Introduction

The course aims to develop an understanding of concept, etiology and characteristics of Persons with Mental Retardation/ 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

- Understand the concept, etiology and characteristics of Persons with Intellectual Disability (PwID).
- Use appropriate instruments for assessment of PwID.
- Describe the programming needs across different age levels of PwID.
- Utilize assessment information for educational programming, referral services and placement.
- Comprehend the emerging future needs of PwID.

Student Learning Outcome

- Teacher educators will be able to comprehend the causes, prevention, and characteristics of Persons with Intellectual Disability.
- Teacher educators will be able to identify the areas of assessment for Persons with Intellectual Disability.
- Teacher educators will acquire knowledge and use various approaches and techniques of assessment for Persons with Intellectual Disability
- Teacher educators will comprehend issues and trends related to Intellectual Disability
- Teacher educators will comprehend the advocacy, gender issues and legal provision for Persons with Intellectual Disability

Unit 1: Overview of Intellectual Disability

1.1 Definition, historical review, Prevalence of Intellectual Disability
1.2 Etiological factors of Intellectual Disability
   1.2.1 Biological, environmental factors
   1.2.2 Pre-natal, natal, post-natal causes
1.3 Classification of Intellectual Disability - Medical, Educational, Psychological criteria for classification and issues and current practices in certification of Intellectual Disability
1.4 Characteristics of Intellectual Disability
1.5 Intellectual Disability and Associated Conditions – Cerebral palsy, Autism, Sensory impairments,
ADD, ADHD, Epilepsy

Unit 2: Screening, Identification, Assessment and Diagnosis

2.1 Introduction to existing screening, identification and assessment / techniques trends in the field of intellectual disability
2.2 Approaches in and types of assessment
2.3 Methods and tools of assessment
   2.3.1 Screening tools
   2.3.2 Early identification
   2.3.3 Developmental assessment tools
   2.3.4 Intellectual - various standardized assessment tools: Binet – WISC - VSMS - DST Indian adaptations and other Indian tools
   2.3.5 Social, Behavioral, Language and Speech Assessment Tools and other Indian tools
   2.3.6 Special educational – use of CRTs, construction, precautions to be taken for development with reference to programming
2.4 Introduction to existing educational assessment tools – Upamayan (0 - 6 years), NIMH – Aarambh (Early Childhood Special Education Inclusive Package), Indian adaptation of portage guide, Madras Developmental Programming Systems NIMH-Functional Assessment Checklists for Programming (FACP) and other relevant tools
2.5 Implications of the above for Inclusion

Unit 3: Identification of Needs

3.1 Infancy and Early Childhood; EI & Family involvement (NIMH – Family Based Program Plan)
3.2 School age; placement alternative (special school, Resource Room, inclusive classroom), Multidisciplinary team collaboration and role of special education teacher
3.3 Transition and career development – ITP (Individualized Transition Plan)
3.4 Vocational Development; Employment, Types; emerging Job opportunity, Placement & follow-up
3.5 Implications of the above for Inclusion

Unit 4: Use of Assessment Information

4.1 Use of assessment information - Medical, Special Educational, Psychological, Therapeutic and Vocational
4.2 Interpretation of assessment information to develop training goals
4.3 Use of Support Needs Assessment for Person Centered Planning
4.4 Writing of assessment report: for administrative purpose, for educational Programming, for referral and for alternative placement
4.5 Implications of the above for Inclusion

Unit 5: Emerging and Future Issues

5.1 Critical analysis of Human Rights and Legal Provision – International Instruments, Indian Legislations and Policies
5.2 Advocacy
5.3 Current Gender Issues - Socio Cultural and Economic
5.4 Advances in Technology
   2.3.3 Implications of the above for Inclusion

M.Ed Special Education (Mental Retardation)
Practicum / Assignment / Engagement (Any One)

School/ Clinic/ Community

- To conduct assessment of PwID using appropriate assessment tools
- To organize discussion program on role of a Special Educator in intervention from Infancy to Adulthood
- To presentation a seminar on Community Based services for ID
- To conduct orientation and sensitization program on disability issues for teachers, parents, and community members and present a report

Assessment/ Examination Scheme:

<table>
<thead>
<tr>
<th>Theory L/T (%)</th>
<th>Lab/Practical/Studio (%)</th>
<th>End Term Examination</th>
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<tbody>
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<td>20</td>
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<td>80</td>
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Theory Assessment (L&T):

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<th>Components (Drop down)</th>
<th>Class Test</th>
<th>Project</th>
<th>Attendance</th>
<th>End Term Examination</th>
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</thead>
<tbody>
<tr>
<td>Weightage (%)</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>80</td>
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Lab/ Practical/ Studio Assessment:

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<thead>
<tr>
<th>Components (Drop down)</th>
<th>Continuous Assessment/Internal Assessment</th>
<th>End Term Examination</th>
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<tbody>
<tr>
<td>Weightage (%)</td>
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Essential Readings


M.Ed Special Education (Mental Retardation)

**Suggested Readings**
