

INTERVENTION AND REMEDIATION OF LEARNING DISABILITIES

Course Title: Intervention and Remediation of Learning Disabilities -I

Course Code: SPED 119

Credit Units: 2

Course Objectives:

1. To be able to describe the principles, types and areas of curriculum
2. To demonstrate skills in applying different intervention programmes for students with learning disability
3. To make effective use of appropriate teaching strategies as per the specific need of students with learning disability in the area of cognitive & meta-cognitive processes.
4. To make effective use of appropriate Teaching strategies as per the specific needs of students with Learning Disabilities in curricular areas.

Pre-requisites:

- The student will be able to understand the importance of curriculum ,characteristics and its types.
- The student will be able to understand and apply the remedial approaches for intervention in curricular areas and skills of Learning Disability.
- The students will be able to understand the holistic concept management of students with Learning Disabilities in the inclusive classroom.

Student Learning Outcomes:

After studying this paper, the student teacher is expected to :

1. Describe the principles, types and areas of curriculum development
2. Demonstrate skills in applying different intervention programmes for children with learning disabilities.
3. Make effective use of appropriate teaching strategies based on the child specific processing deficits.
4. Teach the curricular areas using appropriate remedial techniques
5. Demonstrate competencies in effective classroom management and collaboration with related professionals and community

Course Contents/Syllabus:

	Weightage (%)
MODULE I : CURRICULUM DESIGN	40
Descriptors/Topics <ul style="list-style-type: none">• Curriculum: Definition, Concept• Approaches to Curriculum Development: Developmental, Child centered, Subject based, Holistic and Eclectic• Types of .curriculum – core, collateral and support	

<ul style="list-style-type: none"> • Curriculum Adaptation : Curricular & Co-curricular: Concept and Process • Individual Education Plan (IEP), Further Education Plan (FEP) 	
MODULE II : REMEDIAL APPROACHES	30
Descriptors/Topics <ul style="list-style-type: none"> • Remediation: Concept, Principles and Perspectives • Behavioral approach • Cognitive approach • Multi sensory approach • Collaborative teaching approach, Professional and Teacher Collaboration • Yoga and other adjunctive aids • Instrumental Enrichment 	
MODULE III : REMEDIATION IN COGNITIVE & META-COGNITIVE PROCESSES	30
Descriptors/Topics <ul style="list-style-type: none"> • Attention and perception – strategies for enhancing arousal, sustenance, attention span and auditory and visual motor perception • Memory – strategies for enhancing short-term, long-term and sequential memory • Thinking and reasoning – strategies for enhancing thinking and reasoning skills • Language – strategies for enhancing receptive and expressive language • Meta-Cognition: Strategies for Enhancing Meta-Cognition & Study Skills 	

Pedagogy for Course Delivery:

- Lecture
- Tutorials
- Presentation and Discussions

Lab/ Practicals details, if applicable:

- To generate awareness conduct a survey of schools catering to the needs of Learning Disability in Delhi-NCR.
- Prepare a FEP for a selected case
- Preparation of remedial program for a deficit area in LD
- Preparation of community awareness material for LD

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
15	N.A	35

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment					End Term Examination
Components (Drop down)	Class Test	Project	Portfolio	Attendance	End Term Examination
Weightage (%)	5	0	5	5	35

Lab/ Practical/ Studio Assessment:

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

Text & References:

Ashlock, P. (1972). Errors Patterns in Competition. A Semi-Programmes Approach. Columbus. Ohio-Charles.

Adamson& Adamson. (1979) Handbook of Specific Learning Disabilities, Gardner Press USA

Bender, W. N.,(1995)Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories New York: Allyn bacon

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Lerner, J. W(1985). Learning Disabilities. Boston: Houghton Mifflin

Lerner J. W. and Kliner. F (2005) Learning Disabilities and Related Disorder Characteristics and Teaching Strategies, New York Houghton Mifflin Company, 10th Edition,

Mather N and Goldstein S (2001) Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management Brookes Publishing Company, 1st edition.

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Panda, K.C. (1997) Education of Exceptional Children. New Delhi: Vikas

Pandey J, Thapa Komilla.(2008) “Perspectives on learning disabilities in India: Current practices and prospects” Sage Publications, New Delhi.

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Smith, D.D. (1981) Teaching the Learning disabled Child. Eaglewood. Cliffs: N.J. Prentice Hall.

Strichart, S.S. (1993) Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon Boston

Swady, E.R. (1989) Diagnosis & Correction of Reading, Difficulties, Boston: Allyn & Bacon

Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, 1st Edition,

Taylor, B and others (1988) Reading Difficulties : Instruction and Assessment, Random House, New York,

Venkateswanshu, D .,(2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications

Raj, F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub

Any other Study Material:

- Power Point Presentations
- Resource material collected and compiled from reference books

