

**Directorate of distance Learning Education**

**Scheme of Studies**

**B.ED**

**in**

**SPECIAL EDUCATION**



**GOVT. COLLEGE UNIVERSITY**

**FAISALABAD**

**2012**

## Summary of Proposed

### **B.Ed in Special Education**

<b>Title of the program</b>	<b>B.Ed in Special Education</b>
Duration of the program	1 year
System of Examination	2 Semesters( 2 Semester each has 18 weeks)
Area of Specialization	<ul style="list-style-type: none"><li>▪ Mental Retardation</li><li>▪ Visual Impairment</li><li>▪ Hearing Impairment</li><li>▪ Physically Handicapped</li></ul>
Eligibility of Admission	B.A / B.Sc with Second Division a) Teachers of Government Special Education Institutions ( Maximum 50 marks, 10 marks for each year)
Medium of Instruction:	English
Students' Assessment	As per University Rules and Regulations
Total Credit	36
Requirement for Grant of Degree	The students shall qualify all the requirements: 1)Theory 2)Practical 3) 4 weeks internship and Final lessons case study report
Eligibility to appear in the examination	As per Rules and Regulation of the University.

# **B.Ed in Special Education**

## **1.1 Introduction:**

The prevalence of persons with disability in Pakistan is about 2.54% of the total population(Census 1998).

Realizing this situation the Government of Pakistan along with NGOs has set up a system of special Education. There are more than 200 Special Education institutions catering for only 4 percent of the population of persons with special needs through trained and untrained teachers. Presently there are four Universities offering teacher training programmes in the field of Special Education.

Government of Punjab has established Special Education Institutions at tehsil level and planning to establish special education institutions at union council level. There are a large number of Special Education Institutions in Faisalabad and also in its peripheral districts such as; Jhang, Toba Tek Singh, Sheikhpura, Okara, Nankana and Sargodha. But there is no institution for preparation of teachers in Special Education. The growing number of institutions need more teachers for concerned disability. There is shortage of teachers due to no facility available for training of B.Ed in Special Education in that area. People of this area have to travel Lahore for this purpose. Due to attractive salary package people's trend towards Special Education teachers has been increased.

B.Ed / M.Ed Special Education is the dire need of this area. G.C University, Faisalabad has faculty who can start B.Ed in Special Education. It will cater the following districts: Jhang, Toba Tek Sigh, Multan, Khanewal, Vehari, Bhakkar, Lodhran, Muzaffargarh, Sargodha, Okara, Nankana and Khushab.

## **Objectives of the Program**

- More than ten districts will get benefit from this program.

- Qualified staff in the field of special education can be available for Special Education Institutions.
  - The graduate may serve on different positions (Teachers, administrators, planner) in the mainstream and special education institutions.
1. Develop insight among students regarding education and rehabilitation of children with special needs.

### **Expected Outcome of the Program**

The completion of this program enable the students to:

1. Explain nature of special education, its history, types of special needs children, its related terms and services.
2. State nature of human development and developmental perspective of disabilities with special reference to gender, family and culture.
3. Make adaptation in curriculum in accordance with special educational needs of special children.
4. Assessment children with special needs
8. Acquaint learner with personal and professional skills necessary to act as an agent of change/role model in understanding special children.

### **1.7 Internship Facility:**

Internship is the compulsory component of B.Ed Program. There are a number of institutions in Faisalabad, where students can get the facility of internship in each area of specialization.

### **Human Resources:**

Human resources are not problem for B.Ed Program. University has its own staff who belong to this area and also visiting faculty available in local area to run this program immediately.

### **Age limit:**

As per rule of G.C University rules and regulations.

**Duration:** One year

**1.11 Eligibility criteria for Admission:**

B.A / B.Sc with Second Division

Ten marks will be awarded to those who

- a) Teachers of Government Special Education Institutions ( Maximum 50 marks, 10 marks for each year)

<b>Courses</b>	<b>Credit</b>
Foundation courses.	18
Advance courses, Areas of Specialization, Seminar, Practical, and Internship.	18
Total	36

**1.12 Medium of Instruction:** Medium of instruction will be in English

**Examination:**

100 Marks of each paper.

For theory paper:

- Midterm 30 %
- Final 50 %
- Assignment and presentation 20%

The Scheme of Studies for the examination shall be:

1- Theory

2- Practical Skill in Teaching.

1) It shall consist of:

- Teaching Practice for four weeks comprising at least forty lessons in the disability area offered by the candidate conducted under the supervision of the authorities of the campuses in which the candidate has received education.
- Examination of Practical Skill in Teaching in two lessons in the disability area.

# Scheme of Studies

## Semester-1 (18 weeks)

Paper	Title	Credit
1	Perspective of Special Education	3
2	Human Development and developmental perspective of disabilities.	3
3	Curriculum Adaptation for student with disabilities.	3
4	Assessment in Special Education	3
5	Guidance, Counseling and Therapeutic Services for Disabilities	3
6	Strategies for Student with Disabilities	3

## Semester -2 (18 weeks)

Paper	Title	Credit
7	Teaching Reading and Writing to Exceptional Children	3
8	Teaching Mathematics to Exceptional Children	3
9,10	Student will select any one of the following groups	3,3
	Group -1	
	▪ Assessment of Children with Mental retardation	
	▪ Teaching of Children with Mental Retardation	
	Group -2	
	▪ Assessment of Children with Visual Impairment	
	▪ Teaching of Children with Visual Impairment	
	Group -3	
	▪ Assessment of Children with Hearing Impairment.	
	▪ Teaching of Children with Hearing Impairment.	

Group - 4

- Assessment of Children with Physically Handicapped
- Teaching of Children with Physically Handicapped

11 Rehabilitation for Disability

12 Case study Report. & Internship four weeks in Special education  
institution



## Annexure-1

<b>Perspective of Special Education</b>	
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### **Course Descriptions:**

This course is designed for students to introduce perspective of special education. The objective behind this is that the students should know more about the concepts which are necessary for the understanding of special child. The course covers knowledge about special children, categories of exceptionalities, and special educational needs. It also includes historical roots of this discipline and recent developments made by different developed and developing nations.

### **Objective:**

Completion of this course will enable the students to:

1. Explain the concept of special education.
2. Indicate the recipient of special education.
3. Evaluate social attitudes toward disabled population.
4. Explain the historical roots of special education.
5. Identify the major ways in which special education services are provided.

### **Course Content**

#### **1. Introduction**

1.1 Definition Need and Scope of Special Education

1.2 Basic Concepts in Special Education

1.2.1 Disease, Disorder, Abnormal, Atrophy, At-Risk, Impairment, Disability, Handicap,

Special Children, Special Education, Special Educational Needs

1.3 Labeling and its consequences.

#### **2: Origins and System of Special Education**

- 2.1 Development of Special Education
- 2.3 Professional and Parent Organizations
- 2.4 Legislation with reference to international and Pakistani perspective
- 2.5 System of Special Education in USA
- 2.6 System of Special Education in Pakistan

### **3: Current Trends and Issues**

- 3.1 Integration
- 3.2 Inclusive Education
- 3.3 Early Intervention
- 3.4 Transition from Secondary School to Adulthood

### **4: Exceptional children and their Characteristics**

- 4.1 Characteristics of Children with Hearing Impairment.
- 4.2 Characteristics of Children with Visual Impairment
- 4.3 Characteristics of Children with Mental Retardation
- 4.4 Characteristics of Children with Physically Handicapped
- 4.5 Characteristics of Children with Emotional disturbance
- 4.6 Characteristics of Children with Dyslexia
- 4.7 Characteristics of Children with Autistic
- 4.8 Characteristics of Children with ADHD
- 4.9 Characteristics of Children with Giftedness

### **5: Service Delivery Model**

- 5.1 Individualized Family Support Program (IFSP)
- 5.2 Individualized Education Program (IEP)
- 5.3 Individualized Transition Plan (ITP)
- 5.4 Community Based Rehabilitation

**Suggested Readings:**

Smith (1998). *Introduction to Special Education* (3<sup>rd</sup> Ed.) Boston: Allyn & Bacon.

Ysseldyke (1991). *Critical Issues in Special Education*. Boston: Houghton Mifflin.

Hallahan (1991). *Exceptional Children* (4<sup>th</sup> Ed.). Columbus:Merrill pub.Co.

Mitchell, D (1999). *Early Intervention Studies for young children with special needs*. London: Chapman and Hall.

<b>Human Development And Developmental Perspective of Disabilities</b>	
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**Course Descriptions:**

A foundation course in the theories, patterns, and principles of development prenatal through adolescence, in depth, including the study of physical, social-emotional, cognitive and language development of typical and atypical individuals. An examination of theories to include Piaget, Erickson, Vygotsky, Skinner, and others and their implications for cognitive, linguistic, physical, and social-emotional development. An exploration of human development in the context of gender, family, culture, and society

**Objective:**

Completion of this course will enable the students:

1. To explain merits and demerits of theories in the field of human development and learning.
2. To discuss basic research strategies to identify child development.
3. To evaluate of both the sequence of child development and the processes that underlie it.
4. To identify impact of context and culture on child development.
5. To explain interdependency of all domains of development- physical, cognitive, emotional, and social.

**Course Contents****1: Theory and Research in Child Development**

- 1.1 Child Development as an Interdisciplinary, Scientific, and Applied Field
- 1.2 What is development, difference between growth and development and its characteristics
- 1.3 Common Methods Used to Study Children

## **2: Foundations of Development**

2.1 Biological Foundations, Prenatal Development, and Birth

2.2 Infancy: Early Learning, Motor Skills, and Perceptual Capacities

2.3 Physical Growth

## **3: Cognitive and Language Development**

3.1 Piagetian and Vygotsky Perspectives

3.2 An Information-Processing Perspectives

3.3 Language Development

## **4: Personality and Social Development**

4.1 Emotional Development

4.2 Social Development

4.3 Moral Development

## **5: Contexts of Development**

5.1 The Family

5.2 Peers, Media, and Schooling.

### **Suggested Readings:**

Irwin, D B & Simons, J A (1994). Lifespan Developmental Psychology. Dubuque: Brown & Benchmark Publishers.

Bee, H (1995). The Developing Child. (7<sup>th</sup> ed). New York: Harper Collins College Publishers.

Craig, G J (1996). Human Development. (7<sup>th</sup> ed). New Jersey: Prentice Hall.

Harris, M & Butterworth, G (2002). Developmental Psychology: A student's handbook. New York: Psychology Press Ltd.

Santrock, J W (2002). A topical approach to Life-Span Development. New York: McGraw Hill.

<h1>Curriculum Adaptation for Special Children</h1>	
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## **Course Descriptions:**

The aim of this course is to provide an introduction to curriculum development. Emphasis will be given to recent development associated with the curriculum in different categories of exceptionalities. The course also aims to examine selected principles and procedures of curriculum construction and in particular emphasizes the place of instructional theory in the curriculum.

## **Objective:**

Completion of this course will enable the students to

1. To define the term curriculum.
2. To explain the various concepts related with curriculum.
3. To outline the components of curriculum.
4. To differentiate between curriculum and instructional models.
5. To explain how discrete instructional strategies can be integrated into a Comprehensive approach to instruction
6. To identify strategies for modifying classroom practices to meet the needs of special children.

## **Course Contents**

### **1: Introduction**

- 1.1 Definition and Concept of Curriculum
- 1.2 Need and Characteristics of curriculum.
- 1.3 Scope of curriculum
  - 1.3.1 Curriculum Planning
  - 1.3.2 Curriculum Development
  - 1.3.3 Curriculum Implementation
  - 1.3.4 Curriculum Evaluation.
- 1.4 Curriculum development Process in Pakistan

### **2: Curriculum and Special Needs**

- 2.1 Types of Curriculum in Special Education

- 2.1.1 Normal Curriculum
- 2.1.2 Modified Curriculum
- 2.1.3 Developmental Curriculum
- 2.1.4 Individualization.
- 2.1.5 Core curriculum.

### **3. Curriculum and Special Education Needs.**

- 3.1.4 Definition and Concept of Special Educational Needs
- 3.1.5 Special Needs and Curriculum Requirements.

### **4: Design of the Curriculum**

- 4.1 Designs for Special Needs
- 4.2 General Design
- 4.3 Approaches the Balance

### **5: Aspects of Curriculum for Special Needs**

- 5.1 The Importance of Clarity and Organization
- 5.2 Curriculum Structure
- 5.3 Teaching Methods
- 5.4 Evaluation

### **6: Curriculum Development in Pakistan with reference to Special Education.**

- 6.1 Curriculum development process.
- 6.2 Issues in curriculum development in special education.

### **Suggested Readings:**

Brennan, W K (1987). Curriculum for Special Needs. Milton Keynes: Open University Press.

Mary D Wilson (1985). The Curriculum in Special School, New York: Longman.

<h1>Assessment of Children with Special Disabilities</h1>	
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## Course Descriptions:

This course aims to introduce concepts, principles, and strategies underlying the assessment and monitoring of children with special needs. Its basic aims to develop professional skills in diagnostic assessment, consultation and reporting results

## Objective:

Completion of this course will enable the students:

1. To explain the use of different assessment methods in various phases of special education process.
1. To guide school personnel make using assessment information.
2. To discuss with different methods used to collect assessment information.
3. To explain the major assumptions underlying contemporary assessment practices.
4. To specify the guidelines that should be followed in the assessment process.

## Course Contents

### 1: Introduction

1.1 Definition and Concept of:

1.1.1 Assessment, Test, Measurement, Evaluation and, Portfolio

1.2 Purpose of assessment

1.3 Characteristics of curriculum.

1.4 Basic Statistical Concepts

1.5 Reliability, Validity, & Norm-Referenced and Criterion-Referenced Testing

### 2: Essential Skills

2.1 Test Scores and what they mean

2.1.1 Raw Scores

2.1.2 Norm-Referenced Scores and Criterion-Referenced Scores

2.2 Selecting and Evaluating Assessment Instrument

2.3 Test Administration, Scoring, Interpretation and Reporting

### 3: Case History

3.1 Definition and Concept



3.2 Areas of Case History

3.3 How to gather Information through Case History

3.4 Working on Different Case History Performa's.

#### **4: Assessment of Different Areas**

4.1 Developmental Assessment

4.2 Assessment of Perception and Motor Proficiency

4.3 Assessment of Language

4.4 Assessment of Behavior

4.5 Assessing the Intelligence of Children with Special Needs

#### **5: Assessment of Academic Areas**

5.1 Assessment of Reading

5.2 Assessment of Mathematics

5.3 Assessment of Written Language

5.4 Assessment of Career and Vocational Skills

#### **Suggested Readings:**

Mclouglin, J A and Lewis, R B (1986) *Assessing Special Students*. 2 nd ed. Columbus. Charles & Merrill, 1986.

Swausow, H L and Watson, B L (1982) *Educational and Psychological Assessment of Exceptional Children*. St. Loui. The C V Mosby

Venn, J. J (2000) *Assessing Students with Special Needs*. 2 nd ed. New Jersey: Merrill.

Salvia, J and Ysseldyke, J E (1991). *Assessment (5 th Ed.)*, Boston: Houghton Mifflin.

Walsh, W B and Betz, N E (1990). *Test and Assessment*. (2 nd Ed). New Jersey:Prentice Hall.

<b>Guidance, Counseling and Therapeutic Services For Disabilities</b>	
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**Course Descriptions:**

Any consideration of educational, career, or transition programming for students with disabilities must speak to the role of guidance and counseling. What are the elements of a good guidance and counseling program in a school? What are the goals of guidance and counseling activities? Who should provide guidance and counseling services to students with special needs? This course intends to respond these questions from the perspective of a school's program for children and youth with disabilities. It will focus on the guidance and counseling needs of students, their parents, and community and roles and responsibilities of school personnel in meeting those needs.

**Objective:**

Completion of this course will enable the students:

1. To acquire basic information regarding the extent and nature of counseling and therapies.
2. To explain aware of the nature, scope and importance of counseling and therapies.
3. To organize effective counseling and therapies programme for special children.
4. To identify the process of students with special education needs.
5. To adopt counseling to specific needs.
6. To evaluate counseling and therapies services in school

**Course Contents****1: Introduction**

1.1 Basic Concepts of:

1.1.1 Counseling and Guidance

1.1.2 Difference between Guidance & Counseling

1.1.3 Therapy

1.2 Counseling and Therapy: Nature, Need and Functions

1.3 Areas of Counseling and Therapy

1.4 The Counseling and Therapy Services

1.5 Ethical Perspective

## **2: Counseling and Therapy Personnel**

2.1 Qualities of a good counsellor

2.2 Basic Skills

2.2.1 Rapport Building

2.2.2 Interview Administration

2.2.3 Interpersonal Skills

## **3: Counseling Services**

3.1 Placement Service

3.2 Follow-up Service

3.3 In-School Follow-up

3.4 Out-of-School Follow-up

## **4: Therapies in Special Education**

4.1 Physiotherapy

4.2 Occupational Therapy

4.3 Speech Therapy

4.4 Psycho Therapy

4.5 Music Therapy

4.6 Behavior Modification

## **5: Dealing Common Behavior Problems**

5.1 Immature Behaviors.

5.2 Insecure Behaviors

5.3 Habit Disorders

5.4 Personal Problems

5.5 Antisocial Behaviors

**Suggested Readings:**

Crow, L D (1974). *Introduction to Education*. North Quincy, Massachusetts: The Christopher Publishing House.

Kochhar, S K (1999). *Guidance and Counseling*. New Delhi: Sterling Publishers Pvt. Ltd.

Walker, J E and Shea, T M (1995). *A Practical Approach for Educators (Sixth Ed.)* New Jersey: Merrill Publishing Co.

Penso, D E (1987). *Occupational Therapy for Children with Disabilities*. London: Croom Helm.

<b>Teaching Strategies for Children with Disabilities</b>	
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**Course Description**

This course is designed to provide student with an opportunity to develop an insight related to the teaching strategies used in special education. The basic aim of the course is to design and implement an intervention and educational program for a child with special needs.

**Objective**

Completion of this course will enable the students:

1. Identify the major components of instruction.
2. Point out steps involved in presenting instruction.
3. Explain procedure for using feedback and the process of instructions.
4. Identify the ways in which teachers can adjust instruction to meet individual students' needs.

**Course Contents****1: Instructional Planning**

- 1.1 Foundations of Effective Instruction
- 1.2 Components of effective Instruction
  - 1.2.1 Planning Instruction
  - 1.2.2 Managing Instruction
  - 1.2.3 Delivering Instruction
  - 1.2.4 Evaluating Instruction

**2: Instructional Environment**

- 2.1 Classroom Management and Organization.
- 2.2 Instructional Materials
- 2.3 Instructional Methods (Direct Instruction, Cooperative Learning, Precision teaching, Self-learning, peer tutoring).

**3: Instructional Adaptations**

- 3.1 Basic Skills Instructions to Special Children
- 3.2 Instruction of Subject-Area Content to Special Children
- 3.3 Adaptations related to Help Special Students' success in Independent Practice

#### **4: Assistive Devices**

##### 4.1 For Visual Impairment

###### 4.1.1 Orientation and Mobility Aids

###### 4.1.2 Listening Skills Training

###### 4.1.3 Braille

###### 4.1.6 Computer Software

##### 4.2 For Hearing Impairment

###### 4.2.1 Total Communication

###### 4.2.2 Cued Speech

###### 4.2.3 Sign Language

##### 4.3 For Physical Disabled

###### 4.3.1 Wheel Chair

###### 4.3.2 Prosthesis

###### 4.3.3 Artificial Limbs

##### 4.4 For Mental Retardation

###### 4.4.1 Montessori Teaching Methods and Material

###### 4.4.2 Behavior Modification

###### 4.4.3 Self-help skills

#### **5: Professional Partnerships**

##### 5.1 The Basics of Collaboration

##### 5.2 Special Education and Related Services

##### 5.3 Parents-Professional Collaboration.

##### 5.4 Collaboration with Multi-Professional

##### 5.5 Team Teaching

#### **Suggested Readings:**

Kochar, S K (2000). *Methods and Techniques of Teaching*. New Delhi: Sterling.

Polloway, E A (et al). *Strategies for teaching learners with special needs*. (4 th ed). Columbus: Merrill, 1986.

Murijis, D and Reynolds, D (2001). *Effective Teaching*, London: Paul Chapman.

Pasanella, A L and Volkmore, C B (1981). *Teaching Handicapped Students in the Mainstream*. 2 nd Ed. Charles & Merrill.

<b>Teaching Reading and Writing to Exceptional Children</b>	
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### **Course Descriptions**

A study of the nature of reading disability, diagnostic and corrective instructional techniques and materials for use with students in regular and self-contained classroom.

Theories and practices of writing as related to the education of students with special needs and handicapping conditions. Specific topics include assessment, individualized educational plans, instructional delivery, and inclusive writing programs for exceptional children.

### **Objectives**

Completion of this course will enable the students to

1. Identify the major features of the reading process.
2. Describe the major aspects of reading comprehension when teaching children with special needs.
3. Distinguish among various types of problem readers.
4. Conduct diagnostic and assessment tools of reading difficulties in detail.
5. Develop and/or improve rate, comprehension and quality of writing of children with special needs.
6. Develop and /or improve writing skills and written products of children with special needs.
7. Make writing skills meaningful for children with special needs.
8. Develop and/or improve writing skills necessary for living with community.

### **Course Contents**

#### **1. Teaching Reading Skills:**

1.1 Reading in the Curriculum

1.2 Teaching Reading Skills

1.3 General Approaches to Reading Instruction

1.4 Implementing the Reading Programme

1.5 Activities

**2. Assessment of Reading Skills:**

2.1 Consideration of Reading in Assessment

2.2 Diagnostic Reading Scales

2.3 Test of Reading Comprehension

2.4 Informal Reading Inventory

2.5 Formal Reading Tests

**3. Assessment of Writing Difficulties:**

3.1 Consideration in Assessment of Writing Language

3.2 Strategies for Assessing Spelling

3.3 Strategies for Assessing Handwriting

3.4 Strategies for Assessing Composition

3.5 Assessment within the Context of the Classroom

**4. Remediation:**

4.1 Definition and Concept

4.2 The Classification of Learning Difficulties in Writing

4.3 Writing Difficulties; Difficulties in Composition, Formulation, and Planning  
Grammatical Structure

4.4 Difficulties with Handwriting

4.5 Spelling and other Difficulties; Spelling Difficulties and Problems with Punctuation.

4.6 Formal and Informal Measures

**Suggested Readings:**

McLaughlin, J A (1986). *Assessing Special Students*. Columbus: Merrill Pub.Co.

Wood, J W (1989). *Mainstreaming: A Practical Approach for Teachers*. Columbus: Merrill Pub. Co.

Stakes, R and Hornby, G (1988). *Meeting Special Needs in Mainstream*

*Schools: A Practical Approach to Teachers*. London: David Fulton Pub. Co.

Venn, J J (2000). *Assessing Students with Special Needs (2 nd ed.)*. New Jersey: Merrill Pub. Co.

Wood, J W (1989). *Mainstreaming: A Practical Approach for Teachers*. Columbus: Merrill Pub. Co.



<b>Teaching Mathematics and Science to Exceptional Children</b>	
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**Course Descriptions:**

Developing a comprehensive perspective of diagnostic and corrective needs of individual with mild disabilities. Emphasis will stress on concept and skill development.

**Objective:**

Completion of this course will enable the students:

1. To develop and/or improve rate, comprehension and quality of mathematics skills of children with special needs.
- 2 To develop and /or improve mathematical skills and its products of children with special needs.
- 3 To make mathematical skills meaningful for children with special needs.
- 4 To develop and/or improve mathematical skills necessary for living with community.
- 5 To foster motivation and interest of special children in developing mathematical skills.

**1. Assessment of Mathematics:**

- 1.1. Considerations in Assessment of Mathematics
- 1.2. Key math Diagnostic Arithmetic Test
- 1.3. Other Formal and Informal Measures
- 1.4. Diagnosis of Mathematical Problems
- 1.5. Assessment of Mathematical Skills within the Context of the Classroom

**2. Assessment of Science:**

- 2.1 Assessing Students
- 2.2 Assessing the Learning Environment
- 2.3 Assessing Instructional Material
- 2.4 Basic Problems for the Understanding of Science Concepts
- 2.5 Formal and Informal Methods

### **3. Teaching of Mathematics**

- 3.1 Definition and Concept of Mathematics Disorder
- 3.2 The Classification of Learning Difficulties in Mathematics
- 3.3 The Remediation of Difficulties in Mathematics
- 3.4 Specific Difficulties in Mathematics
- 3.5 Difficulty with Reading and Writing Numbers
- 3.6 Difficulty with Calculations
- 3.7 Higher Order Difficulties in Mathematics

### **4. Teaching of Science**

- 4.1 Goals and Objectives of teaching science
- 4.2 Major Approaches to Teaching Science
- 4.3 Instructional Methodologies
- 4.4 Adaptations and Modifications
- 4.5 Computer Application in Teaching of Science for Children with Special Needs.

#### **Suggested Readings:**

Thurber, W A and Collette, A T (1977). Teaching Science in Today's Secondary Schools (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.

Wood, J W (1989). Mainstreaming: A Practical Approach for Teachers. Columbus: Merrill Pub. Co.

Harding, L (1986). Learning Disabilities in the Regular Education Classroom. London: Croom Helm.

Segal, S and Varma, V (1991). Prospects for People with Learning Difficulties. London: David Fulton Publishers.

Shears, B and Suewood (1986). Teaching Children with Learning Difficulties. London: Croom Helm.

Stakes, R and Hornby, G (1988). Meeting Special Needs in Mainstream Schools: A Practical Guide for Teachers. London: David Fulton Publishers.

# AREAS OF SPECIALIZATION

<b>Assessment Of Children With Mental Retardation</b>	
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## Course Contents

### **1. Introduction & Assessment of Mentally Retarded Children**

- 1.1 Defining mental retardation
- 1.2 Definitions based on intelligence test scores
- 1.3 Changing attitudes towards the retarded

### **2. Classification and Types of Mental Retardation**

- 2.1 Mild retardation
- 2.2 Moderate retardation
- 2.3 Severe/profound retardation
- 2.4 Down syndrome
- 2.5 Hydro-cephalic
- 2.6 Micro-cephalic

### **3. Characteristics of Mentally Retarded**

- 3.1 Personal and social characteristics
- 3.2 Physical and health characteristics
- 3.3 Behavior and body problems
- 3.4 Learning characteristics

### **4. Causes of Mental Retardation**

- 4.1. Physical causes of mental retardation:
  - i) Chromosomal and genetic causes
  - ii) Pre-natal
  - iii) Natal
  - iv) Post-natal

- 4.2 Environmental and social causes
- 4.3 Brain damage and related conditions
- 4.4 Psychological factors in mental retardation

## **5. Assessment of Mental Retardation**

- 5.1 Learning
- 5.2 Emotional development
- 5.3 Physical development
- 5.4 Attention memory and concept formation

## **6. Adaptive Behavior Scales**

- 6.1 Concept of adaptive behavior
- 6.2 Assessing coping skills
- 6.3 The vanilla and social maturity scale
- 6.4 Measures of adaptive behavior, technical information and application

## **7. Self Help Skills**

- 7.1 Toilet training
- 7.2 Feeding
- 7.3 Personal hygiene
- 7.4 Dressing
- 7.5 Personal information

### **Suggested Readings:**

Dres, J C, Logan, R D Hardman, L M (1984), Mental Retardation – A Life Cycle Approach, Columbus: Bell and Howell Information Company.

Hallas, H C, Fraser, I W MacGillivray, C R (1982), The care and Training of Mentally Handicapped – A manual for the earning Professions, Bristol: WRIGHT PSG.

Marci, J Hanson, (1987), Teaching the infant with Down's Syndrome, PRO-Ed.Inc.

Venn, J J (2000). Assessing Students with Special Needs, 2 nd ed. New Jersey:Merrill.

Nabeel Tanzila (2000), Introduction and Assessment of Mentally Retarded Children, (Code 688), Islamabad: Allama Iqbal Open University.

<b>Teaching Children With Mental Retardation</b>	
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**Objectives:**

Completion of this course will enable the students:

- To discuss the characteristics of educational programming and approaches to learning for children with mental retardation.
- To plan education and training programmes for various categories of children with mental retardation according to their abilities.
- To promote adequate strategies for primary and secondary groups relating to behavioral management.
- To help individuals discover vocational adjustment abilities.
- To determine the future horizon to secure MRC from emerging threats.
- To increase understanding of teacher competencies for effectively dealing with MRC.

**Course Contents****1. Educational Programming**

- 1.1 Philosophy of programme
- 1.2 Organizing programme
- 1.3 Grouping of learners
- 1.4 Individualized educational programme

**2. Approaches to Learning**

- 2.1 Essentials of learning
- 2.2 Traditional approaches
- 2.3 Modern approaches, Piaget etc.

**3. Curriculum for Mentally Retarded Children**

- 3.1 Development educational goals
- 3.2 Process of curriculum development
- 3.3 Adaptation of curriculum

**4. Education of Mildly Retarded Children**

- 4.1 Reading readiness
- 4.2 Reading skills

4.3 Writing readiness

4.4 Writing skills

4.5 Mathematics skills.156

## **5. Education and Training of Moderately Retarded Children**

5.1 Daily living skills

5.2 Time concept

5.3 Money management

5.4 Measurement

5.5 Leisure skills

5.6 Motor skills

5.7 Vocational Training

## **6. Training & Rehabilitation of Severely/Profoundly Retarded Children**

6.1 Caring

6.2 Daily living skills

6.3 Motor skills

6.4 Social skills

6.5 Self-help skills

## **7. Teaching Strategies**

7.1 Modern strategies

7.2 Open classroom method

7.3 Individualized approaches

## **8. Lesson Planning**

8.1 Selection of appropriate activities

8.2 Steps of lesson planning

### **Suggested Readings:**

Drew, C J and Hardman, M L (2000), Mental Retardation A Life Cycle Approach (7 th Ed.) New Jersey: Merrill.

Yesseldyke, J E and Algozzine, B (1995), Special Education: A Practical Approach for Teachers (3 rd Ed), Geneva, Houghton Mifflin Company.

Shea Thomas M, Bauer Anne M (1985), Parents and Teachers of Exceptional Students. Programme: Rationale And Implementation, London: Merrill Publishing Company.

Nabeel Tanzila Dr (2004), Education of Mentally Retarded Children (Code 689).

# Visual Impairment

<b>Assessment Of Children With Visual Impairment</b>	
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## Objectives:

Completion of the course enable the students:

- To perceive the structure and function of the visual impairment.
- To apprehend the structure and function of the normal eye.
- To be acquainted the causes and educational implications of common eye condition.
- To judge the methods of vision testing and correction and be aware of observation methods within a classroom.
- To explain the factors affecting low vision and how to utilize the low vision through the use of different aids.
- To describe the methods of communication for the visually impaired child including the production of tactile material.
- To visualize the differences between the development of normal young
- Child and visually impaired child in language, social and emotional areas and to develop suitable remedial programmes.

## COURSE CONTENTS

### 1. Anatomy of the eye

- 1.1. Major parts of the eye
- 1.2. Fibrous coat
- 1.3. Vascular pigmented coat
- 1.4. Nervous coat

### 2. Process of seeing or physiology

- 2.1. Basic fact about light energy
- 2.2. Refraction

### 3. Eye conditions and their treatment

- 3.1. Long-sightedness
- 3.2. Short sightedness
- 3.3. Astigmatism
- 3.4. Presbyopia
- 3.5. Strabismus
- 3.6. Nystagmus
- 3.7. Disorders of the cornea
- 3.8. Disorders of the lens
- 3.9. Disorders of the iris
- 3.10. Disorders of the retina

#### **4. Assessment of vision**

- 4.1. Preferential looking method
- 4.2. Snellen tests
- 4.3. Snellen tests
- 4.4. Test of near and distant vision
- 4.5. Visual field tests
- 4.6. Tests of color and other aspects of vision
- 4.7. Clinical examination
- 4.8. Visual perception

#### **Suggested Readings:**

Grand. G.M.et al. (1996). Retina and vitreous. American academy ophthalmology

Heart, W.M. (1992). Physiology of the eye: clinical application. (9<sup>th</sup> ed.) Mosby-Year Book, Inc.

Kanski. J.J. (1996). Clinical ophthalmology: a systematic approach. (4<sup>th</sup> ed.) U.S.A.

Kokaska, Charles, J Brolin, Donn E (1985), Career Education for Handicapped Individuals, 2<sup>nd</sup> ed. Ohio: Merrill.

Miller, Stephen, J H (1984), Person's Diseases of Eye, 7<sup>th</sup> ed. New York: Merrill.

Shaista Adeeb, Coordinator (1989), Special Education for Visually Handicapped, Code 678. Islamabad: Allama Iqbal Open University.



<b>Teaching Of Children With Visual Impairment</b>	
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**Objectives:**

**Completion of the course enable the students:**

- To differentiate between orientation mobility and daily living skills.
- To explain psycho social dimensions of independence for children with visual impairment.
- To discuss the significance of awareness about self and environment.
- To analyze the importance of physical activities and games for promoting Flexibility in children with vision problems.

**Course Contents**

**1. Essential Factors in Independence Training**

1.1 Orientation

1.2 Mobility

1.3 Daily Living Skills

1.4 Self-Motivation

**2. The Psycho-Social Dimensions of Independence**

2.1 Attitudes towards blindness and the impact of these attitudes on visually handicapped

2.2 Blind people and their families

2.3 The interaction of sighted and blind people

2.4 Mannerisms

**3. Motor Development, Body Awareness and Posture**

3.1 Motor Development

3.2 Body Awareness

3.3 Posture

#### **4. Becoming Aware of the Environment**

- 4.1 Acquiring Listening Skills
- 4.2 The Haptic Sense System
- 4.3 Different Sources of Information for Orientation
- 4.4 Exploring the Outside Environment

#### **5. Physical Activities and Games**

- 5.1 Exercises to improve flexibility
- 5.2 Movement and orientation in the Gymnasium
- 5.3 Running games for infants
- 5.4 Ball games for juniors.

#### **6. Teaching Daily Living Skills**

- 6.1 Task Analysis
- 6.2 Early Training in self-feeding and dressing
- 6.3 Encouraging orderliness
- 6.4 Developing fine hand movements

#### **7. Mobility Aids and Techniques**

- 7.1 Categories of Mobility Aids
- 7.2 Specific Mobility Techniques
- 7.3 Room Exploration and Familiarization

#### **Suggested Reading Material:**

Hurton J Kirk (1986), A Training Guide for Field Workers, New York: Helen Keller International.

Kelly Jerry (1991), Recreational Programming for Visually Impaired Children & Youth, New York: American Foundation for the Blind.

Tooze, Doris (1981), Independence Training for Visually Handicapped Children, London: Croom Helm.

Awan, MMH (1989), Independence Training for the Visually Handicapped Children (Code 677), Islamabad: Allama Iqbal Open University

**Objective:**

Completion of this course will enable the students:

- To present the terminology vital to the understanding of the course reading and discussion.
- To develop a background or awareness of the nature of the special needs of hearing impaired children (HIC).
- To study the anatomy of the ear and causes of deafness.
- To explain the process of hearing, and what is referred to as hearing for speech.
- To examine the need for the assessment and classification of hearing; to gain the basic concepts of measuring sound.
- To evaluate the consequences of pre-linguistic hearing impairment on all aspects of child development.
- To examine the external factors of deafness that impairs normal development in children.
- To give information about the range of provision that can be utilized.

**Course Content****1. Concepts and Definitions**

1.1 The Nature of Hearing Impairment

1.2 Degree of Hearing Loss

1.3 Hearing for Speech

1.4 Diagnosis of Hearing Impairment

1.5 Properties of Sound

1.6 Measuring Hearing

1.7 The Consequences of Hearing Impairment

**2. Anatomy of the Ear and Causes of Deafness**

2.1 Anatomy of the ear

2.2 Etiology of Deafness

a) Causes of Conductive deafness

b) Causes of sensory-neural deafness

### **3. Sound Pathways**

3.1 Definition of sound

3.2 Characteristics of sound

a) Frequency

b) Intensity

c) Duration

3.3 The measurement of sound

a) Sensitivity

b) Recording measurement of hearing

c) Pure tone audiogram

3.4 Speech as measured sound

### **4. Assessment and Classification of Hearing in Children**

4.1 Reading an audiogram

4.2 Bone conduction

4.3 Exercise.

### **5. Developmental Consequences of Deafness**

5.1 Starting school

5.2 Language development and deafness

5.3 Incidental or contextual learning

5.4 Parents as teachers

5.5 Need and responses

5.6 The development of deaf children

5.7 Alternative skills

#### **Suggested Readings:**

Nolan & Tucker (1981), *The Hearing Impaired Child and his Family*, London: Souvenir Press.

Michael Reed (1984), *Educating Hearing Impaired Children*, Milton Keynes: Open University Press.

Alec Webster (1986), *Deafness Development and Literacy*, London: Methuen.

Majid Shaista (1991), *General Introduction to Hearing Impaired (Code 680)*, Islamabad: Allama Iqbal Open University.

<b>Teaching Of Children with Hearing Impairment</b>	
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**Objectives:**

- 1- To explain the current status of curriculum for children with Hearing impairment.
- 2- To explain educational consequences of HIC

**Course Contents:**

**1- Curriculum for Children with Hearing Impairment.**

- 1.1 Concept of curriculum for Children with Hearing Impairment
- 1.2 Curriculum adaptation for Children with Hearing Impairment

**2. Educational Consequences of Deafness**

- 2.1 Auditory skills
- 2.2 Language development
- 2.3 Teaching of mathematical concepts to the Hearing Impaired Children
- 2.4 Curricular needs for the deaf

**3. Patterns of provision**

- 3.1 Various school provisions
- 3.2 Pre-School Counseling
- 3.3 Early Diagnosis

**4. Effective Strategies and Methods of teaching for HIC**

- 4.1 Effective teaching strategies
- 4.2 Sign Language
- 4.3 Computer application
- 4.4 A/V Aids for HIC
- 4.5 Role of parents in teaching of HIC

## **5. Provision in Pakistan**

5.1 The Development of Special Education in Pakistan

5.2 Diagnosis Medical and Audio-logical Response

5.3 Provision of pre-School Counseling

5.4 Discussion Education, Training and Facilities

5.5 Communication Methods in Pakistan.

## **6. Individualized Education Programme (IEP)**

6.1 Individualized programming

6.2 Planning and monitoring of instruction

6.3 Choosing and developing material

### **Suggested Readings:**

Michael Reed (1984), Educating Hearing Impaired Children, Milton Keynes:

Open University Press.

Alec Webster (1986), Deafness Development and Literacy, London: Methuen.

Majid Shaista (1991), General Introduction to Hearing Impaired (Code 680),

Islamabad: Allama Iqbal Open University.

<b>Assessment Of Children With Physically Handicapped</b>	
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**Objective:**

Completion of this course will enable the students:

- To determine physical handicaps.
- To explain anatomy and physiology of human body.
- To describe physical fitness and motor skills.
- To propose preventive strategies to overcome effects of physical handicaps and additional problems.

**Course Contents****1. Introduction to Physical Handicaps**

1.1 Physical Handicaps

1.2 Causes

1.3 Prevalence.

**2. Anatomy & Physiology of the Human Body–I**

2.1 Nervous system

i) Anatomy

ii) Physiology

2.2 Muscles

i) Types

ii) Anatomy

iii) Physiology

**3. Growth of Physical Fitness and Motor Skills**

4.1 Physical Performance

4.2 Anaerobic Power & Capacity

4.3 Tolerance of External exercise

4.4 Muscle Strength

4.5 Course of Early Development

4.6 Maturation & Psychomotor

4.7 Factors Limiting Psychomotor skills

**5. Neurological Conditions**

- 5.1 Cerebral Palsy
- 5.2 Convulsive Disorder
- 5.3 Spinal bifida
- 5.4 Polintekutues
- 5.5 Other Neurological conditions

## **6. Muscular Problems**

- 6.1 Muscular Dystrophy
- 6.2 Myotonia Congenital
- 6.3 Familiar periodic paralysis
- 6.4 Myasthenia gravis

## **7. Orthopedic Difficulties**

- 7.1 Amputation
- 7.2 Arthritis

## **8. Health Handicaps**

- 8.1 Amputation
- 8.2 Heart disease
- 8.3 Hemophilia
- 8.4 Allergies

### **Suggested Reading:**

McCarthy Gillian T (1984), *The Physically Handicapped Child – An Inter-disciplinary Approach to Management*, London: Redwood Burn Ltd.

Nagel, Donald A (1982), *Physically Handicapped Children – A Medical Atlas for Teacher*, Florida: Grune & Stratton, Inc.

Haring, Norris, G et. al. (1986), *Exceptional Children and youth*, 4 th ed.

Columbus: Charles E Merrill Publishing Co.



## Paper- X

<b>Teaching Of Children With Physical Handicapped Children</b>	
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### Objective:

Completion of this course will enable the students:

- To explain program for educational assessment and placement of children with physical handicaps and other impairments (CPH)/OI.
- To plan Individualized Education Programme (IEP) and instructional strategies for meeting special needs of CPH/OI.
- To develop competencies to work with other professionals and seeking parents cooperation.
- To appreciate routine and emergency medical procedure.
- To select appropriate re-enforcer for acknowledgement of students successes .

### Course Contents

#### **1. Education of Handicapped children**

- 1.1 Defining the population
- 1.2 Nature of handicapping conditions
- 1.3 Educational implications

#### **2. Placement in Ordinary School**

- 2.1 Teacher competencies
- 2.2 Peripatetic/special services
- 2.3 Parents involvement in placement

#### **3. Planning for Instruction**

- 3.1 Identification of special needs
- 3.2 Special provisions/arrangements
- 3.3 Guidelines for barrier-free school facilities

#### **4. Planning for Instruction**

- 4.1 Perspective and rationale
- 4.2 Planning — the traditional view
- 4.3 An alternative perspective.
- 4.4 Planning cycles

4.5 Daily Planning

4.6 Weekly Planning & yearly planning

## **5. Teaching Strategies-I**

5.1 Effective teaching

5.2 Creating Productive-learning environments

5.3 Key features of a classroom

5.4 Teacher behavior and its effects

## **6. Teaching Aids and Equipment**

6.1 Nature and imports of aids & equipment

6.2 Teaching aids and their effective use

6.3 Preparation of aids and equipment

## **7. Individualized Education Programme (IEP)**

7.1 Individualized programming

7.2 Planning and monitoring of instruction

7.3 Choosing and developing material.

### **Suggested Reading:**

Calhoun, Mary Lynne (1997), Teaching and Learning Strategies for Physically Handicapped Students, USA: Universal Lithographers Inc.

Cratty, Bryant J & Breen, James E (1972), Educational Games for Physically Handicapped Children, Colorado: Love Publishing Company.

Meyen, Edward L Vergason Glenn A & Whelan, Richard J (1975),

Alternatives for Teaching Exceptional Children, Colorado: Love Publishing Company.

<b>Rehabilitation Of People With Disabilities</b>	
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**Course Description:**

The aim of this course is to provide basic theoretical and practical knowledge required for initiating a community based rehabilitation project. The course also aims to demonstrate how contemporary theories and research can be used to advance our understandings about how to involve and use community for people with special needs.

**Objective:**

Completion of this course will enable the students:

1. To understand the scope, advantages and potential contributions of community based rehabilitation project for people with disabilities.
2. To familiar with the organization of community based rehabilitation projects in Pakistan according to the local needs and problems.
3. To enable of creating, evaluating and improving community based rehabilitation projects on their own.

**Course Contents****1: Introduction**

- 1.1 Definition and concept of rehabilitation
- 1.2 Theories of community based rehabilitation
- 1.3 Prevention of disabilities

**2: Philosophy of rehabilitation**

- 2.1 Philosophical influences on rehabilitation
  - 2.1.1 Islamic philosophy
  - 2.1.2 Western philosophy

2.2 A framework for rehabilitation

### **3: Mobilizing for community action**

3.1 The need of community involvement.

3.2 Establishing a core group/rehabilitation committee

3.3 Need assessment

3.4 Mobilizing resources (Philanthropist, professionals, volunteers, donor agencies and local resources

### **4: Management of the CBR programme**

4.1 Role of NGOs

4.2 Proposal designing

4.3 Project implementation

4.4 Recording progress

4.5 Evaluation of the programme

### **5: Use of media**

5.1 Media and audiences

5.2 Using the traditional media

5.3 Multi-media strategies

5.4 Disability awareness

5.5 Monitoring, evaluation, feedback and follow-up.

### **Suggested Readings:**

Intagliata, J, Kraus, S, and Willer, B, (1980). The impact of deinstitutionalization on a community-based service system. *Mental Retardation*.

Schalock, R L (1985). Comprehensive community services: A plea for interagency collaboration. In R H Bruininks & K C Lakin (eds). *Living and learning in the least restrictive environment*. Baltimor, MD. Brookes.

<b>Internship For Four Weeks And Prepare The Report Of Case Study</b>	
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1) Short Term Internship for four weeks and Report of Case Study.

It shall consist of:

- Critical observation of 10 lessons in a real class room situation in the disability area.
- Teaching Practice for four weeks comprising at least forty lessons in the disability area offered by the candidate conducted under the supervision of the authorities of the campuses in which the candidate has received education.
- Examination of Practical Skill in Teaching in two lessons in the disability area.
- Case Study and report of one student.

2) Long Term (3 months) Internship in Special Education