



**IDENTIFICATION, ASSESSMENT AND NEEDS OF 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 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 – Upanayan (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



**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:**

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.
- Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System. Vijay Human Services, Chennai.
- King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education. Singular publishing Group, San Diego.



- Mittler, P. (1976). Psychological Assessment of Mental and Physical Handicaps. Tavistock, London.
- Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
- Narayan, J. (2003). Grade Level Assessment Device for Children with Learning Problems in Regular Schools. NIMH, Secunderabad.
- Panda, K.C. (1997) Education of Exceptional Children. Vikas, New Delhi.

### **Suggested Readings**

- Overton, J. (1992) Assessment in Special Education. An Applied Approach. Macmillan, New York.
- Overton, T. (2000). Assessment in Special Education: An Applied Approach, 3rd Ed, Prentice Hall Inc. Merrill.
- Pun, M., & Sen, A.K. (1989) Mentally Retarded Children in India. Mittal Publication. New Delhi
- Smith, D.D. (2004). Introduction to Special Education. Training in an Age of Opportunity, 3rd Ed. Allyn & Becon. Boston.
  
- Wehman.P., & Kuegel. J. (2004). Functional Curriculum, Pro-Ed. Austin.