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:

<table>
<thead>
<tr>
<th>Descriptors/Topics</th>
<th>Weightage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODULE I: CURRICULUM DESIGN</strong></td>
<td>40</td>
</tr>
<tr>
<td>Curriculum: Definition, Concept</td>
<td></td>
</tr>
<tr>
<td>Approaches to Curriculum Development: Developmental, Child centered, Subject based, Holistic and Eclectic</td>
<td></td>
</tr>
<tr>
<td>Types of Curriculum – core, collateral and support</td>
<td></td>
</tr>
</tbody>
</table>
● Curriculum Adaptation: Curricular & Co-curricular: Concept and Process
● Individual Education Plan (IEP), Further Education Plan (FEP)

MODULE II: REMEDIAL APPROACHES

Descriptors/Topics
- 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

Descriptors/Topics
- 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:
<table>
<thead>
<tr>
<th>Theory L/T (%)</th>
<th>Lab/Practical/Studio (%)</th>
<th>End Term Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>N.A</td>
<td>35</td>
</tr>
</tbody>
</table>

**Theory Assessment (L&T):**

<table>
<thead>
<tr>
<th>Components (Drop down)</th>
<th>Continuous Assessment/Internal Assessment</th>
<th>End Term Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Test</td>
<td>Project</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Weightage (%)</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

**Lab/ Practical/ Studio Assessment:**

<table>
<thead>
<tr>
<th>Components (Drop down)</th>
<th>Continuous Assessment/Internal Assessment</th>
<th>End Term Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Test</td>
<td>Project</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Weightage (%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Text & References:**


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

Any other Study Material:

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