

# **PAPER-VIII: SPECIAL EDUCATION**

## **MODULE 1: INCLUSIVE EDUCATION**

### **Objectives**

After completing the module the learners will be able to

- Understand the concept of diversity and its relevant issues.
- Explain inclusive education & the progression from segregation *to diversity in inclusive education.*
- *Explicate the national & key international policies & frameworks in the realm of inclusive education.*
- *Enumerate the skills in adapting instructional strategies necessary for mainstream classrooms.*
- *Reflect the inclusive pedagogical practices & its relation to desired teaching.*
- *Expound strategies for collaborative working and stakeholders support in implementing inclusive education*

### **Unit 1: Understanding Diversity**

- 1.1 Concept of Diversity
- 1.2 Types of Diversity: Gender, linguistic, cultural, socio-economic and disability
- 1.3 Diversity in learning and play
- 1.4 Addressing diverse learning needs
- 1.5 Diversity: Global Perspective

### **Unit 2: Introduction to Inclusive Education**

- 2.1 Marginalisation vs. Inclusion: Meaning & Definitions
- 2.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion
- 2.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity
- 2.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
- 2.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

### **Unit 3: Adaptations Accommodations and Modifications**

- 3.1 Meaning, Difference, Need & Steps
- 3.2 Specifics for Children with Sensory Disabilities
- 3.3 Specifics for Children with Neuro-Developmental Disabilities
- 3.4 Specifics for Children with Loco Motor & Multiple Disabilities
- 3.5 Engaging Gifted Children

## **Unit 4: Inclusive Academic Instructions**

- 4.1 Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment
- 4.2 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching
- 4.3 Differentiated Instructions: Content, Process & Product
- 4.4 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies
- 4.5 ICT for Instructions

## **Unit 5: Supports and Collaborations for Inclusive Education**

- 5.1 Stakeholders of Inclusive Education & Their Responsibilities
- 5.2 Advocacy & Leadership for Inclusion in Education
- 5.3 Family Support & Involvement for Inclusion
- 5.4 Community Involvement for Inclusion
- 5.5 Resource Mobilisation for Inclusive Education

## **Unit 6: Policies & Frameworks Facilitating Inclusive Education**

- 6.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- 6.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
- 6.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- 6.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)
- 6.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

## **References/Suggested Readings:**

- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London: Unwin Hyman
- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1997). *Successful Mainstreaming*. Allyn and Bacon
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer: Taylor & Francis Group.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- Sedlak, R. A., & Schloss, P. C. (1986). *Instructional Methods for Student Learning and Behaviour Problems*. Allyn and Bac

## **MODULE-2: EDUCATION OF THE DIFFERENTLY ABLED CHILDREN**

### **Objectives**

After completing the module the learners will be able to

- *Name and explain the different types of sensory impairments with reference to hearing impairment and Visual impairment.*
- *Address the issues & challenges in educating students with sensory impairments.*
- *Describe the nature, characteristics & assessment of students with low vision & visual impairment and hearing impairment.*
- *Examine educational placement and suggest curricular strategies for students with sensory impairments.*
- *Enumerate the characteristics and types of learning disability.*
- *Describe the tools, areas of assessment and apply intervention strategies to enhance Learning*
- *Explain the characteristics and types of Autism Spectrum Disorder.*
- *Specify and analyse the tools, areas of assessment and apply intervention strategies*

### **Unit 1: Visual Impairment-- Nature and Assessment**

- 1.1. Process of Seeing and Common Eye Disorders in India
- 1.2. Blindness and Low Vision--Definition and Classification
- 1.3. Demographic Information--NSSO and Census 2011
- 1.4. Importance of Early Identification and Intervention
- 1.5. Functional Assessment Procedures

### **Unit 2: Educational Implications of Visual Impairment 5 Hours**

- 2.1. Effects of Blindness--Primary and Secondary
- 2.2. Selective Educational Placement
- 2.3. Teaching Principles
- 2.4. Expanded Core Curriculum-- Concept and Areas
- 2.5. Commonly Used Low Cost and Advanced Assistive Devices

### **Unit 3: Hearing Impairment: Nature & classification**

- 3.1 Types of Sensory Impairment( Hearing Impairment, Visual Impairment) & Dual sensory impairment (Deaf-blindness)
- 3.2 Importance of hearing
- 3.3 Process of hearing & its impediment leading to different types of hearing loss
- 3.4 Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped
- 3.5 Challenges arising due to congenital and acquired hearing loss

### **Unit4: Impact of Hearing Loss**

- 4.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication
- 4.2 Language & communication issues attributable to hearing loss and need for early Intervention

- 4.3 Communication options, preferences & facilitators of individuals with hearing loss
- 4.4 Issues & measures in literacy development and scholastic achievement of students with hearing loss
- 4.5 Restoring techniques using human (interpreter) & technological support (hearing devices)

## **Unit5: Learning Disability: Nature, Needs and Intervention**

- 5.1 Definition, Types and Characteristics
- 5.2 Tools and Areas of Assessment
- 5.3 Strategies for reading, Writing and Maths
- 5.4 Curricular Adaptation, IEP, Further Education,
- 5.5 Transition Education, Life Long Education

## **Unit6: Autism Spectrum Disorder: Nature, Needs and Intervention**

- 6.1 Definition, Types and Characteristics
- 6.2 Tools and Areas of Assessment
- 6.3 Instructional Approaches
- 6.4 Teaching Methods
- 6.5 Vocational Training and Career Opportunities

### **References/Suggested Readings:**

- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub
- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2nd edition) Pro Ed. Texas
- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.
- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House, New York.
- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA.