

**Scheme of Studies**

# **M.ED**

**in**

**SPECIAL EDUCATION**



**GOVT. COLLEGE UNIVERSITY**

**FAISALABAD**

**2012**

## **Summary of Proposed M.Ed in Special Education**

<b>Title of the program</b>	<b>M.Ed in Special Education</b>
Duration of the program	1 year
System of Examination	2 Semesters ( 2 Semester each has 17 weeks )
Area of Specialization	<ul style="list-style-type: none"><li>▪ Mental Retardation</li><li>▪ Visual Impairment</li><li>▪ Hearing Impairment</li><li>▪ Physical handicapped</li></ul>
Eligibility of Admission	B.Ed (Special Education/ Elementary /Secondary) with second division  50 marks will be awarded in case of B.Ed (Special Education or T.D) + As per University admission Rules and Regulations
Medium of Instruction:	English
Students' Assessment	As per University Rules and Regulations
Total Credits	36
Requirement for Grant of Degree	The students shall qualify all the requirements: 1) Theory 2) Practical 3) 4 weeks internship and Final lessons / Thesis 4) Research thesis in the field of Special Education
Eligibility to appear in the Exam.	As per Rules and Regulation of the University.

# **M.Ed in Special Education**

## **1.1 Introduction**

Faisalabad, is the third largest metropolis in Pakistan, the second largest in the province of Punjab after Lahore, and a major industrial center in the heart of Pakistan.

The city-district of Faisalabad is bound on the north by the districts of Hafizabad and Chiniot, on the east by Nankana Sahib, on the south by Sahiwal, and Toba Tek Singh and on the west by Jhang. The population of Faisalabad has a literacy rate of approximately 58%, with a split of 60% for males and 56% for females (all figures are higher than the national average).

According to WHO estimates there are about 10 per cent of the total population of developing countries is suffering from some sort of disabilities. Of these 2.5 per cent are with severe disabilities. All these need special education services. This number is very colossal and a country like Pakistan could not ignore such a large proportion of its population that need special education. Prevalence of persons with disability as about 2.54% of the total population.

Realizing this situation the Government of Pakistan along with NGOs has set up a system of special Education. There are over 200 Special Education institutions catering for only 4 per cent of the population of persons with special needs through trained and untrained teachers. Presently there are two institutions offering M.Ed (Special Education) program

The Department of Special Education Punjab has established Special Education Institutions at Tehsil level, which provide the facility to four disabilities. And infuture they are planning to open special education institutions at town and union council level. There is also need of teachers for concerned disability.

Faisalabad is the third largest city of Pakistan. It has five tehsils. The peripheral districts of Faisalabad have a large number of Special Education Institutions such as Jhang, Toba Tek Singh, Sheikhpura, Okara, Nankana and Sargodha. But there is no institution for preparation of teachers in the field of Special Education. There is shortage of teachers due to no facility available for training of 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 has been increased.

M.Ed Special Education is the dire need of this area. Government College University Faisalabad has its own Education department and this department can start M.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. There are 100 + Government and Private Institutions located in this area.

### **Advantages to start M.Ed in Special Education:**

- More than eleven districts will get benefit from this program.
- Help to provide the qualified local human resources to the Special Education Institutions.
- The graduate may serve on different positions (Teachers, administrators, planner) in the institutes of special education and mainstream institutions.
- Our regular in-service teachers can get benefits and enhance their abilities in their respective field.

### **Objectives of M.ED Special Education**

This program is designed with following objectives;

1. To prepare knowledgeable and skilful teachers in the field of Special Education.
2. To foster positive attitude and feelings of students towards person with disabilities
3. To create awareness about nature of disabilities, their impact on life and role of society to tackle the problems of children with special needs.
4. Explain nature of special education, its history, types of exceptional children, its related terms and service.
5. Assessment of children with special needs in the area of academic, vocational skills, intelligence, perception and motor abilities so that make adaptation in curriculum in accordance with special educational needs of special children.
6. Provide opportunities to understand social anthropological, psychological and developmental perspective to approach intervention of children with special needs.

### **Significance of the program**

This program will help to

- Bridge the gap between supply and demand of teachers in Special Education institutions.
- Provide the role of service delivery and capacity building in the field of special education such assessment, programming, training of teachers, person with disabilities, and their related peoples such as care givers and practioners.
- This program will not only work as communication strategy of G.C. University but also use for marketing of other programs the University.

### **Internship Facility:**

Internship is the compulsory component of M.Ed Program. In Faisalabad there are a number of institutions available where students can get the facility of internship in each area.

**Human Resources:**

G.C.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 University rules and regulation of master degree program. No age limit for admission in the evening classes and in-service government teachers

**The Scheme of studies**

**Duration:** One year

**Eligibility criteria for Admission:**

B.Ed (Special Education/ Elementary /Secondary) with second division  
50 marks will be awarded in case of B.Ed Special Education or T.D

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

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

**Examination:**

100 Marks of each paper.

The Scheme of Studies for the examination shall be:

1- Theory

2- Practical Skill in Teaching.

1) 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.

# Scheme of Studies

## Semester-1 (17 weeks)

Paper	Title	Credits
1	Psychology of Exceptional Children	3
2	Educational Research and Methods	3
3	Curriculum Adaptation for student with disabilities.	3
4	The Handicapped Persons in the Community	3
5	Computer Application in Special Education	3
6	Teaching Strategies for student with disabilities	3
7	(Non Credit course) For students without B. Ed in Special Education	3
	<b>Introduction to Special Education</b>	

## Semester -2 (17 weeks)

Paper	Title	Credits
7	Internship four weeks in Special Education Institution and Research thesis in Special Education	3
8	Inclusive Education	3
9,10,11	Student will select any one of the following groups	3
	Group -1	
	• Advance Education of Children with Mental Retardation	3
	• Advance Assessment of Children with Mental Retardation	3
	• Seminar in Mental Retardation	3
	Group -2	
	• Independence Training for Children with Visual Impairment	3
	• Advance Education for Children with Visual Impairment	3
	• Braille Practical Course In English And Urdu	3

Group -3

- Advance Assessment for Children with Hearing Impairment 3
- Speech , hearing, Audiology and Audiometry 3
- Seminar in Children with Hearing Impairment 3

Group-4

- Introduction to Physical Handicap 3
- Introduction Educational Adaptation For Children With Physical Disabilities 3
- Seminar In Current Issues in PHC 3

12      Rehabilitation Approaches and Services for Person with Disabilities      3

## **Paper–1**

# **PSYCHOLOGY OF EXCEPTIONAL CHILDREN**

## **OBJECTIVES**

After studying the course the students will be able to:

- Explain the significance of educational psychology.
- Discuss the growth and development during childhood and adolescent.
- Explain the concept of human needs/individual differences/special needs.
- Discuss the nature of learning and motivation.
- Explain concept of testing.

## **COURSE CONTENTS**

### **1. Introduction to Educational Psychology**

- 1.1 Nature of Educational Psychology
- 1.2 Functions of Educational Psychology
- 1.3 Educational Psychology Related to Handicapped Children

### **2. The Child Development and growth**

- 2.1 What is development, difference between development and growth
- 2.2 Principles and factors of Normal Development

### **3- Theories of Development**

- 3.1 Cognitive development and Theory of Cognitive Development.
- 3.2 Social development and theory of Social Development
- 3.3 Emotional development and theories of emotional development
- 3.4 Moral development and theories of emotional development.

### **4. Individual Differences and the Development of Personality**

- 4.1 Factors that account for individual differences
- 4.2 Cognitive differences
- 4.3 Physical and social difference

### **5. Psychology in Learning and Teaching**

- 5.1 The nature and type of learning
- 5.2 Stimulus response theory and its application in Special Education

### **6- Exceptional children and their Characteristics**

- 6.1 Characteristics of Children with Hearing Impairment.
- 6.2 Characteristics of Children with Visual Impairment
- 6.3 Characteristics of Children with Mental Retardation



- 6.4 Characteristics of Children with Physically Handicapped
- 6.5 Characteristics of Children with Emotional disturbance
- 6.6 Characteristics of Children with Dyslexia
- 6.7 Characteristics of Children with Autistic
- 6.8 Characteristics of Children with ADHD
- 6.9 Characteristics of Children with Giftedness

## **7. Guidance and Counseling**

- 7.1 Concept of guidance and counseling
- 7.2 Methods of guidance and counseling
- 7.3 Parent counseling

### ***Recommended Books:***

**Skinner, Charles, E (1993),** *Educational Psychology, 4<sup>th</sup> ed. New Delhi, Prentice Hall of India Private Limited.*

**Worell, Judith and William E Stilwell (1981),** *Psychology for Teachers and Students, New York, McGraw Hill Company.*

**Freud, S (1993)** *New Introduction Lectures in Psycho Analysis, New York, Norton.*

**Rashid, M Dr Coordinator (1997)** *Educational Psychology, Code 840, Islamabad: Allama Iqbal Open University.*

**Slavin, R E (1994),** *Educational Psychology, 4<sup>th</sup> ed. Boston: Allyn and Bacon*

**Harris, M & Butter Worth, G. (2002),** *Developmental Psychology: A student's handbook, New York: Psychology Press Limited.*

## **PAPER-2 *EDUCATIONAL RESEARCH AND METHODS***

### **Objectives:**

After studying this course, the students will be able to:

- Understand the meaning, need and importance of research
- Understand the basic concepts of research
- Review the relevant literature and to be able to identify the problems and formulate the research questions
- Distinguish between different types of researches and their underlying assumptions and hypotheses
- Design small scale research projects
- Understand the major characteristics of research (ethics, validity, reliability, generalization, standardization)
- Use the basic techniques for data analysis (both qualitative and quantitative)
- Distinguish between research proposal and research report
- Write a research report

### **1: Introduction to Research**

1.1 Concept of research: Definition need and scope

1.2 Characteristics and significance of educational research

1.3 Scientific method and research

1.4 Ethical considerations in research

### **2: Classification of Research**

2.1 Research by purpose: Basic, applied and action research

2.2 Research by method:

2.2.1 Experimental research

2.2.2 Non-Experimental Research: Historical, descriptive, comparative and co-relational

2.3 Research by Data: Qualitative and quantitative research

2.3.1 Types of qualitative research

2.3.2 Types of Quantitative research

### **3: Identification of the Problem**

3.1 Identification and importance of problem

3.2 Sources of the problem

3.3 Refining and stating the problem

#### **4: Literature Review**

- 4.1 Significance/importance of literature review in research
- 4.2 Sources of literature review (General References, Primary and Secondary Sources)
- 4.3 Citations/text references
- 4.4 Computer application in researching relevant literature

#### **5: Research Methodology**

- 5.1 Identification and types of variables in research
- 5.2 Transformation of objectives into hypothesis and research questions
- 5.3 Hypothesis- conceptual understanding and its types
- 5.4 Formulation of hypothesis
- 5.5 Population and selection of sample
- 5.6 Sampling techniques –Instrumentation
- 5.7 Selection and development of research tools
- 5.8 Validation of research tools

#### **6: Analysis and Interpretation of Data**

- 6.1 Processing of data
- 6.2 Presentation of data
- 6.3 Data analysis techniques
- 6.4 Findings, conclusions and recommendations

#### **7: Research Proposal and Research Report**

- 7.1 Preparing a research proposal
- 7.2 Writing a research report

#### **Recommended Books:**

Allan, G. and Skinner, C. (1991). *Handbook for research students in social sciences*. London: Routledge

Best, J.W (2005). *Research Methods in Social Sciences*.

Bryman, A. and Cromer, D. (1994). *Quantitative data analysis for social scientist*, revised edition London: Routledge

Cohen, L. and Marion, L.C. (1989). *Research methods in education*. London: Routledge.

Creswell, J.W. (2002). *Research design: Qualitative, quantitative, and mixed methods approaches*. London: Sage.

Frankel, J.R. and Wallen, N.E (2000) *How to design and evaluate research in education*. USA: McGraw Hill Co.

Gay, L.R. (1996). *Educational Research for analysis and application*. New York. McMillan Publishing Co.

Hart, C. (2000). *Doing a literature review*. London: Sage.

Kemmis, S., McTaggart, R. & Retallick, J. (1998). *The action research planner*. (2<sup>nd</sup> Ed.). Karachi: Aga Khan University, Institute for Educational Development, Karachi.

## **PAPER-3 CURRICULUM ADAPTATION FOR STUDENT WITH DISABILITIES**

### **OBJECTIVES:**

After studying this course, the students will be able to:

1. Conceptualize the term curriculum
2. Describe the various concepts related with curriculum
3. Outline the components of curriculum
4. Differentiate between curriculum and instructional models
5. Explain how discrete instructional strategies can be integrated into a comprehensive approach to instruction
6. Provide practical suggestions for modifying classroom practices to meet the needs of special children

### **COURSE CONTENTS**

#### **1: Introduction**

- 1.1 Definition and Concept of Curriculum
- 1.2 Stages of Curriculum Development.
  - 1.2.1 Curriculum Planning
  - 1.2.2 Curriculum Development
  - 1.2.3 Curriculum Implementation
  - 1.2.4 Curriculum Evaluation
- 1.3 Curriculum in Special Education
  - 1.3.1 Normal Curriculum
  - 1.3.2 Modified Curriculum
  - 1.3.3 Developmental Curriculum

#### **2: Flexibility Curriculum**

- 2.1 Approaches and Activities useful in improving Attention and Retention
- 2.2 Approaches and Activities useful in Improving Visual and Auditory Perception
- 2.3 Approaches and Activities useful in Improving Motoric Responding and Active Participation
- 2.4 Approaches and Activities useful in Improving in Acquiring Environmental Knowledge and Skill
- 2.5 Social Curriculum

#### **3: Curricular and Instructional Accommodations at Elementary Level**

- 3.1 Curricular Considerations

- 3.1.1 Academic Instruction
- 3.1.2 Social Skills
- 3.1.3 Transitional Needs
- 3.2 Instructional Consideration
  - 3.2.1 Enhancing Content Learning Through Listening
  - 3.2.2 Modifying Oral Presentations
  - 3.2.3 Adapting Reading Tasks
  - 3.2.4 Enhancing Written Responding
  - 3.2.5 Involving Peers, Cooperative Learning
  - 3.2.6 Modifying the Temporal Environment
  - 3.2.7 Modifying in Classroom Arrangement
  - 3.2.8 Enhancing Motivation
  - 3.2.9 Promoting Self-Management
  - 3.2.10 Adaptive Instruction

#### **4: Curricular and Instructional Accommodations at Secondary Level**

- 4.1 Secondary School Curricula
  - 4.1.1 Special Education Curriculum in Secondary Schools
  - 4.1.2 Determining Curricular Needs of Students
- 4.2 Programmes for Students in Secondary Schools
  - 4.2.1 Role of Personnel
  - 4.2.2 Collaborative Role of the Special Education Teacher
  - 4.2.3 Role of the Parent
- 4.3 Methods for Facilitating Students' in General Education Classes
  - 4.3.1 Accommodations
  - 4.3.2 Study Skills

#### **5: Art, Creativity and Career Education**

- 5.1 Teaching of Art
  - 5.1.1 Basic Materials
  - 5.1.2 Developmental Stages
  - 5.1.3 Art Activities at the Various Development Stages
- 5.2 Creativity
  - 5.2.1 Basic Concepts
  - 5.2.2 How to Develop Creativity in Special Children
- 5.3 Music

5.3.1 Role of Music in Special Education

5.3.2 Activities, Suggestions and Strategies

5.4 Career Education

## **6- Issues in Curriculum development in Pakistan**

### ***Recommended Books:***

**Marsh, C and Willis, G (1995).** *Curriculum: Alternative Approaches and ongoing Issues.* New Jersey: Merrill Pub. Co. pp. 3–37.

**Hewett, F M and Forness, S R (1984).** *Education of Exceptional Learners.* Boston: Allyn and Bacon, Inc., pp.61–108.

**Smith, T E C et.al (1995).** *Teaching Students with Special Needs in Inclusive Settings.* Boston: Allyn and Bacon, p. 378–443.

**Luftig, R L (1987).** *Teaching the Mentally Retarded Student: Curriculum Methods, and Strategies.* Boston: Allyn and Bacon, p. 443–396.

## **Paper–4 THE HANDICAPPED PERSONS IN THE COMMUNITY**

### **OBJECTIVES:**

After studying this course, the students will be able to:

- Explain the nature of handicaps and its impact on family.
- Identify sources and ways of psycho social adjustment of children with disability.
- State the significance of work potential and vocational training for rehabilitation.
- Analyze the community attitudes toward people with disability and how
  - to promote positive attitude.
- To identify assistive devices and resources to minimize affects of
  - handicaps.

### **COURSE CONTENTS**

#### **1. Handicapped Person and Special Needs**

- 1.1 Impairment
- 1.2 Disability
- 1.3 Handicap
- 1.4 Definition of Handicapped Person
- 1.5 Growing up with Disability

#### **2. The Handicapped Child in the Family**

- 2.1 Normal Parent with Handicapped Child
- 2.2 Neglect and Over-Protection
- 2.3 Self-Concept
- 2.4 Fostering Independence in the Handicapped
- 2.5 Socio-Economic pressure

#### **3. The Medical Approach to the Handicapped**

- 3.1 Visual Impairment (Definitions, Classification)
- 3.2 Hearing Impairment (Definitions, Classification)
- 3.3 Mental Retardation (Definitions, Classification)
- 3.4 Physical Handicap (Diagnosis, Diseases)
- 3.5 Visual Impairment (Diagnosis Diseases)
- 3.6 Hearing Impairment (Causes, Conditions)
- 3.7 Mental Retardation (Causes, Diseases, Management)



3.8 Physical Handicap (Causes, Diseases)

#### **4. The Psycho-social Adjustment of the Handicapped Person**

4.1 Normal and Exceptional Pattern of Behaviour

4.2 Psycho-Social Adjustment and Handicapped

4.3 Multidisciplinary Approach towards Rehabilitation of the Handicapped

4.4 Role of Community Based Supportive Programmes

#### **5. Work Potential and Vocational Opportunity**

5.1 The Pattern of Disablement in Relation to Work

5.2 The Need for Employment of the Disabled

5.3 From School to the world of work

5.4 Aims and Scope of Vocational Rehabilitation

5.5 Becoming Impaired During Adult Life

#### **6. The Physical Environment, Outdoor Mobility and Access**

6.1 Interaction of Architecture. Adaptation for the Disabled

6.2 Outdoor Mobility for Handicapped Persons

6.3 Access to the Building

6.4 Attitude and Role of Human Help

6.5 Recreation

#### **7. Community Attitude and Actions**

7.1 Community

7.2 Types of Community

7.3 The Kinship and Neighbourhood Community

7.4 Socialization

7.5 Community Care

7.6 Role of Professional Worker

7.7 Role of NGO

#### **8. Aids and Support for Various Categories of the Handicapped**

8.1 Disability and Assistance

8.2 Aids and Support for Blind/Visually Handicapped

8.3 Hearing Aids and Support

8.4 Aids/Support to the Mentally Retarded

8.5 Aids/Support to the Physically Handicapped

***Recommended Books:***

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

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

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

**Awan, MMH (1989),** *Handicapped Person in the Community,* Islamabad: Allama Iqbal Open University.

**Clark, G M and Kilstoe, O P (1995),** *Career Development and Transition Education for Adolescents with Disabilities (2<sup>nd</sup> ed.).* Boston: Allyn & Bacon.

## **Paper-5 Computer Application in Special Education**

### **OBJECTIVES:**

After studying this course, the students will be able to:

1. Classify the computers into different categories
2. Describe different applications of computers in Education
3. Develop the skill to use computer in educational settings
4. Communicate through computer with friends, and teachers in and outside the country

### **1: Introduction**

- 1.1 Definition and Importance of Computer
- 1.2 Basic Concepts of the Computer Hardware
- 1.3 Input and Output Devices
- 1.4 Classification and types of Computers
- 1.5 Applications of Computer in Special Education

### **2: Computer Software**

- 2.1 Concept of Software
- 2.2 Types of Software
- 2.3 Applications of Computer in Special Education

### **3: Word Processing and Document Handling**

- 3.1 Creating a Document
- 3.2 Composing Educational Documents
- 3.3 Internet Browsing
- 3.4 Plagiarism
- 3.5 Email

### **4: Spreadsheet (Excel)**

- 4.1 Charts and Graphs
- 4.2 Sum/Subtractions/Multiplication/division
- 4.3 Sorting
- 4.4 Database
- 4.5 Simulating and Modeling Change

### **5: PowerPoint**

- 5.1 Composing Presentations
- 5.2 Delivering Presentations

**6: Computer resources to access information related to disabilities.**

**7- Use of modern audio visual aids for students with disabilities.**

**Recommended Books:**

Norton, Peter (2003) Introduction to Computers, 5<sup>th</sup> ed., New York: McGraw-Hill Book Co.

Norton, P., and Spragu, D. (2001), Technology for Teaching Allyn and Bacon, Boston.

Faden, P.D., and Vogel, RM. (2003), Methods of Teaching, Mc-Graw Hills Boston.

Joyce, B., Weil M., and Calhoun,. E. (2000), Models of Teaching, 6<sup>th</sup> ed; Allyn and Bacon, Boston.

Sharma, A. (1999), Modern Educational Technology, Prentice-Hall Columbus, New Delhi

Sharma, S.R. (2000) Effective Classroom Teaching Modern Methods, Tools and Techniques, Mangal Deep Publications, Jaipur.

Norton, P. (2000), Introduction to Computers 5<sup>th</sup> ed; New York. Mc.



## **Paper 6 TEACHING STRATEGIES IN SPECIAL EDUCATION**

### **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:**

After completing the course the students will be able to:

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.
5. Plan strategies for modifying classroom instruction.

### **Course Contents**

#### **1: Instructional Planning**

- 1.1 What is instruction, difference between teaching and instruction
- 1.2 What is effective instruction and 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 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

4.1.7 Computer Software

4.2 For Hearing Impairment

4.2.1 Total Communication

4.2.2 Cued Speech

4.2.5 Information Communication Technologies (ICTs Tools)

4.2.6 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

**Suggested Readings:**

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

Polloweay, E A (et al). *Strategies for teaching learners with special needs*. (4 thed). 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.



***NON CREDIT COURSE:***

**Paper : Introduction to Special Education**

**03 Credit Hours**

**Max. Marks: 100**

**Course Descriptions:**

This course is designed for students to introduce exceptional children and to the field of Special Education. The aim 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. The main emphasis is placed on providing basic conceptual framework of the subject to the students.

**OBJECTIVES:**

After completing this course, the students will be able to:

- Explain the concept of special education.
- Indicate the recipient of special education.
- Evaluate social attitudes toward disabled population.
- Explain the historical roots of special education.
- Identify the major ways in which special education services are provided.
- Explain the concept of individualized education programme and individualized family service plan.

**COURSE CONTENTS**

**1: Basic Concepts in Special Education**

1.1 Definition and Concept of:

1.1.1 Disease, Disorder, Abnormal, Atrophy

1.1.2 At-Risk, Impairment, Disability, Handicap

1.1.3 Special Children, Special Education, Special Educational Needs

1.2 Labelling and its consequences

**2: Origins of Special Education**

2.1 People and Ideas

2.2 Growth of the Discipline

2.3 Professional and Parent Organizations

2.4 Legislation

### **3: Study of Special Education System**

3.1 System of Special Education in USA

3.2 System of Special Education in Europe

3.3 System of Special Education in India

3.4 System of Special Education in Pakistan

### **4: Current Trends and Issues**

4.1 Integration

4.2 Inclusive Education

4.3 Early Intervention

4.4 Transition from secondary School to Adulthood

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

5.1 Individualized Family Support Program (IFSP)

5.2 Individualized Education Program (IEP)

5.3 Individualized Transactional Plan (ITP)

5.4 Community Based Rehabilitation

5.5 A Continuum of Services

Level 1: Regular Classroom

Level 2: Special Education Teacher

Level 3: Itinerant Teacher

Level 4: Resource Teacher

Level 5: Diagnostic – Prescriptive Centre

Level 6: Hospital or Homebound Instruction

Level 7: Self-Contained Class

Level 8: Special Day School

Level 9: Residential School

### **6: Exceptional children and their characteristics**

6.1 Characteristics of Children with Hearing Impairment.

6.2 Characteristics of Children with Visual Impairment

6.3 Characteristics of Children with Mental Retardation

6.4 Characteristics of Children with Physically Handicapped

6.5 Characteristics of Children with Emotional disturbance

6.6 Characteristics of Children with Dyslexia

6.7 Characteristics of Children with Autistic

6.8 Characteristics of Children with ADHD

6.9 Characteristics of Children with Giftedness

***Recommended Books:***

**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.

## **Paper-7 Internship For Four Weeks And Research thesis in concerned field**

1) Internship for four weeks and Thesis .

It will consist of:

- Critical observation of 20 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.
- Thesis on Special education field.

## **AREA OF SPECIALIZATION**

**( 3 Courses in Each area of Specialization )**

### **Group 1: Visual Impairment**

#### **Paper-8 ADVANCE INDEPENDENCE TRAINING FOR CHILDREN WITH VISUAL IMPAIRMENT**

##### **OBJECTIVES:**

After completing the course, the students will be able to:

- Differentiate between orientation mobility and daily living skills.
- Explain psycho social dimensions of independence for children with visual impairment (VIC).
- Discuss the significance of awareness about self and environment.
- Analyze the importance of physical activities and games for promoting flexibility in children with vision problems.
- Select appropriate mobility aid and techniques according to needs of VIC.

##### **COURSE CONTENTS**

###### **1. Essential Factors in Independence Training**

1.1 Orientation

1.2 Mobility

1.3 Daily Living Skills

1.4 Self-Motivation

1.5 Other Factors

###### **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

5.5 Rhythm in movement and leisure activities

### **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

### **8. Mobility Aids and Techniques-II**

8.1 Sighted Guide Techniques

8.2 Cane Techniques

8.3 Exploring a Road Pattern

8.4 Maps for Blind People

### ***Recommended Books:***

**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.

## **Paper-8 ADVANCE EDUCATION FOR CHILDREN WITH VISUAL IMPAIRMENT**

### **OBJECTIVES:**

After completing the course, the students will be able to:

- Perceive the structure and function of the visual impairment and apprehend the structure and function of the normal eye.
- Acquainted the causes and educational implications of common eye condition.
- Judge the methods of vision testing and correction and be aware of observation methods within a classroom.
- Define low vision and functional vision.
- Explain the factors affecting low vision and how to utilize the low vision through the use of different aids.
- Describe the methods of communication for the visually impaired child including the production of tactile material.

### **COURSE CONTENTS**

#### **1. Implications of Visual Impairment**

1.1 Introduction

1.2 Objectives

1.3 Meaning of blindness, partial sight and visual impairment

1.4 Intellectual Implications

1.5 Physical Implications

1.6 Social and emotional implications

1.7 Implications for the family and community

#### **2. Anatomy and Physiology of the Eye**

2.1 Introduction

2.2 Objectives

2.3 Structures and functions of different parts of the eye

2.4 Visual acuity of the normal eye

2.5 Introduction to vision refraction tests

2.6 Signs and symptoms of possible visual impairment



### **3. Common Conditions of the Eye**

3.1 Introduction

3.2 Objectives

3.3 Different causes of visual impairment

3.4 Common conditions of refractive errors and their treatment

3.5 Concept of eye donation movements

3.6 Factors affecting visual impairment in Pakistan

3.7 Educational implications of common eye conditions

### **4. Assessment of Vision**

4.1 Introduction

4.2 Objectives

4.3 The need for comprehensive testing of vision and limitation of tests

4.4 Testing of vision using objective tests

4.5 Testing of visual field and colour vision

4.6 Correcting sub-normal vision

4.7 Subjective/observational assessment by the Teacher

### **5. Residual or Low Vision**

5.1 Introduction

5.2 Definition of low or residual vision and Functional vision

5.3 The pioneering work of Barrage in USA in the 1960's and other important historical aspects

5.4 The work of Birmingham University, UK in the 1970's in developing the 'Look and Think' procedure

5.5 Application of the 'Look and Think' procedure

### **6. Management of Visual Impairment**

6.1 Factors effecting visual performance by the low vision child

6.2 Use of low vision aids in Pakistan

6.3 Low vision aids (a) Optical aids and their uses for the visually handicapped child

6.4 Low vision aids (b) Electronic aids, e.g. Closed circuit TV (CCTV)

6.5 Non-optical aids

### **7. Communication Skills**

7.1 Introduction

7.2 Objectives

- 7.3 Reading and Writing Skills of the Brailist
- 7.4 Reading and Writing skills for the Print User
- 7.5 Listening skills; early Skills to Sophisticating Skills
- 7.6 Presentation of: a) Braille Material,
- b) Print Material to the
- c) Visually Impaired Child

## **8. The Curriculum for the Young Visually Impaired Child**

- 8.1 Introduction
- 8.2 Objectives
- 8.3 Differences between normal and the young visually impaired child's language development
- 8.4 Cognitive development of the visually impaired child and the need for specific concept learning experience e.g. environmental awareness
- 8.5 Development of body image, orientation and mobility skills
- 8.6 Development of self-help, independence and social skills
- 8.7 Importance of pre-school help for the visually impaired child and his family

### ***Recommended Books:***

- Booth, Tony and Potts Patricia, (1983),** *Integrating Special Education, U.K Baril Blackwell Ltd.*
- Chapmen, Elizabeth K & Stone, Juliet M (1988),** *The Visually Handicapped child in Your Classroom, Oxford: Baril Black Well Ltd.*
- Gearhearth, Bill R & Weishahn, Mel W (1984),** *The Exceptional Student in the Regular Classroom, 3rd ed. USA, Mosby.*
- Harley, Randall K (1984),** *Visual Impairment in the Schools, Springfield: Charles C Thomas Publishers.*
- Kokaska, Charles, J Brolin, Donn E (1985),** *Career Education for Handicapped Individuals, 2nd ed. Ohio: Merrill.*
- Miller, Stephen, J H (1984),** *Person's Diseases of Eye, 7th ed. New York: Merrill.*
- Shaista Adeeb, Coordinator (1989),** *Special Education for Visually Handicapped, Code 678. Islamabad: Allama Iqbal Open University.*

## **Paper-9 BRAILLE PRACTICAL COURSE IN ENGLISH AND URDU**

### **OBJECTIVES:**

After completing the course, the students will be able to:

- Explain the Braille System of communication (both reading and writing) as compared with normal print in Urdu & English.
- Specify and use the Braille code including contractions for the English & Urdu language.
- Use the Perkins Braille.
- Transcribe correctly and accurately printed copy into Urdu & English Braille.
- Help to master Braille so that you can read it quickly and fluently by sighted methods that is by eye rather than by touch.
- Format the English Braille Course based on the Royal National Institute for Blind's Braille Primer in parallel to this course is a course for learning Urdu Braille. The Urdu Braille

### **Course Contents**

#### **1- Need for Braille, Brief History of English Braille**

##### **1. The Braille System:**

1.1 Form

1.2 Major Characteristics

##### **2. The Perkins Brailer**

2.1 Some Hints on Using the Perkins Brailer

2.2 Erasing

2.3 Correcting

#### **3- Using the Braille Primer The Capital Letter Sign**

##### **3.1 . Setting Out**

3.2 General Hints

3.3 Some Standard Rules

3.4 Contents Sheet

#### **4- Word Division**

4.1 Footnotes

4.2 Poetry

4.3 Plays

4.4 Correspondence

#### **5. Pictures and Illustrations**

## 5.1 Tables

### ***Recommended Books:***

**Awan, MMH Dr. Coordinator (1989),** *Urdu Braille, Islamabad, Allama Iqbal Open University.*

**RNIB (1969),** *Braille Primer, London, Royal National Institute for the Blind.*

**Thomas, David (1982).** *The Experience of Handicapped London: Methuen & Co.Ltd.*

## **Group 2: HEARING IMPAIRMENT**

### **Paper-7 ADVANCE ASSESSMENT TO CHILDREN WITH HEARING IMPAIRMENT**

#### **OBJECTIVES:**

After completing the course, the students will be able to:

- Present the terminology vital to the understanding of the course reading and discussion.
- Develop a background or awareness of the nature of the special needs of hearing impaired children (HIC).
- Study the anatomy of the ear and causes of deafness.
- Explain the process of hearing, and what is referred to as hearing for speech.
- Examine the need for the assessment and classification of hearing; to gain the basic concepts of measuring sound.
- Evaluate the consequences of pre-linguistic hearing impairment on all aspects of child development.
- Examine the external factors of deafness that impairs normal development in children.
- Create an understanding of the additional educational needs of a hearing-impaired child; to discuss the curriculum implications of those needs.
- Provide awareness that the response to hearing impairment is related

#### **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

### **6. Social and Emotional Consequences of Deafness**

#### 6.1 Multidisciplinary approach

#### 6.2 Isolation

#### 6.3 Parental Reaction

#### 6.4 Need for counselling

#### 6.5 Support services available

### **7. Educational Consequences of Deafness**

#### 7.1 Auditory skills

#### 7.2 Language development

7.3 Teaching of mathematical concepts to the Hearing Impaired Children

7.4 Curricular needs for the deaf

## **8. Patterns of provision**

8.1 Various school provisions

8.2 Pre-School Counselling

8.3 Early Diagnosis

8.4 Factors Affecting School placement and Support

8.5 Communication Methods

## **9. Provision in Pakistan**

9.1 The Development of Special Education in Pakistan

9.2 Diagnosis Medical and Audiological Response

9.3 Provision of pre-School Counselling

9.4 Discussion Education, Training and Facilities

9.5 Communication Methods in Pakistan

9.6 Integration

9.7 Development of Professional Training

### ***Recommended Books:***

**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.

## **Paper-8 - SPEECH , HEARING, AUDIOLOGY AND AUDIOMETRY**

### **OBJECTIVES:**

After completing the course, the students will be able to:

- Explain the physics of sound.
- Give practical information about pure-tone audiometry.
- Examine hearing aids fitting and maintaining.
- Explain the process of auditory training for all ages.
- Narrate parts of speech their phonetic symbols and the relevance to language development.
- Describe the process of auditory training.
- Explain the pure tone threshold and its measurement.
- Describe clinical techniques in audiometry.
- Discuss the techniques for assessment of hearing loss.
- Identify hearing aids, their range and properties.
- Point out ear moulds, their properties and predication.
- Appreciate acoustics and the classroom.

### **COURSE CONTENTS**

#### **1. The Physics of Sound**

- 1.1 The Characteristics of Sound
- 1.2 The Waveform
- 1.3 Fundamental Frequency and Harmonics
- 1.4 The Sound Spectrum
- 1.5 Measurement of sound levels and the decibel scale
- 1.6 Acoustic Properties
- 1.7 Assessment of sound levels: Loudness and Pitch

#### **2. Pure-Tone Audiometry**

- 2.1 Hearing Assessment and the pure-tone Signal
- 2.2 Diagnostic Procedures
- 2.3 Management and Rehabilitation

#### **3. Speech Audiometry**

- 3.1 Some Theories of Speech Perception
- 3.3 Speech Tests: Modes of Presentation



3.4 Speech training

3.5 Speech practice

#### **4. Hearing Aids**

4.1 Historical and Technical Review

4.2 Components and Characteristics of a Hearing Aid

4.3 Ear-Moulds

4.4 Batteries

4.5 Selection of Hearing Aids

4.6 Maintenance of Hearing Aids

4.7 Hearing-Aid Systems

4.8 Auditory Experience in Childhood

4.9 Questions

4.10 Answers

#### **5. Pure-Tone Threshold and Its Measurement**

5.1. The development of audiology

5.2. Research and education

5.3. Non-genetic causes and characteristics of congenital/neo-natal impairment

5.4. Genetic causes

5.5. Progressive hearing-loss

5.6. Sudden or rapid loss of hearing

5.7. Noise-induced deafness

#### **6. Clinical Techniques in Audiometry**

6.1 Pure-Tone Threshold and its measurement

6.2 Pure-Tone Audiometry

6.3 Bone Conduction Measurement

6.4 Masking

6.5 Types of masking noise

6.6 Masking in air-conduction and bone-conduction

6.7 Shadow-masking

#### **7. Hearing Tests**

7.1 Neo-natal

7.2 Infants 6-18 months

7.3 Infants 18-30 months

7.4 Children 30 months and over

## **8. Assessment of Information and Responses**

### **1. Audiometric Procedures**

- 8.1 Assessment of responses
- 8.2 Recording results
- 8.3 Loudness and discomfort test
- 8.4 Assessment of LDS information

### ***Recommended Books:***

**Somerset Education (1981)**, *Ways and Means-3, Amplification Systems and Auditory Authority*, Globe Education.

**Ballantye, Deborah (1990)**, *Handbook of Audiological Techniques*, Butter Worth-Heinemann Ltd. BPCC Wheatons Ltd. Exeter, Great Britain.

**Bamford, Johan and Saunders (1985)**, *Hearing Impaired Auditory Perception and Language Disability*, London: Edward Arnold Publisher Ltd.

**Majid Shaista (1991)**, *Speech & Hearing (Code 682)*, Islamabad: Allama Iqbal Open University.

**Nolan & Tucker (1984)**, *Educational Audiology*, London: Croom Helm.

**Daniel and Agnes Ling (1980)**, *Aural Habilitation* London: Alexander Graham Bell Association.

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

**Somerset Education (1981)**, *Ways and Means-3, Amplification Systems and Auditory Authority*, Globe Education.

**Ballantye, Deborah (1990)**, *Handbook of Audiological Techniques*, Butter Worth-Heinemann Ltd. BPCC Wheatons Ltd. Exeter, Great Britain,

**Majid Shaista (1991)**, *Speech & Hearing (Code 682)*, Islamabad: Allama Iqbal Open University.

## **Paper- 9 SEMINARS IN HEARING IMPAIRMENT**

### **OBJECTIVES:**

After completing the course, the students will be able to:

- Develop a background or awareness of the nature of the special needs of hearing impaired children (HIC).
- Study the anatomy of the ear and causes of deafness.
- Explain the process of hearing, and what is referred to as hearing for speech.
- Examine the need for the assessment and classification of hearing; to gain the basic concepts of measuring sound.
- Evaluate the consequences of pre-linguistic hearing impairment on all aspects of child development.
- Examine the external factors of deafness that impairs normal development in children.
- Create an understanding of the additional educational needs of a hearing-impaired child; to discuss the curriculum implications of those needs.

### **COURSE DESCRIPTION:**

1. Concepts and Definitions of hearing impairment
2. Anatomy of the Ear and Causes of Deafness
3. Sound Pathways
4. Assessment and Classification of Hearing in Children
5. Role of family
6. Developmental Consequences of Deafness
7. Social and Emotional Consequences of Deafness
8. Educational Consequences of Deafness
9. Patterns of provision
10. Provision in Pakistan
11. Clinical Techniques in Audiometry

## **Group-3**

### **Paper-7 ADVANCE ASSESSMENT OF CHILDREN WITH MENTAL RETARDATION**

#### **OBJECTIVES:**

After completing the course, the students will be able to:

- Explain assessment of children with mental retardation.
- Identify causes & characteristics of various categories of children with mental retardation.
- Describe educational implications of mental retardation.
- Discuss need of intelligence testing and adaptive behaviour scales.
- Explain the assessment procedures
- Describe importance of parents counseling and involvement for rehabilitation of children with mental retardation.
- Identify the problems involved in adjustment of children with mental retardation.

#### **COURSE CONTENTS**

##### **1. Introduction & Assessment of children with mental retardation.**

- 1.1 Defining mental retardation
- 1.2 Earlier concepts and definitions
- 1.3 Current definitions of mental retardation
- 1.4 Definitions based on intelligence test scores
- 1.5 Changing attitudes towards the retarded

##### **2. Classification and Types of children with mental retardation**

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

##### **3. Characteristics of children with mental retardation**

- 3.1 Personal and social characteristics
- 3.2 Physical and health characteristics

3.3 Behaviour and body problems

3.4 Learning characteristics

3.5 Language and communication

#### **4. Causes of children with 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 children with mental retardation**

5.1 Learning

5.2 Emotional development

5.3 Physical development

5.4 Attention memory and concept formation

#### **6. Adaptive Behaviour Scales**

6.1.1. 9.1 Concept of adaptive behaviour

6.1.2. 9.2 Assessing coping skills

6.1.3. 9.3 The vanilla and social maturity scale

6.1.4. 9.4 Measures of adaptive behaviour, technical information and

6.1.5. application

#### **7. Assessment of Cognitive Skills (Educational Assessment)**

7.1.1. Assessment of reading skills

7.1.2. Assessment of written expression.

7.1.3. Assessment of Mathematics

7.1.4. Assessment of learning style, interest and motivation

#### **8. 8 Assessment of Motor Skills**

8.1.1. Fine motor skills

8.1.2. Gross motor skills

8.1.3. Perceptual motor process: visual and auditor

8.1.4. Motor free visual perception test

#### **9. Linguistics Skills**

- 9.1.1. Language and language acquisition theories
- 9.1.2. Assessment of expressive language:
- 9.1.3. Receptive language
- 9.1.4. Articulation assessment
- 9.1.5. Morphology and syntax
- 9.1.6. Semantics and pragmatics

## **10. Self Help Skills**

- 10.1.1. Toilet training
- 10.1.2. Feeding
- 10.1.3. Personal hygiene
- 10.1.4. Dressing
- 10.1.5. Personal information

## **11. Assessment of Vocational Skills**

- 11.1.1. Career development
- 11.1.2. Factor for vocational assessment
- 11.1.3. Vocational aptitude
- 11.1.4. Job analysis
- 11.1.5. Situational assessment
- 11.1.6. Job-site assessment

## **12. Parents Involvement**

- 12.1.1. Role of Parents
- 12.1.2. Nature of involvement:
- 12.2. Conference
- 12.3. Interview
- 12.4. Counselling etc.
- 12.5. Monitoring the programme
- 12.6. Cooperation

### ***Recommended Books:***

**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 entally 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<sup>nd</sup> ed. New Jersey: Merrill.*

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

## **Paper-8 ADVANCE EDUCATION OF CHILDREN WITH MENTAL RETARDATION**

### **OBJECTIVES:**

After completing the course, the students will be able to:

- Discuss the characteristics of educational programming and approaches to learning for children with mental retardation.
- Plan education and training programmes for various categories of children with mental retardation according to their abilities.
- Develop individualized education plan (IEP) and teaching strategies in the light of individual needs of MRC.
- Promote adequate strategies for primary and secondary groups relating to behavioural management.
- Help individuals discover vocational adjustment abilities.
- Determine the future horizon to secure MRC from emerging threats.
- Increase understanding of teacher competencies for effectively dealing with MRC.
- Identify merits and demerits of Institutionalization & Deinstitutionalization.

### **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

## **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. Development of Communication**

7.1 Normal language development

7.2 Semantic features in language development

7.3 Language training

7.4 Experimental procedures

7.5 Syntactic structure and language Development

## **8. Pre-School Programme**

8.1 Parents role

8.2 Learning activities:

i) Gross motor

ii) Cognitive and fine motor

iii) Communication

iv) Social and self-help

8.3 Observing and recording the child's progress

## **9. Teaching Strategies**

9.1 Modern strategies

9.2 Open classroom method

9.3 Individualized approaches

9.4 Group relation

i) Role playing

ii) Empathy

iii) Group relation in the classroom

iv) Group discussion

## **10. Behavioural Management**

10.1 Behaviour modification

10.2 Re-enforcement

10.3 Eliminating un-desirable behaviour

10.4 Behavioural intervention strategy

10.5 Substituting socially appropriate behaviour

10.6 Psycho-therapies

### ***Recommended Books:***

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

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

**Shea Thomas M, Bauer Anne M (1985),** *Parents and Teachers of Exceptional Students.*

**Walter J Harris, Pamela N B Schutz (1986),** *The Special Education Resource Programme: Rationale And Implementation,* London: Merrill Publishing Company.

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

## **Paper-9 SEMINAR IN MENTAL RETARDATION**

### **OBJECTIVES:**

After completing the course, the students will be able to:

- Learn approaches to learning for children with mental retardation.
- Plan education and training programmes for various categories of children with mental retardation according to their abilities.
- Develop individualized education plan (IEP) and teaching strategies in the light of individual needs of MRC.
- Promote adequate strategies for primary and secondary groups relating to behavioural management.
- Help individuals discover vocational adjustment abilities.
- Determine the future horizon to secure MRC from emerging threats.
- Increase understanding of teacher competencies for effectively dealing with MRC.
- Identify merits and demerits of Institutionalization & Deinstitutionalization.

### **COURSE OUTLINE:**

1. Concept and definition of mental retardation
2. Educational Programming for MR.
3. Approaches to Learning
4. Curriculum for Mentally Retarded Children
5. Education of Mildly Retarded Children
6. Education and Training of Moderately Retarded Children
7. Training & Rehabilitation Of Severely/Profoundly Retarded Children
8. Development of Communication
9. Pre-School Programme
10. Teaching Strategies
11. Behavioral Management
12. Issues and trends in special education

Inclusive education

Parents involvement

## **Paper-7 - INTRODUCTION TO PHYSICAL HANDICAP**

### **OBJECTIVES:**

After completing the course the students will be able to:

- Determine physical handicaps.
- Explain anatomy and physiology of human body.
- Describe physical fitness and motor skills.
- Identify neurological, muscular, orthopaedic difficulties, health impairments and their affects.
- Propose preventive strategies to overcome effects of physical handicaps and additional problems.
- Point out major issues in advocacy for rehabilitation of persons with physical handicaps.

### **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. Anatomy & Physiology of Human Body–II**

3.1 Bone

i) Anatomy

ii) Physiology

3.2 Joints

3.3 Functional of Classification of Joints

3.4 Axel & Appendicular Skeleton

#### **4. 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
- 7.3 Ontogenesis imperfects
- 7.4 Hip Disorder

#### **8. Health Handicaps**

- 8.1 Amputation
- 8.2 Heart disease
- 8.3 Hemophilia
- 8.4 Allergies
- 8.5 Asthma
- 8.6 Diabetes

#### **9. Assessment**

- 9.1 Physiological: Articulation, bowel and bladder function
- 9.2 Communication: Verbal & Non-verbal

9.3 Development: Cognitive and physical

9.4 Commutative assessment

## **10. Effects of Physical Disabilities**

10.1 Individual

10.2 Family

10.3 Society

## **11. Physiotherapy**

11.1 Role of Physiotherapist

11.2 Physical Therapy for Cerebral Palsy, muscular dystrophy

11.3 Problem solving skills in the Classroom

## **12. Counseling**

12.1 Significance

12.2 Difference Between Counseling and Guidance

12.3 Professional preparation of the Counselor

12.4 Counseling as Developmental Approach

## **13. Mobility Aids-I**

13.1 Bioengineer Consideration

i) Pelvic Stability

ii) Truck Control

13.2 Wheel Chair

i) Types

ii) Choice

iii) Modification

iv) Walking Aids in Wheel Chair

13.3 Moulded Seating System

## **14. Mobility Aids-II**

14.1 Sticks and Crutches

14.2 Foot Wears and Outhouses

14.3 Walking Frames

14.4 Callipers & Braces

## **15. Prevention**

15.1 Concept

15.2 Prevention of Physic Logical Upset

15.3 Child Life Programme

15.4 Preventing Primary Disability

## **16. Physical Handicapped Children with Additional Problems**

16.1 Definition

16.2 Diagnosis

16.3 Development of Services

### ***Recommended Books:***

**McCarthy Gillian T (1984)**, *The Physically Handicapped Child – An Interdisciplinary 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<sup>th</sup> ed. Columbus: Charles E Merrill Publishing Co.

## **Paper-8 ADVANCE EDUCATIONAL ADAPTATION FOR CHILDREN WITH PHYSICAL DISABILITIES**

### **OBJECTIVES:**

After completing the course the students will be able to:

- To explain programmes for educational assessment and placement of children with physical handicaps and other impairments (CPH)/OI.
- Plan Individualized Education Programme (IEP) and instructional strategies for meeting special needs of CPH/OI.
- Promote self help skills in CPH.
- Develop competencies to work with other professionals and seeking parents cooperation.
- Appreciate routine and emergency medical procedure.
- Select appropriate re-enforcer for acknowledgement of students successes .
- Provide adequate information about career choice.
- Help promote cooperation to form special needs group.
- Identify factors promoting Least Restrictive Environment (LRE).

### **COURSE CONTENTS**

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

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

#### **2. Psychological and Educational Assessment**

- 2.1 Special Considerations in testing children with PH
- 2.2 Choosing a test battery
- 2.3 Adaptations of test and test items.
- 2.4 Interpreting test results

#### **3. Placement in Ordinary School**

- 3.1 Teacher competencies
- 3.2 Peripatetic/special services
- 3.3 Parents involvement in placement

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

- 4.1 Identification of special needs
- 4.2 Special provisions/arrangements



4.3 Guidelines for barrier-free school facilities

## **5. Planning for Instruction**

5.1 Perspective and rationale

5.2 Planning — the traditional view

5.3 An alternative perspective

5.4 Planning cycles

5.5 Daily Planning

5.6 Weekly Planning & yearly planning

## **6. Teaching Strategies-I**

6.1 Effective teaching

6.2 Creating Productive-learning environments

6.3 Key features of a classroom

6.4 Teacher behaviour and its effects

## **7. Teaching Strategies-II**

7.1 Resource organizations

7.2 Classroom technology and group process

7.3 Using time and space effectively

## **8. Teaching Aids and Equipment**

8.1 Nature and imports of aids & equipment

8.2 Teaching aids and their effective use

8.3 Preparation of aids and equipment

## **9. Physical Education and Sports**

9.1 Pre-activities instruction

9.2 Arranging the indoor activities

9.3 Recreation and motor skills programming

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

10.1 Individualized programming

10.2 Planning and monitoring of instruction

10.3 Choosing and developing material

## **11. Self Help Skills**

11.1 Behaviour influencing self-care skills learning

11.2 Toilet training

11.3 Eating skills

11.4 Dressing skills

## **12. Interdisciplinary Approach**

12.1 In-disciplinary process

12.2 Working with other professionals

12.3 Framework in the schools

12.4 Involvement of volunteer agencies and Organizations

## **13. Parents Participation**

13.1 Family Professional Cooperation

13.2 Parents teachers associations (PTA)

13.3 Social Integration

13.4 Functions of home/school contact

## **14. Routine and Emergency Medical Procedures**

14.1 School Protocol

14.2 Specific conditions

14.3 Routine paediatric concerns

14.4 Acute paediatric concerns

## **15. Re-Enforcement**

15.1 Reinforcement

15.2 Re-enforcers

15.3 Effective use of re-enforcer

15.4 Schedules of re-enforcement

### ***Recommended Books:***

**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.*

## **Paper-9**

## **SEMINAR IN PHC**

### **Objectives:**

After studying the course the students will be able to:

- Explain programmes for educational assessment and placement of children with physical handicaps and other impairments (CPH)/OI.
- Plan Individualized Education Programme (IEP) and instructional strategies for meeting special needs of CPH/OI.
- Promote self help skills in CPH.
- Develop competencies to work with other professionals and seeking parents cooperation.
- Appreciate routine and emergency medical procedure.
- Select appropriate re-enforcer for acknowledgement of students success .
- Provide adequate information about career choice.
- Help promote cooperation to form special needs group.
- Identify factors promoting Least Restrictive.

### **Course Contents**

1. Education of Handicapped children
2. Psychological and Educational Assessment
3. Placement in Ordinary School
4. Planning for Instruction
5. Planning for Instruction
6. Teaching Strategies-I
7. Teaching Strategies–II
8. Teaching Aids and Equipment
9. Physical Education and Sports
10. Individualized Education Programme (IEP)
11. Self Help Skills
12. Interdisciplinary Approach
13. Parents Participation
14. Routine and Emergency Medical Procedures
15. Re-Enforcement for PHC
16. Current issues in PHC

## **PAPER- 10**

# **REHABILITATION APPROACHES AND SERVICES FOR PERSON WITH DISABILITIES**

### **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:**

After completing the course, the students be able to:

- Understand the scope, advantages and potential contributions of community based rehabilitation project for people with disabilities.
- Familiarize with the organization of community based rehabilitation projects in Pakistan according to the local needs and problems.
- Enable to create, evaluate and improve 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*. Baltimore, MD. Brookes.

## **Paper-11**

### **Course Title: INCLUSIVE EDUCATION**

#### **Objectives:**

After studying this course, the students will be able to:

- Identify different types of special needs in children
- Discuss various approaches to the education of children with special
- needs
- Plan, implement and assess lessons for inclusive classrooms
- Explain the need for and explore possibilities for collaboration and team
- work for inclusive education.

#### **Course Outline:**

##### **UNIT 1: Introduction**

- 1.1. The Concept of Inclusion
- 1.2. Diversity among Children
- 1.3. Inclusive Education in the Schools
- 1.4. Benefits of Inclusion

##### **UNIT 2: The Disability Dimension**

- 2.1. The Disabled Children and the Concept of Disability
- 2.2. Major Disabilities
  - i) MR and Physical
  - ii) Hearing and Visual

##### **UNIT 3: Variety of Inclusion**

- 3.1. Learning Disabled
- 3.2. Gifted Children
- 3.3. Socially deprived
- 3.4. Gender deprivation

##### **UNIT 4: Inclusion: Learning Needs**

- 4.1. Teaching Methodology
- 4.2. Assessment Techniques
- 4.3. Attitudes and Inclusion

##### **UNIT 5: Inclusion and the Community**

- 5.1. Collaborative working
  - a) Communication

b) Collaborative Work with Other Professionals

c) Collaboration with Parents

**Recommended Books:**

Gifted and Talented Education by Kondru Subba Rao and Digumarti Bhaskara Rao. Sonali Publications, New Delhi: 2004

Learning Disabilities: A Practical Guide to Practitioners by G. Lokanadha Reddy, R. Ramar and A. Kusuma. Discovery Publishing House. New Delhi: 2005

Education for Children with Disabilities by A.K.Tyagi, Saloni Publishing House. 2003

Moderate, Severe and Profound Learning Difficulties: Practical Strategies by Michael Farrell. Routledge: 2003

Dyslexia and other specific Learning Difficulties: Practical Strategies by Michael Farrell. Routledge: 2006

Austism and communication Difficulties by Michael Farrell. Routledge: 2006

Sensory Impairment and Physical Disability by Michael Farrell. Routledge: 2006

Behavioral Emotional and Social Difficulties by Michael Farrell. Routledge: 2006

The Inclusive Classroom by Jac Andrews, Nelson

## **Paper-12**