



CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH INTELLECTUAL DISABILITY

Course Code:

Credits: 04

Marks: 100

L	T	P/S	SW/FW	TOTAL CREDIT UNITS
4	-	-	-	4

Introduction

The course aims to develop an understanding of curriculum development and teaching strategies for Persons with Intellectual Disability (*PwID*). The said course would also help learners to appreciate the role of professionals to address the needs of these children in a holistic manner using team approach.

Objectives

After completing the course teacher educators will be able to

- Explain the principles and approaches to curriculum development and instructional program.
- Describe the various approaches for teaching students with Intellectual Disability.
- Develop Curriculum for Pre-Primary, Primary, Secondary, Pre- Vocational and Vocational Level.
- Use Instructional Program and methods in Inclusive Set ups.
- Use teaching strategies and TLMs for PwID.

Student Learning Outcome

- Teacher educators will be able to develop an insight about *the principles and approaches to curriculum development and instructional program*
- Teacher educators will be able to *describe the various approaches for teaching students with Intellectual Disability.*
- Teacher educators will *the various approaches for teaching students with Intellectual Disability.*
- Teacher educators will *Develop Curriculum for Pre-Primary, Primary, Secondary, Pre- Vocational and Vocational Level*
- Teacher educators will *use teaching strategies and TLMs for Persons with Intellectual Disability.*

Unit 1: Curriculum Development

- 1.1 Principles and Models of Curriculum development
- 1.2 Approaches to curriculum development– Developmental, Functional, Ecological, SOME approach, Systems, and Task Analytic Approach
- 1.3 Instructional design– Definition, Types, Merits and Demerits
- 1.4 Curricular Adaptation, Accommodation and Modification
- 1.5 Challenges and Implications for Inclusion

Unit 2: Teaching Approaches



- 2.1 Developmental Approaches– Montessori, Floor time
- 2.2 Multi-sensory Approach– Fernald, Orton and Gillingham
- 2.3 Behavioral Approach– Applied Behavior Analysis (ABA), Discrete Trail Training
- 2.4 Cognitive Approach– Meta-cognitive Training, Cognitive Behavior Management
- 2.5 Integration of above in Inclusive Classroom Context

Unit 3: Curricular Domains & Levels

- 3.1 Development of Curriculum at Pre-primary and Primary level– Personal, Social, Academic, Occupational and Recreational
- 3.2 Development of Curriculum at Secondary level– Personal, Social, Academic, Occupational and Recreational
- 3.3 Development of Curriculum at pre-vocational and transitional level– Personal, Social, Academic, Occupational and Recreational
- 3.4 Development of Curriculum at Vocational level– Generic Skills and Work Related Skills, Personal skills related to routine, travel, Social Competencies, Job related behaviour– punctuality, regularity, Occupational skills– related to the job chosen (inclusive of functional academics), Health/safety skills, First Aid
- 3.5 Implications of above in Inclusion

Unit 4: Instructional Programs and Methods

- 4.1 Individualized Instruction – Concept, Types and Approaches
- 4.2 Collaborative Methods - Peer Tutoring, Co-operative Learning & Team teaching
- 4.3 Methods for social Inclusion, Social Skill Development & Self Regulation, Community Living, Life Skill Education
- 4.4. Universal design of Learning – Definition, Principles, Approaches & Strategies
- 4.5 Integration of above for Inclusion

Unit 5: Teaching Strategies & TLM

- 5.1 Stages of learning, Principles of teaching, and Steps in teaching concepts
- 5.2 Teaching Strategies – Task Analysis, Prompting & Fading, Shaping, Chaining, Reinforcement, Play way method, Project method
- 5.3 Concept and type of Teaching materials and Learning materials, Functional Aids and Criteria for selecting appropriate TLM's
- 5.4 Principles of adaptation, Adaptation of ADL material & functional academics
- 5.5 Integration of above for Inclusion

Practicum/ Assignment/ Engagement in the field (Any One)

- To present a report on adaption of curriculum for a student with Intellectual Disability in Inclusive setting
- To develop curriculum for independent living and present a report
- To present a Seminar on any of the teaching approaches.
- To develop need based learning and functional aids for PwID



Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
20	N.A	80

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Class Test	Project	Attendance	End Term Examination
Weightage (%)	10	5	5	80

Lab/ Practical/ Studio Assessment:

	Continuous Assessment/Internal Assessment				End Term Examination		
Components (Drop down)							
Weightage (%)							

Essential Readings

- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta
- Das, J.P., & Baine, D. (1978) Intellectual Disability for Special Educators. Springfield: Charles C. Thomas.
- John, W., & Smith, R. (1971). An Introduction to Intellectual Disability. Mc Grawhill New York.
- Kauffman, J.M., & Paynes, J.S. (1960) Intellectual Disability: Introduction and Personal Perspectives. Charges & Merrill, Columbus.
- Longone, J. (1990) Teaching Retarders Learners: Curriculum and Methods for Improving Instruction. Allyn and Bacon, Boston

- Narayan, J., & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded Persons. Pre-Primary Level. NIMH, Secunderabad.
- Panda, K.C. (1997). Education of Exceptional Children. Vikas Publishers, New Delhi.
- Pehwaria, R., & Venkatesan, S. (1992). Behavioural retarded Children: A Manual for Teachers. NIMH, Secunderabad.
- Remington, B. (1991). The Challenge of Severe Mental Handicap. A Behaviour Analytic Approach. Wiley, New Jersey.



- Repp, A.C. (1983). *Teaching the Mentally Retarded*. Prentice Hall, New Jersey.

Suggested Readings

- Kauffman, J. M. (1988). *Teaching Students with Learning and Behaviour Problems*. Merrill Publishing Co.
- Kirk, S.A., & Gallagher, J.J. (1979). *Educating Exceptional Children*. Houghton & Mifflin. Boston.
- Lewis, R.B., & Doorlag, D.H. (2010). *Teaching Students with Special Needs in General Education Classrooms*. Pearson, London.
- Longone, J. (1990). *Teaching Educable Mentally retarded Children*. Allyn & Bacon, Boston.
- Mary, A. F. (1999). *Curriculum and Teaching Strategies*. Paul H. Brooks Publishing Co. Baltimore.
- Petersun, M.J., & Hitfie, M.M. (2003). *Inclusive Teaching: Creating Effective Schools For all Learners*. Allyn & Becon. Boston.
- West, C. K., Farmer, J. A., & Wolff, P. M. (1991). *Instructional Design, Implications from Cognitive Science*. Prentice Hall, New Jersey.