100

Total Hours: 264 (Theory – 100, Practical – 164)

No of Units – 5

Objectives:

On completion of this paper the trainee shall:

1. Expand their knowledge and understanding of normal motor development, sensory systems
2. Understand the importance of integrating therapy into practice
3. Develop basic knowledge of occupational therapy and training skills through study and observation.
4. Develop understanding of language and speech rehabilitation for deafblind people.
5. Expand knowledge and understanding of normal development of language and speech and utilized of speech and language by children with deafblindness
6. Understand speech and language needs of deafblind children
7. Plan language and speech development activities for the deafblind children

Unit 1 Occupational Therapy

25 Hours

- Introduction to Occupational Therapy and its importance in special education.
- Hand and its importance
 - Types of grasps: reach and release.
 - Hand function.
 - Use of hands and its importance for children who are deafblind (e.g., they are eyes, ears and tools of communication for deafblind).
- Normal development of upper extremity and role of proximal control over distal dexterity
- Introduction to sensory systems of proprioception, vestibular, kinaesthetic and haptic senses and their links with hearing and vision.
- Importance of sensory systems and their role in learning
- Functional movements and methods to take meaningful OT activities in class room routine.
- Feeding techniques.
- Massage, types and techniques
- Appropriate seating

Practical

30 hours

- Planning and creating play activities in classroom.
- Planning and creating play activities in home environment.
- Assess hand function and dexterity of upper extremities for a deafblind child and make functional recommendations to promote use.

- Assess sensory abilities of a child and identify sensory factors affecting learning and movement. Develop a sensory profile for the child.
- Task analysis of functional movements

Unit 2 Speech, Language and Audiology

25 Hours

- Overview of speech mechanism.
 - Speech as an overlaid function
 - Classification of speech sounds
- Children at risk for developing speech
 - Need to implement AAC as soon as possible
 - Use of AAC – myths (e.g., Use of AAC will not affect speech development)
- What is language, theories of language development, definition and structure of language (form, content, and use), components of language, receptive and expressive language, stages of language development, critical period of language acquisition, assessment of levels of language development, development of receptive and expressive language in deafblind people.
- What is oral communication – Oral, Aural, Oral-Aural, Auditory-Verbal (AVT).
- Cochlear implants

Audiology

- Overview of audiometry (e.g., tuning fork, pure tone, impedance, free field, BERA)
- The hearing aid
 - Types of hearing aids,
 - Parts of a hearing aid,
 - How to maintain a hearing aid,
 - How to use a hearing aid,
 - Trouble shooting with hearing aids.
 - Ear moulds – the basics of making ear moulds
- Auditory training (developing listening skills).
 - Maximising the use of residual hearing
- Different types of assistive and amplification devices.

Practicum

30 Hours

- Observe a learner with hearing aid and demonstrate competency in hearing aid maintenance, troubleshooting and hearing aid trial activities.
- Make an ear mould for a child
- Interpret an audiogram in understandable terms for families.
- Plan functional hearing activities to promote use of residual hearing

Unit 3 Additional Meaningful Activities

15 hours

- What are ‘additional meaningful activities’ and importance for teachers to integrate them into curriculum.
- A basic idea of the following activities
 - Music
 - Dance

- Drama
- Play
- Art & Craft
- Yoga
- Swimming.

Practicum

40 Hours

- 1) Plan and implement meaningful activities with group of children.

Unit 4 Sensory Integration

20 Hours

- Introduction to sensory integration, sensory modulation and its dysfunctions
- Sensory problems in children with multiple disabilities
- Skills assessment for sensory integration
- Suggestions for teachers and parents for helping children with sensory integration issues
- Sensory profile of children/Sensory portrait
- Sensory responsiveness – Hyposensitivities or hypersensitivities
- Sensory Diet & Sensory integration training and therapy
- Sensory Stimulation versus Sensory integration----when, where and how?
- Body awareness through interactive games and activities of daily living.
- Understand bio behavioural states (e.g., from deep sleep to high alert state)

Practicum

49 Hours

- 1) Develop a functional sensory integration activity.
- 2) Assess bio behavioural state during different times of the day.

Unit 5: Creating Environments that encourages use of senses

15 Hours

- Best practices for sensory – motor integration
 - Danger of over stimulation
 - Danger of under stimulation
 - Need for individualised approaches in natural settings (e.g., home, school, and community).
- Integration of vision and hearing assessment information into a meaningful program.

Practicum

15 Hours

- Plan a sensory motor activity through a case study for home, school and community setting.

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16. Receptive Methods in Music Therapy - Techniques and Clinical Applications for Music Therapy Clinicians, Educators and Students by Denise Grocke and Tony Wigram

17. Using Voice and Theatre in Therapy - The Practical Application of Voice Movement Therapy by Paul Newham
18. Music Therapy, Sensory Integration and the Autistic Child by Dorita S. Berger
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- Children Deaf-Blind Children by Wanda B. Lathom and Charles T. Eagle (Paperback - 1 Jul 2001)
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 22. Janet Bush - *The Handbook of School Art Therapy: Introducing Art Therapy into a School System*
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Yoga for the Special Child: A Therapeutic Approach for Infants and Children with Down Syndrome, Cerebral Palsy, and learning disabilities by Sonia Sumar
 27. *Creative Expression: Opportunities for Persons Who are Deafblind* Pieters Mayfield, N., Indiana State University
 - a. Danella, E. A. (1973). A study of tactile preference in multiply – handicapped children. *The American Journal of Occupational therapy*, 27 (8), 457-463.
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Learner's Outcome:

On completion of this paper the trainee will have following:

- 1) Comprehensive knowledge of additional meaningful activities and their application for deafblind people.
- 2) Comprehensive understanding of language and speech issues for deafblind people.
- 3) Good understanding of normal development of language and speech and its utilization by deafblind children.
- 4) Understand speech and language needs of deafblind children and ability/skills for speech and language intervention with deafblind child.
- 5) Comprehension of audiological rehabilitation needs of deafblind children.

Paper Eight: Play and Leisure

Total Marks: 100

Total Hours: 264 (Theory – 100, Practical – 164)

No of Units – 5

Objectives:

1. Develop knowledge of development of play and its relationship to learning
2. Understanding role of social and physical environment in promoting play
3. Develop awareness of techniques of promoting learning and development through play
4. Learn to plan activities to promote group play in inclusive settings
5. Exposure to different indigenous material for recreation and leisure for deafblind

Unit 1 Learning Through Play

20 Hours

- Importance of play in all learning and development
- Stages and forms of play – Various sensory plays
- Enhancing sensory development through play
- Enhancing communication interactions through play
- Characteristics of play: Birth through early childhood (who they play with, where they play, what they play with, how this helps in learning about self and the world)
- Characteristics of play: through school age (who they play with, where they play, what they play with, how this helps in learning about self and the world)

Practicum

21 Hours

- 3) Trainee will write reflection paper on play on different ages of their lives.

Unit 2: Play for children with deafblindness and vision impairment with additional disabilities

20 Hours

- How do children without disabilities learn to play?
- Impact of vision loss on play.
- Impact of hearing loss on play.
- Impact of other disabilities (e.g., cerebral palsy, mental retardation, autism) on play.
- Impact of deafblindness on play.
- Elements to encourage play
 - Mutual attention
 - Turn taking
 - Using body in playful interaction
 - Start stop games
 - Introduce objects to play with child
 - Assess interests of child using various materials
 - Enjoy playing with child

- Assess the child's level of play (e.g., use of own body, interaction with other persons, interaction with objects, interaction with objects and person, interaction with more than one person).

Practicum

15 Hours

- 1) Observe and assess the child's motivators.
- 2) Assess the child's level of play and make recommendations.

Unit 3: Play And Fun Material

20 Hours

- Overview of games (indoors and outdoors) adapted for children with deafblindness and children with vision impairment with additional impairment.
- Consider safety
- Adapt and teach traditional games
- Adapt and teach existing games
- Use and/or adapt indigenous no cost materials for play
- Use and/or adapt indigenous low cost materials for play
- Include play in the curriculum
- Create new materials of interest
- Develop games that can be used by family members in home.
- Supporting families to play with their child in natural environment with household items.

Practicum

45Hours

- 1) Develop play kit with natural materials.

Unit 4 Recreation and Leisure

20 Hours

- Need for recreation and leisure for deafblind people
 - 1) Decreases the isolation
 - 2) Builds self esteem
- Encourage choice making in recreational and leisure activities.
- Overview of recreational/leisure opportunities
 - 1) Gardening.
 - 2) Swimming.
 - 3) Taking a walk with another person.
 - 4) Shopping.
 - 5) Going to restaurants, beauty parlour.
 - 6) Visiting families and friend
 - 7) Going to fairs
 - 8) Arts & Crafts
 - 9) Dancing
- Providing recreation and leisure opportunities
 - 1) During school
 - 2) After school
 - 3) At home

Practicum

48 Hours

1) Design plan and implement recreational activities for children of different ages – after school and at home

Unit 5 Facilitating Group Play in inclusive settings

20 Hours

- Importance of play/ leisure activities with non-disabled peers
- Strategies for facilitating play with non-disabled peers
 - Sensitise the non-disabled children
 - Create opportunities to make the relationship between a child and a non disabled child
 - Gradually increase more non disabled peers as appropriate
- Provide the child access to the social environment of the school
- Involve the child in school activities like music class, short plays, birthday parties
- Facilitating group play with non disabled peers
 - Adapting board games
 - Adapting out door games
 - Involve the child in competitive sports – eg. abilympics, special Olympics
 - Consider safety issues

Practicum

35 Hours

- 1) Plan group activities in an inclusive environment with different age groups
- 2) Plan a de sensitising activity for non-disabled peers – for different age groups

References:

1. Nafstad, Anne; Rodbroe, Inger. (1999). Co-creating communication: perspectives on diagnostic education for individuals who are congenitally deafblind and individuals whose impairments may have similar effects. Dronninglund, Denmark: Forlaget Nord-Press.
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3. Learning through Touch: Supporting Children with Visual Impairments and Additional Difficulties, by Mike McLinden and Stephen McCall. Published in 2002 by David Fulton Publishers, London.
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7. Touch, by Barbara Miles. In *Understanding Deafblindness*, edited by Linda Alsop. Published in 2001 by SKI-HI Institute, Logan, Utah.
8. Using tactile strategies with students who are blind and have severe disabilities, by June Downing and Deborah Chen. Published in 2003 in the journal *Teaching Exceptional Children*, 36(2), 56–60.
9. *Where Do I Begin? Developing Communication with Children, Who are Born Deafblind*. Published in 2001 by the West Australia Deaf blind Association, Maylands, West Australia.
10. Narayan & Riggio, (2005). *Creating play environment for children with sensory impairment and additional disabilities*. Hilton/Perkins Program, USA

Learner's Outcome:

On completion of this paper the trainee will have following:

1. The student will understand the importance of play and play development among deafblind children.
2. The learners will be able to stimulate learning and development among deafblind children using play
3. Students will have adequate skills for play assessment and planning play situations for learning goals.
4. Students will understand the importance of enabling environment for deafblind children and will be able to create such environment based on individual and group needs.
5. The students will be able to plan leisure and recreational activities for the deafblind children and adults.
6. Development of IEP and lesson plans for play and recreational activities for deafblind children of different age group and different severity.

Paper NINE: LEGISLATION AND PROGRAMME MANAGEMENT

Total Marks: 100

Total Hours: 264 (Theory – 100, Practical – 164)

No of Units – 5

Objectives:

- 1) Develop an understanding of various laws and legislations related to disability in India
- 2) Build an understanding of creating an appropriate institutional environment
- 3) Understand the importance of team approach
- 4) Understand the importance of self-evaluation
- 5) Exposure to different methods of resource mobilization for effective program management

Unit 1 Acts, Legislation and Policies for Disabled

40 Hours

- Concept of legislation and policy
- National Policy for education
- National policy for Disability
- Scope and analysis of current policies applicable to disabilities
- National Policy on Education, 1986
- Programme of Action 1992
- Integrated Education of Disabled (IED)
- District Primary Education Programme (DPEP)
- Sarva Siksha Abhiyan programme.
- Concessions and facilities for the disabled by central and state Government.
- Responsibilities of Rehabilitation Council of India
- Persons with Disabilities Act, 1995
- National Trust Act, 1999
- Role of Government / Non-Government Organizations in Rehabilitation,
- National Institutes, Composite, Rehabilitation Centres, District Rehabilitation Centres, Personnel involved in Rehabilitation
- Representation and Advocacy,
- Rights and duties of people who are deafblind and people with vision impairments and additional disabilities and their families.
- Role of Government Organizations, Non-Government Organizations and International Non-Government Organizations in deafblind services in the country.

Practicum

36 Hours

- 1) Make a scrap book on the implementation status of the current legislations and advocacy by collecting articles from newspapers and the internet.
- 2) Group discussion on the role of various developmental and government agencies towards building services and infrastructure for deafblind in the country.

3) Presentation on the current approaches of Sarva Siksha Abhiyan programme.

Unit 2 Programme Development and Management **20 hours**

- Planning institutional environment, Role and responsibilities of Head of the Institution, Special teacher – Empowerment and sensitivity, Regular teacher – Function and responsibilities
- Building a team approach
- Coordination with personnel of other institutions
- Types of schedules – yearly, monthly, weekly, daily, Factors affecting preparation of time table, Uses and types of Record – Cumulative, general, financial etc., Maintenance of Records.
- Parent teacher association, special teachers association, welfare and Corporate organizations.
- Sensitivity and empowerment of special teachers through competency in life skills

Practicum **15 Hours**

- 1) Make an organogram of an arbitrary school (e.g., number of children, ages and etiology)

Unit 3 Monitoring and Evaluation **10 Hours**

- Concept of monitoring, evaluation, assessment and learning (MEAL).
- Role of the supervisor
- Developing performance indicators and quality indicators for educational work with children
- Self evaluation by teachers of their own work
- Process evaluation and outcome evaluation

Practicum **23 Hours**

- 1) What are the quality indicators / what makes a good teacher/ supervisor?
- 2) Prepare a self-assessment plan to review work done by the trainee teacher with the given deafblind child and his family.
- 3) List the challenges faced by teachers and supervisors providing services to children with Deafblindness and children with vision impairments and additional disabilities

Unit 4 Effective Documentation **20 Hours**

- Concept of documentation
- Documentation needs of teachers
- Various kinds of documents teachers need to maintain (e.g., progress reports, IEP's, attendance register, case files)
- Writing good document and good documentation practice

- Use of picture, photographs, caricature, quotations, verbatim etc in documentation.
- Recording through electronic and mechanical mediums
- Developing effective presentations skills
- Transitions of children to different settings (e.g., types of information to be shared with the teachers and administrators of the new setting)

Practicum

45 Hours

- 1) List the important information to be shared with the new setting
- 2) Write two articles of 2 pages (4 leaves) on the experience of working with given deafblind child.
- 3) Write an IEP

Unit 5 Resource Mobilisation

10 Hours

- Develop public awareness plans
- Using Volunteers and volunteering programmes
- Designing successful fundraising campaigns
- Prepare proposals, appeals
 - the goal, the need and budget
- Transparency and accountability

Practicum

45 Hours

- 1) Develop public awareness plans for Deafblindness. Prepare in groups for public awareness week on Deafblindness.
- 2) Prepare a funding proposal to address the need for an additional teacher in the program or requirement of new equipment for a new classroom

Learner's Outcome:

On completion of this paper the trainee will have following:

- Knowledge of management issues in services for the deafblind people.
- Knowledge of organising service and mobilising resources for programme for deafblind people.
- Understanding of various laws and legislation for disabled in the country
- Understanding of advocacy and networking needs and process with governmental and non-governmental agencies.
- Considerate of monitoring and evaluation process of a given programme.
- Oriented to the effective documentation and aware of critical issues in the documentation process
- Skilled in self-evaluation of professional work with children.

References:

1. National Policy on Education- Ministry of Human Resources & Development Government Of India, Dept. Of Education, Govt. of India.
2. National Trust Act- Ministry of Social Justice & Empowerment.
3. Enabling the Disabled (One Man's Vision & Mission) – Mr. Thakur Hariprasad.
4. Information & Advocacy Campaign "Disability & Census 2001 "- NAB
5. United Nations Concern for the Disabled- Capt. H.J.M.Desai- World council for the welfare of the blind.
6. Identification of Person's With Disability- Ministry of Social Justice & Empowerment.
7. Role & Guidelines for Local Level Committees- The National Trust.
8. Legal rights of the disabled In India- Gautami Banerjee- RCI
9. Disability Development in India- RCI

Learner's Outcome:

On completion of this paper the trainee will have following:

1. Knowledge of management issues in services for the deafblind people.
2. Knowledge of organizing service and mobilizing resources for programme for deafblind people.
3. Understanding of various laws and legislation for disabled in the country
4. Understanding of advocacy and networking needs and process with governmental and non governmental agencies.
5. Considerate of monitoring and evaluation process of a given programme.
6. Oriented to the effective documentation and aware of critical issues in the documentation process
7. Skilled in self-evaluation of professional work with children.

Paper TEN: Preparing For Adult Life

Total Marks: 100

Total Hours: 264 (Theory – 100, Practical – 164)

No of Units – 5

Objectives:

1. Expand understanding of transitional planning as a process which equips a deafblind adult to acquire skills that will make him or her self-reliant and a contributing member of the community
2. Build knowledge of vocational rehabilitation and its different aspects
3. Develop a thought of the importance of empowering adults who are deafblind so that they become equal and participating members of the community
4. Construct skills of supporting deafblind person in his/her self advocacy
5. Increase knowledge and attitude towards work related skills of deafblind persons

Unit 1 Transition Planning

20 Hours

- Introduction, Definition and Overview
- Understand the issues of young adults (eg. Sexual, social, emotional)
- Impact of Deafblindness during adolescent period
- Need for Functional curriculum, Community based curriculum,
- Person Centred Planning.
- Involvement of families and the young adult
- Need to involve young adults in a variety o work settings
- Strategies to develop a transition portfolio for the young adult:
 - Student's preferences,
 - Strengths and positive attitudes,
 - Medical needs
 - Language and communication profile,
 - Work interests, leisure interests,
 - Current abilities in independent living and work,
 - Enjoyable leisure/ recreational activities
 - Access and adaptation support
 - Supports needed
 - Home and family environment

Practicum

31 Hours

- 1) Develop a portfolio for at least one young adult.

Unit 2 Preparing the young adult for work **10 Hours**

- Introduction, Definition, Overview
- Developing skills in the following areas:
 - Communication
 - Mobility
 - Interpersonal skills and appropriate social behaviour
 - Recognising and respecting authority
 - Independent living skills
 - Appropriate dress
 - Money & Time management
 - Safety
 - Other work related skills
- Work related skills (e.g., communication, independence in self care and mobility, interpersonal skills, general work performance, safety skills, maintenance (e.g. sweeping, cleaning, sorting, watering,)), use of tools (e.g., painting, garden tools, needle and thread, candle-making, weaving), vocational courses – (food, horticulture, laundry, work activities), assembly line work, operate a machine that fills containers, hand package materials & products, sell tickets, put grocery items in a bag, stock shelves, deliver mail, use a computer, hand stamp addresses, seal envelopes, select & buy food for kitchen, greet customers, serve meals, rural based vocations – (farming, cattle, poultry, pottery, sericulture) etc.

Practicum **30 Hours**

- 1) Conduct vocational assessment for two young adults and make recommendations

Unit 3 Employment **25 Hours**

- Types of employment:
 - Sheltered workshops
 - Self employment
 - Open employment
 - Supported employment
 - Volunteer – work without pay
- Accessibility and adaptations at work
- Sensitising potential employers
- Sharing information with employers about supports and how to access those supports (e.g. Assistants, interpreters, mobility assistants)
- Entrepreneurship, preparing a loan application, managing money, use of public services – transport, post office, bank, restaurant, park, museum, etc.
- Special Vocational Services – District Rehabilitation Center, Vocational Rehabilitation Center, Special Employment Exchanges.
- Government laws, legislation & schemes that support vocational rehabilitation.
- National Housing and Finance Development Corporation, FICCI and Confederation of Indian Industries and other funding agencies

Practicum

30 Hours

1. Case studies of currently employed deafblind person in various settings/ places/ jobs.
2. Reflection paper on case studies
3. Outline a presentation for family members on the NHFDC and how a deafblind person can utilise the benefits of NHFDC.

Unit 4 Quality of Life

25 Hours

- Quality of life indicators leading to happiness:
 - Good health
 - Place to live
 - Social relationships
 - Work
 - Leisure activities
 - Being able to make own decisions
 - Pride and self esteem
- Empowerment or Self-Determination.
 - Understanding rights and responsibilities
 - Advocating for one's self and other people who are deafblind
- Strategies that support the growth of self-determination & self-esteem
 - Choice making
 - Interaction with role models
 - Exposure to various life experiences
 - Participate in deafblind networks
 - Serve as role models for younger children
- Basic Understanding of law
- Sexuality/Sex Education –
 - Understanding oneself, bodily functions, understanding relationship with others, sex education, concepts of appropriate /inappropriate touch public/private, Safe sexual practices, myth and misconception related to sex.
- Marriage and responsibilities.
 - Creating a partnership
 - Loyalty
- Decision making regarding starting a family – genetic counselling
- Protection against abuse from partners and family members
- Faith and religion

Practicum

35 Hours

- 1) Prepare a sex education training for a pre symbolic deafblind adult and a deafblind adult who has language.
- 2) Prior to the lecture, trainees will make a list of what makes a good quality of life for them and why.
- 3) Reaction paper to DVD presentation on 'marriage and deafblindness'.

Unit 5 Self-Advocacy

20 Hours

- Successful Deafblind people, Essential characteristic for becoming effective self advocate.
- Educating, networking, supporting, communicating, sharing, and improving quality of life.
- Promoting respect and dignity, network, Association, Coalition and Lobbying
- Knowledge of Laws, Rights, and Responsibilities- knowledge of resources and the system, knowledge of available options, self-knowledge, advocating one's needs effectively & politely.

Practicum

38 Hours

- 1) Submission of written assignment on self-advocacy movement in country by the disabled leaders.
- 2) Prepare a deafblind adult for self-advocacy, write the plan of support.

References:

1. Kappen, B. (1992). Independent living: Presentation. In J. Reiman & P. Johnson (Eds.), Proceedings of the National Symposium on Children and Youth who are Deaf/Blind (pp. 187–196). Monmouth, OR: Teaching Research Publications.
2. Ingraham, C. L., Carey, A., Vernon, M., & Berry P. (1994). Deaf-blind clients and vocational rehabilitation: Practical guidelines for counselors. *Journal of Visual Impairment and Blindness*, 88, 117-127.
3. Thousand, J. & Villa, R., (1990). Strategies for educating learners with severe disabilities within their local home schools and communities. *Focus on exceptional Children*, 23, 1-24.
4. 2002 Family Transition Notebook --Carnes, Sylvia; Crepeaux, Dennis. Oregon Deafblind Project. (2002)
5. As Your Child Grows --Ohio Center for Deafblind Education. Columbus, OH: Ohio Center for Deafblind Education, University of Dayton-Columbus. (2004)
6. Assessing the Transition Needs of Young Adults with Dual Sensory and Multiple Impairments --Everson, Jane M. Columbus, OH: GLARCDB. Assessment Guidelines Volume 3. (1992)
7. "Could You Please Tell My New Teacher?" A Parent/Teacher Guide to Successful Transitions --Demchak, MaryAnn; Elquist, Marty. Reno, NV: Nevada Dual Sensory Impairment Project. (2002)
8. DB Step-Up Guide for New Jersey Interagency Transition Teams --Scott, E.; Ruetsch, C.L. New Jersey: New Jersey Technical Assistance Project (N.J. TAP) (1999).
9. Focus on Transition: A Guide for Parents --Georgia Sensory Assistance Project Stakeholders Transition Committee. Atlanta: Georgia Sensory Assistance Project. (2004)
10. Transition Resource Notebook: For Families of Individuals with Deaf-Blindness --Wiley, David; Moss, Kate. Austin: Outreach Services Texas School for the Blind and Visually Impaired. (1995)

11. Dybwad, G., & Bersani, H. Eds. (1996). *New voices: Self-advocacy by people with disabilities*. Available through Brookline Books, P.O. Box 1047, Cambridge, MA.
12. Kennedy, M. (1996). *Self-determination and trust: My experiences and thoughts*. In D. J. Sands & M. L. Wehmeyer, *Self-determination across the lifespan: Theory and practice* (pp. 45-46). Available from Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD.

Learner's Outcome:

On completion of this paper the trainee will have following: To be changed

1. The students will understand the importance of transition planning & will be able to plan for young adults to make them self reliant .
2. Students will have Knowledge of vocational rehabilitation & its various aspects.
3. Develop skills to partner effectively with families and determine their needs
4. Knowledge of techniques of assessment and principles of goal setting for young adults.
5. Will have skills of supporting Deafblind persons in his\her self advocacy.
