

UNIVERSITY OF THE PUNJAB

NOTIFICATION

It is hereby notified that the Vice-Chancellor has, in exercise of the powers vested in him under section 15 (3) of the University of Punjab Act, 1973 and in anticipation approval of the Syndicate, approved the recommendations of the Director, Institute of Special Education duly forwarded by the Dean, Faculty Education regarding approval of BS 5th to 8th Semester Syllabus (in replacement of M.A Education) in the subject of Special Education for Affiliated Colleges with effect from the Academic Session 2021.

The Syllabus of BS 5th to 8th Semester in Special Education is Attached herewith vide Annexure 'A'.


**Admin. Block,
Quaid-i-Azam Campus,
Lahore**

No. D/ 80 /Acad.

**Sd/-
Muhammad Rauf Nawaz
Registrar**

Dated: 06/01/2022.

1. Pro- Chancellor,
The Minister of Education/
Govt. of the Punjab, Lahore.
2. Members of the Syndicate
3. Dean, Faculty of Education
4. Director, Institute of Special Education
5. Principals of Affiliated Colleges
6. Controller of Examinations
7. Director, Quality Enhancement Cell
8. Director, IT (for Uploading on website)
9. Deputy Registrar (Affiliation)
10. Deputy Registrar (General)
11. Secretary to the Vice-Chancellor
12. PS to Pro Vice-Chancellor
13. P.S. to the Registrar
14. Admin Officer Syndicate (with file)
15. Assistant Syllabus


**Assistant Registrar (Academic)
for Registrar**

Program Title	BS Special Education
Institute:	Special Education
Faculty:	Education

Institute Mission

The Institute of Special Education (ISE) has been established to:

1. Provide and promote educational opportunities for students aspiring Master's, M. Phil and Doctoral programs in Special Education.
2. Create dynamic and high quality academic environment of teaching, research and human services for prospective teachers and leaders in the field of special education.
3. Function as a rich and modern resource center for the promotion of special education in Pakistan.
4. Transfer the latest knowledge, skills and technology to the prospective and existing teachers and professionals working in the field of special education.
5. Encourage and promote the research activities by providing technical help and means for dissemination.
6. Providing a dynamic and highly inclusive set up for education whereby students and prospective teacher can make benefit at an optimum level.

Introduction

Conceived as a Federal Government project, the Institute of Special Education is recognized as a trend setter in this diverse field of education. Since its establishment in 1990, the Institute is recognized to offer a maiden opportunity for professional, teachers and students who aspire to develop themselves as special educationist. Looking back at times gives enormous heart to us as we cherish 3372 success stories who are contributing towards the special population in their respective capacities. Their services are acknowledged both at national and international level.

The unique campus comprises a purpose built complex which consists of lecture and seminar rooms, audiology section, computer labs and a library. It offers an accessible environment with ramps for wheel chairs users and clear corridors for students with visual challenges.

The Institute is offering programs extending from Masters to Ph.D. The high end programs are conducted under the leadership and guidance of professionals with exceptional talents and attributes. More recently, a sign language interpreter has been

recruited to make the Institute more inclusive for the students with hearing impairment.

As an independent unit in the faculty of education the Institute takes lead from the emerging global trends in the field of special education. Again the quality skills on the part of academic faculty ensure that a thought process gets triggered in students which they can imply and capitalize upon.

Program Introduction

BS Special Educationist four years program is comprised of eight semesters. The focus of this program is to prepare prospective school teachers of children with special educational needs. Aligned with HEC's guidelines, this program is designed to equip the prospective teachers with competencies particularly in the areas of pedagogy, curriculum adaptations, educational assessment and identification of diverse needs of students with disabilities, accommodating the instructional needs of the students with diversity, educational psychology, research methods and in their particular areas of specialization. This degree program will enable the prospective teachers to teach a variety of school subjects (including Islamic studies, History, Geography, Arabic, Urdu, English, Social studies, Physical education, Home economics, Fine arts, Drafting, and Arts & craft etc.) to students with exceptionalities. This program will also provide ample opportunities to engage the prospective teachers in their professional development to meet the national standards of teacher preparation.

Preparing prospective teachers is foundation to any nation's success. But this becomes of enormous importance when this is the case of preparing teachers to address the needs of marginalized but multi-ability group of population. Enabling people with disabilities to contribute in the progress of the country will minimize the huge economic burden of supporting people with disabilities through out their lives.

This program provides the prospective teachers of students with disabilities a platform where they can become a skilled teacher in the relevant subject taught at school and can also help them to explore further avenues to meet their personal and professional ambitions. Thus, the program will not only prepare competent and trained teachers, rather it will enable them to deliver at both special and inclusive schools in their respective areas across the country. Furthermore, the program will provide basis for advance studies in same fields i.e. M. Phil and Ph.D. in Special Education.

Program Objectives

BS Special Education program intends to achieve the following objectives. The courses are designed to enable the learners to:

1. Comprehend the philosophies of education and implement them in teaching and learning practices.
2. Develop insight in the domains of Psychology, Learning and Development and ability to relate to a classroom situation.
3. Understand and apply the domains of psychology, learning and human development in classroom.
4. Develop knowledge, understanding, skills, and application of various assessment techniques considering diversity of students.
5. Use both the information communication and instructional technology in teaching and learning process to accommodate the diverse needs of students.
6. Assess students learning needs and interests and devise teaching strategies accordingly to ensure maximum learning (Repeat).
7. Train the students to work as experts in their respective areas of specialization in future.
8. Contribute to the educational and emotional well-being of students with special needs through research as well as in their academic and professional career.
9. Conduct research for the educational and emotional well-being of students with special needs as well as to improve their professional worth.
10. Teach individuals with special educational needs in both inclusive and special schools by using knowledge, skills and expertise.

Market Need / Rationale of the Program

According to World Health Organization (2020), about 15% of the total population of the world is suffering from some kind of disability. Out of these 2.5% are with severe disabilities requiring special education services. Special education is aimed to provide services to individuals having special educational needs based on their unique abilities, so that they can make progress in educational environment where they would otherwise be likely to have limited success. This situation has increased the demand of special education teachers within the country, especially in the Punjab.

There is consensus among all stake holders that reform in pre-service teachers training has become imperative because of poor quality of teachers in large number owed to mutations in governance and an obsolete pre-training structure.

In addition, National Education Policy of 2009 emphasizes reform in pre-service teacher education to improve the overall quality of education in Pakistan. A study was commissioned to review the current status of diverse institutional arrangements of teacher preparation in all the provinces and areas to recommend a way forward for standardized programs in alignment with National Education Policy (2009). Moreover, the study was one step in the process of educational reforms designed to lead to improvements in classroom teaching by preparing better qualified teachers. There was an agreement at government level that future teachers shall be prepared through a 4-year program. The standardized format and scheme of studies for the 4 year bachelor degree shall include a set of general education core courses, foundation courses in special education, professional pedagogy courses, content courses to develop subject-matter proficiency, and a sequence of supervised field experiences or internships in schools.

The Higher Education Commission (HEC) engaged faculty across the nation to develop detailed syllabi and course guides for the four-year BS Special Education in line with policy reform introduced by the Government through National Education policy.

This program is designed in alliance with the syllabi and course guidelines of HEC for four years BS Special Education.

The program itself is a process of reform in teacher education designed to create better, qualified and specialized teachers to meet the exceptional needs of a divide group.

Program Need Assessment may include feedback from multiple sources such as:

a) ***Potential Students for the program*** (career needs, subject interest etc.).

BS Special Education will provide an ideal opportunity for the students who aim to become special education teachers or to proceed for further education. The program is designed to provide the necessary knowledge, skills and hands on experiences to teachers with a strong practical foundation about the principles of special education.

b) ***Potential Employers***

Through offering specialization options, the program allows the students to specialize in their primary area of interest and prepare themselves to provide exemplary and rigorous services in the field of special education. This will enable

them to get good employment in both public and private sector institutions dealing students with special needs. The mastery of knowledge will enable the students to set their national and internal entrepreneurship.

c) Academic Projections

The same degree is also offered in University of Education and college of special education. It is pertinent to reflect that various public and private universities are also in planning to offer the same discipline in future.

d) Faculty (Faculty credentials, capacity, resources sufficiency etc.).

The faculty members have completed academic potentials to meet the academic needs of this program. All of the faculty members possess Ph.D. degree in their particular areas of specializations.

e) Physical Facilities (Lab and library facilities etc.)

Institute has audiology lab, speech and language pathology lab and computer lab to fulfill the requirements of practical oriented subjects. Greater number of latest books are available in the Institutional library including digital resources and online Journals.

Admission Eligibility Criteria

- Years of Study completed
12 years
- Study Program/Subject
Students who qualified both F.A. and F. Sc.
- Percentage
Minimum 60%
- Entry Test (if applicable) with minimum requirement
Not applicable

Duration of the Program

Semesters/Years/ Credit hours

Semesters	Credit hours
Semester I	15
Semester II	15
Semester III	15
Semester IV	15

Semester V	15
Semester VI	15
Semester VII	15
Semester VIII	15
Total	120

Categorization of Courses as per HEC Recommendation and Difference

Semester	Courses	Category(Credit Hours)						Semester Load
		Core Courses	Basic Courses	Major Electives	Minor Electives	General courses	Content courses Science /Arts	
1	5	----	----	----	----	5	----	15 credit
2	5	----	----	----	----	5	----	15 credit
3	5	----	----	2	----	3	----	15 credit
4	5	----	1	4	----	----	----	15 credit
5	5	1	3	1	----	----	----	15 credit
6	5	----	2	----	2	1	----	15 credit
7	5	1	2	2	----	----	----	15 credit
8	5	----	4	1	----	----	----	15 credit
PU								
HEC Guidelines								
Difference (HEC &) PU								

**Core: Compulsory, Basic: Foundation, Major Electives: Professional Minor Electives: Specialization*

Note: The course/column heads are customizable according to nature and level of the program.

Scheme of Studies BS Special Education

The offered scheme of studies for BS Special Education by Institute of Special Education is given below. The 13 general courses of 39 Credit Hours will be offered as per HEC list (copy attached)/criteria and given list by Director QEC Punjab University dated 03-09-2020 along with given directions by VC online meeting of HODs and Dean. The details of specialized 27 courses of 81 Credit Hours courses in the field of Special Education for BS Special Education are given below as per Punjab University template:

Sr. #	Code	Course Title	Course Type	Prerequisite	Credit hours
Semester- I					
1		EW-1	General	N.A.	3
2		Natural Science-1	General	N.A.	3
3		Social Science-1	General	N.A.	3
4		QR-1	General	N.A.	3
5		Art & Humanity-1	General	N.A.	3
Total Credit Hours = 15					
Semester- II					
1		EW-2	General	EW-1	3
2		Natural Science-2	General	Natural Science-1	3
3		Social Science-2	General	Social Science-1	3
4		QR-2	General	QR-1	3
5		Arts & Humanity-2	General	Art & Humanity-1	3
Total Credit Hours = 15					
Semester- III					
1		EW-3	General	EW-2	3
2	SEBS-133	Introduction to Exceptionalities	Major	N.A.	3
3		Islamic Studies	General	N.A.	3
4		Pakistan Studies	General	N.A.	3
5	SEBS-115	Human Growth & Development	Major	N A	3
Total Credit Hours = 15					
Semester- IV					
1	SEBS-103	Early Childhood Special Education	Distribution	SEBS-115	3
2	SEBS-112	Differentiated Practices in Assessment	Major	SEBS-133	3
3		Area Optional Select any one course from the list below	Major	SEBS-133	3

Sr. #	Code	Course Title	Course Type	Prerequisite	Credit hours
	SEBS-160	IDD 1. Curriculum Adaptation for Children with Intellectual and Developmental Disabilities			
	SEBS-118	PHC 2. Curriculum Adaptation for Children with Physically Handicapped			
	SEBS-121	HIC 3. Curriculum Adaptation for Children with Hearing Impairment			
	SEBS-124	VIC 4. Curriculum Adaptation for Children with Visual Impairment			
	SEBS-127	LD 5. Curriculum Adaptation for Children with Learning Disabilities			
	SEBS-136	ASD 6. Curriculum Adaptation for Children with Autism Spectrum Disorders			
4		Area Optional Select any one course from the list below SEBS-139 IDD 1. Differentiated Instructions for Children with Intellectual and Developmental Disabilities SEBS-151 PHC 2. Differentiated Instructions for Children with Physical and Health Impairment SEBS-154 HIC 3. Differentiated Instructions for Children with Hearing Impairment SEBS-163 VIC 4. Differentiated Instructions for Children with Visual Impairment SEBS-166 LD 5. Differentiated Instructions for Children with Learning Disabilities SEBS-169 ASD 6. Differentiated Instructions for Children with Autism Spectrum Disorders	Major	SEBS-133	3
5		Area Optional Select any one course from the list below SEBS-130 IDD 1. Introduction to Intellectual and Developmental Disability	Major	N.A.	3

Sr. #	Code	Course Title	Course Type	Prerequisite	Credit hours
	SEBS-268	PHC 2. Etiology of Physical and Health Impairment			
	SEBS-142	HIC 3. Sign Language			
	SEBS-145	VIC 4. Teaching of Braille and Computer Applications			
	SEBS-148	LD 5. Etiology of Learning Disabilities			
	SEBS-157	ASD 6. Autism Spectrum Disorders: Nature, Needs and Etiology			
Total Credit Hours = 15					
Semester- V					
1	SEBS-358	Assistive Technologies for Special Children	Core	SEBS-133	3
2	SEB.Ed-262	Foundations of Special Education	Basic	SEBS- 112	3
3	SEBS-313	School Community Collaboration	Distribution	SEBS- 103	3
4	SEBS-292	Production of Resource Material	Distribution	SEBS- 160	3
5		Area Optional Select any one course from the list below	Major		
	SEBS-265	IDD 1. Assessment Practices for Intellectual and Developmental Disability		SEBS-130	
	SEBS-271	PHC 2. Curriculum Development in Physical Education		SEBS-268	
	SEBS-277	HIC 3. Audiology and Hearing Disorders		SEBS-142	
	SEBS-280	VIC 4. Etiology of Visual Impairment		SEBS-145	
	SEBS-340	LD 5. Intervention and Assessment of Learning Disabilities		SEBS-148	
	SEBS-346	ASD 6. Assessment and Teaching Methods for Children with Autism Spectrum Disorder		SEBS-157	
Total Credit Hours = 15					

Sr. #	Code	Course Title	Course Type	Prerequisite	Credit hours
Semester- VI					
1		Area Optional Select any one course from the list below IDD 1. Functional and Independent Living Skills for Children with IDD PHC 2. Management of Physical and Health Impairment HIC 3. Speech and Language Development VIC 4. Orientation and Mobility Skills for Visual Impairment LD 5. Teaching -Learning Process of Learning Disabilities ASD 6. Autism Spectrum Disorder and Associated Conditions	Minor elective	SEBS-265 SEBS-271 SEBS-277 SEBS-280 SEBS-340 SEBS-346	
2		Area Optional Select any one course from the list below IDD 1. Behavior Management of Children with IDD PHC 2. Educational Adaptation for Children with Physical and Health Impairment HIC 3. Teaching of Children with Hearing Impairment VIC 4. Independent living Skills for Children with Visual Impairment LD 5. Instructional and Management Strategies for Learning Disabilities ASD 6. Therapeutics Interventions in Autism Spectrum Disorder	Minor elective	SEBS-295 SEBS-298 SEBS-301 SEBS-283 SEBS-349 SEBS-352	
3	SEBS-247	Teaching of Reading and Writing	Basic	SEBS- 133	3
4	SEBS-231	Language and Communication Disorders	General	N.A.	3

Sr. #	Code	Course Title	Course Type	Prerequisite	Credit hours
5	SEBS-238	Inclusive Education	Basic	SEBS- 262	3
Total Credit Hours = 15					
Semester- VII					
1	SEBS-250	Teaching Practice	Major	SEBS- 133	3
2	SEBS-289	Development and Implementation of IEP	Major	SEBS- 160 &112	3
3	SEBS-310	Education in Pakistan	Distribution	N.A.	3
4	SEBS-304	Nutrition, Health and Prevention	Distribution	SEBS-115	3
5	SEBS-325	Research in Special Education	Core	SEBS-262	3
Total Credit Hours = 15					
Semester- VIII					
1	SEBS-316	Administration and Management of Special Education	Distribution	SEBS 262	3
2	SEBS-244	Foundation of Guidance and Counseling	Basic	SEBS- 313	3
3	SEBS-337	Physical Education for Special Needs	Basic	SEBS-115 &133	3
4	SEBS-343	Family Problems and Interventions	Distribution	SEBS-313	3
5	SEBS-307	Research Project(Thesis)	Major	SEBS-325	3
Total Credit Hours = 15					
Total courses 40				Credit Hours = 120	

1. Type of course may be core (compulsory), basic (foundation), major elective (professional), minor elective (specialization) etc.

Mentioned above at Page No. 06

Research Thesis / Project /Internship

Research Thesis / Project /Internship	Type	Semester	Credit Hours
Research Thesis	Major	8 th	3

Details (credit hours, semesters etc.)

2. **Award of Degree**

Degree awarding criteria stating:

CGPA percentage required to Qualify

Minimum 2.00/4.00 CGPA and/ 50% OPM is required for degree awarding

/As per HEC/University of the Punjab Semester Implementation Committee

Thesis /Project/Internship

Thesis

Any other requirement, e.g. Comprehensive examination (if applicable)

N.A.

3. NOC from Professional Councils (if applicable)

N.A.

4. Faculty Strength

Degree	Area/Specialization	Total
BS Special Education	1. Hearing Impairment 2. Intellectual and Developmental Disabilities 3. Visual Impairment 4. Learning Disabilities 5. Autism Spectrum Disorder 6. Physical Impairments	06
Total		06

5. Present Student Teacher Ratio in the Institute

Program	Total No. of Students	Total No. of Teachers	Ratio
M.A.	63	6	10.5
M.Phil	15	6	2.5
Ph.D.	10	6	1.7

6. Course Outlines separately for each course. The course outline has following elements:

- Basic Information. Title and Code Number, Semester, and Credit Hours
- Pre-requisites course requirements/ skills
- Learning Outcomes
- Contents

Unit-I

1.1 Headings

1.1.1 Sub-headings

Unit-II

2.1 Headings

2.1.1 Sub-headings

- Teaching-learning Strategies
- Assignment- Types and Number with calendar
- Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- Textbooks. In the detail course outline, one may mention chapters of the textbook with the content topics
- Suggested Readings
 - Books
 - Journal Articles/ Reports

Note:

1. It is preferable to use latest available editions of books. Mention the publisher & year of publication.
2. The References/ bibliography may be in accordance with the typing manual of the concerned faculty/subject

Checklist for a New Academic Program

Parameters	
1. Institute Mission and Introduction	<input type="checkbox"/>
2. Program Introduction	<input type="checkbox"/>
3. Program Alignment with University Mission	<input type="checkbox"/>
4. Program Objectives	<input type="checkbox"/>
5. Market Need/ Rationale	<input type="checkbox"/>
6. Admission Eligibility Criteria	<input type="checkbox"/>
7. Duration of the Program	<input type="checkbox"/>
8. Assessment Criteria	<input type="checkbox"/>
9. Courses Categorization as per HEC Recommendation	<input type="checkbox"/>
10. Curriculum Difference	<input type="checkbox"/>
11. Study Scheme / Semester-wise Workload	<input type="checkbox"/>
12. Award of Degree	<input type="checkbox"/>
13. Faculty Strength	<input type="checkbox"/>
14. NOC from Professional Councils (if applicable)	<input type="checkbox"/>

Program Coordinator

Chairperson

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Introduction to Exceptionalities
Course Code: SEBS-133

Third Semester
(3 Credit Hours)

Pre-requisites course requirements/skills

Nil

Learning Outcomes

After the completion of this course, the students will be able to:

1. Describe the different classifications of exceptional children and the learning characteristics of each group of children.
2. Explain the cognitive, educational, and social-behavioral characteristics of individuals with various types of disabilities.
3. Outline the opportunities and services available for individuals with disabilities throughout the lifespan.
4. Apply their knowledge of the course to manage the students with special needs.

Contents

Unit-1: Classification System of Exceptionalities

- 1.1 International Classification of Diseases (ICD)
- 1.2 Diagnostic and Statistical Manual (DSM)
- 1.3 International Classification of Functioning (ICF)

Unit-2: Persons with Intellectual and Developmental Disabilities (Mental Retardation)

- 2.1 Definition
- 2.2 Etiology
- 2.3 Classification and Characteristics
- 2.4 Assessment
- 2.5 Educational Consideration

- 2.6 Services
- 2.7 Transition into Adulthood
- 2.8 Technology

Unit-3: Persons with Learning Disability

- 3.1 Definition
- 3.2 Etiology
- 3.3 Classification and Characteristics
- 3.4 Assessment
- 3.5 Educational Consideration
- 3.6 Services
- 3.7 Transition into Adulthood
- 1.8 Technology

Unit-4: Persons with Emotional or Behavioral Disorders

- 4.1 Definition
- 4.2 Etiology
- 4.3 Classification and Characteristics
- 4.4 Assessment
- 4.5 Educational Consideration
- 4.6 Services
- 4.7 Transition into Adulthood
- 4.8 Technology

Unit-5: Gifted Children

- 5.1 Definition
- 5.2 Etiology
- 5.3 Classification and Characteristics
- 5.4 Assessment
- 5.5 Educational Consideration
- 5.6 Services
- 5.7 Transition into Adulthood
- 5.8 Technology

Unit-6: Persons with Speech and Language Disorders

- 3.1 Definition
- 3.2 Etiology
- 3.3 Classification and Characteristics

- 3.4 Assessment
- 3.5 Educational Consideration
- 3.6 Services
- 3.7 Transition into Adulthood
- 3.8 Technology

Unit-7: Persons with Hearing Impairment

- 7.1 Definition
- 7.2 Etiology
- 7.3 Classification and Characteristics
- 7.4 Assessment
- 7.5 Educational Consideration
- 7.6 Services
- 7.7 Transition into Adulthood
- 7.8 Technology

Unit-8: Persons with Visual Impairment

- 8.1 Definition
- 8.2 Etiology
- 8.3 Classification and Characteristics
- 8.4 Assessment
- 8.5 Educational Consideration
- 8.6 Services
- 8.7 Transition into Adulthood
- 8.8 Technology

Unit-9: Persons with Physical Disabilities

- 1.1 Definition
- 1.2 Etiology
- 1.3 Classification and Characteristics
- 1.4 Assessment
- 1.5 Educational Consideration
- 1.6 Services
- 1.7 Transition into Adulthood
- 1.8 Technology

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written test at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

- Alcott, M. (2002). *Children with special education needs* (2nd ed.). London: Hodder & Stoughton.
- Bayat, M. (2012). *Teaching exceptional children*. New York: McGraw Hill.
- Chutaiani, Kar. (2002). *Exceptional children their psychology and education*. New Delhi: Sterling.
- Farrell, Michael (2008). *Educating special children*. Newyork: Routledge.
- Gargiulo, R.M. (2006). *Special education in contemporary society: Anintroduction to Exceptionality*. Austria: Thomsan.
- Maanum, J. L (2009). *The general educations guide to special education* (3rd ed.). California: Corwin.
- Rao, V.K. (2001). *Special Education*. New Delhi: APH Publisher.

- Sahu, B.K. (2002). *Education of Exceptionalities Children*. Ludhiana: Kalyani Publisher.
- Smith, D.D. (1998). *Introduction to special education*, Boston: Allyn & Bacon.
- Wilmschurst, L. (2010). *The complete guide to special education* (2nd ed.). San Francisco: Jossey-Bass.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Human Growth and Development
Course Code: SEBS-115

Third Semester
(3 Credit Hours)

Pre-requisites course requirements/skills

Nil

Learning Outcomes

After the completion of this course, the students will be able to:

1. Explain the theories, methods and research findings of life-span psychology.
2. Describe how people change in terms of their cognitive, physical, social and emotional development.
3. Compare and contrast the major developmental theorists of human development.
4. Design a research on the relative contributions of heredity (nature) versus environment (nurture) to various aspects of development.
5. Identify some of the factors that put people at increased risk for developing psychological problems at each stage of the lifespan.

Contents

Unit-1: The Nature of Child Development

- 1.1 Definition and Concept of Development and Growth
- 1.2 Biological Periods of Life Span
 - 1.2.1 Prenatal
 - 1.2.2 Natal
 - 1.2.3 Postnatal
- 1.3 Role of Genetics in Child Development
- 1.4 Basic Biological Terms

Unit-2: Biological Processes, Physical Development and Perceptual Development

- 2.1 Biological Beginnings
- 2.2 Physical Development and Health

2.3 Motor, Sensory and Perceptual Development

Unit-3: Cognition and Language

3.1 Cognitive Developmental Approaches

3.2 Information Processing

3.3 Intelligence

1.4 Language Development

Unit-4: Socio-emotional Development

4.1 Emotional Development

4.2 The Self and Identity

4.3 Gender

4.1 Moral Development

Unit-5: Social Contexts of Development

5.1 Families

5.2 Peers

5.3 Schools and Achievement

5.4 Culture and Diversity

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
2.	Midterm Assessment	35%	Written test at the mid-point of the semester.
3.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
4.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

Anne, A. (2004). *Child development and teaching pupil with special educational needs*.

London: Routledge

Charlesworth, R. (2013). *Understanding child development*. Cengage Learning.

Farengra, S.J., & Ness, D. (2006). *Encyclopedia of education and human development*.

Newyork: Pentagon.

Lysoght, T. (2000). *Handbook of child development*. Australia: Thomson.

Papalia, D. E., Olds, S. W., & Feldman, R. D. (2001). *Human development*. (8th ed.). Boston:

McGraw Hill.

Santrock, J. W. (2011). *Child development*. (13th ed.). Newyork: McGraw Hill.

Scroufe, L.A & Cooper, R.G. (1996). *Child development*. (3rd ed.). Newyork: McGraw Hill.

Secfert, K. L., & Haffing, R. J. (1997). *Child and adolescent development*. (4th ed.). Boston:

Houghton Mifflin.

INSTITUTE OF SPECIAL EDUCATION

University of the Punjab, Lahore

BS Special Education

Early Childhood Special Education

Course Code: SEBS-103

**Fourth Semester
(3 Credit Hours)**

Pre-requisites course requirements/ skills

Course Code	Course Title
SEBS-115	Human Growth & Development

Learning Outcomes

The course is designed to:

1. Applying Knowledge of theory and principles of inclusion to plan and prepare a learning process
2. Facilitating the learning process using differentiated activities, strategies and adapted materials.
3. Assessing the application of principles of assessment in the learning process.

Contents

Unit-1: Introduction to Early Childhood Education

- 1.1 Foundation of Early Childhood Education
- 1.2 Scope of Early Childhood Education
- 1.3 Professional Preparation of Early Childhood Caregivers
- 1.4 Resources of Professional Development
- 1.5 Theory and Philosophy of Early Childhood Education

Unit-2: Early Childhood Special Education

- 2.1 Introduction
- 2.2 Early Childhood Intervention
- 2.3 Early Intervention Programme
- 2.4 Types of Early Childhood Special Education

- 2.5 Historical Perspective
- 2.6 Legal Foundation of Special Education

Unit-3: Overview of Early Childhood Special Education

- 3.1 Rationales of Early Childhood Services (ECS) in Special Education
- 3.2 Target Children for Early Childhood Services (ECS)
- 3.3 Professional for Early Childhood Services (ECS)
- 3.4 Roles and Responsibility

Unit-4: Laws

- 4.1 The IDEA
- 4.2 Families Rights and Services
- 4.3 Early Childhood Special Education Practices
 - 4.3.1 Methods
 - 4.3.2 Evaluation & Assessment
 - 4.3.2 Individual Planning
 - 4.3.3 Technology

Unit-5: Domains of Development

- 5.1 Practical and Ethical Issues
- 5.2 Communication Development
- 5.3 Physical Development
- 5.4 Cognitive Development
- 5.5 Social and Emotional Development
- 5.6 Adaptive Development

Teaching-learning Strategies

Discussions, Demonstration Method, Lecture Method, Project Method

Assignment- Types and Number with calendar

Class Presentations, Written Assignment, Case Study.

01 assignment before mid-term exam and 02 assignment after mid-term exam

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be a written test.

Reading Material

Jones, L. (2005). *Early childhood studies*. New York: Open University Press.

Paasche, C. L. (2004). *Children with special needs in early childhood setting*. Australia: Delmar.

Hirsch, L. D. (2008). *Collaboration international in early childhood*. New York: Oxford University. Press.

Jackson, H. L., & Beaver, N. H. (2015). *Early education curriculum*. Stanford: Cengage Learning.

Farrel, M. (2008). *Educating special children*. New York: Routledge

Mitchel, D., & Brown, R.L (1991). *Early intervention studies for young children with special needs*. New York: Chapman & Hall.

Noonan, M. J. & McCormick, L. (1993). *Early intervention in natural environments methods & procedure*. California: Brooks/Cole.

INSTITUTE OF SPECIAL EDUCATION

University of the Punjab, Lahore

BS Special Education

Differentiated Practices in Assessment

Course Code: SEBS-112

Fourth Semester

(3 Credit Hours)

Pre-requisites course requirements/ skills

Course Code	Course Title
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SEBS- 133	Introduction to Exceptionalities
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Learning Outcomes

After the completion this course, the learners will be able to:

1. Introduce the basic concepts of assessment and evaluation
2. Planning procedures of assessment and evaluation
3. Aware the learners about different objective tests, their implementations and interpretations

Contents

Unit-1: Introduction

- 1.1 Concept of Assessment
- 1.2 Purposes of Assessments
- 1.3 Types of Assessment
- 1.4 Curriculum Based Assessment
 - 1.4.1 Basic Academic skills
 - 1.4.2 Content Area Assessments

Unit-2: The Assessment Process

- 2.1 Stages of Assessment
- 2.2 Levels of Assessment
- 2.3 Role of Multidisciplinary
- 2.4 Assessment and the IEP Process

Unit-3: Assessment in Inclusive Classrooms

- 3.1 Formative Versus Summative Assessment
- 3.2 Considerations in Assessment
- 3.3 Selecting the Right Assessment Strategy
- 3.4 Standards Based Assessment

Unit-4: Informal Assessment Tools

- 4.1 Authentic Assessment
- 4.2 Performance Assessment
- 4.3 Observation
- 4.4 Interview
- 4.5 Teacher Designed Protocols
- 4.6 Portfolio Assessment

Unit-5: Formal Assessment Tools

- 5.1 Standardized Achievement Tests
- 5.2 Psychological Tests
- 5.3 Environmental Inventory Process

Unit-6: Adapting Assessment for Exceptional Students

- 6.1 Adaptations before the Test
- 6.2 Adaptations in Test Construction
- 6.3 Adaptations Involving Test Administration
- 6.4 Alternative Test-Making Procedures
- 6.5 Changes in Grading Practice and Report Cards

Teaching-learning Strategies

Discussions, Demonstration Method, Activity Method, Inquiry Method.

Assignment- Types and Number with calendar

Class Presentations, Written Assignment, Development of Item Analysis Chart.

01 assignment before mid-term exam and 02 assignment after mid-term exam

Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Pierangelo, R., & Guliani, G. (2008). *Understanding assessment in the special education process*. California: Corwin Press.
- Algozzine, B. (2006). *Effective assessment for students with special need*. California: Corwin Press.
- Freeman, R., & Lewis, R. (1998). *Planning and implementation assessment*. London: Kogan Page.
- Friends, M., Bursuck, W., & Hutchinson, N. (1998). *Including exceptional students: A practical guide for classroom teachers*. Ontario: Allyn and Bacon
- . Westwood, P. (2007). *Commonsense methods for children with special educational needs* (5th .ed.). London: Routledge
- Smith, D. D. (1998). *Introduction to special education*. Boston: Allyn and Bacon.
- Gargiulo, R. M. (2006). *Special education in contemporary society: An introduction to exceptionality*. Austria: Thomson.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Curriculum Adaptation for Children with Intellectual Disabilities

Course Code: SEBS-160

Fourth Semester
(3 Credit Hours)

Pre-requisites course requirements/ skills

Course Code	Course Title
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SEBS-133	Introduction to Exceptionalities
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Learning Outcomes

After the completion this course, the learners will be able to:

1. Define the term curriculum.
2. Outline the components of curriculum.
3. Explain the various concepts related with curriculum and its adaptations.
4. Differentiate and contrast between curriculum and instructional models.
5. Explain how discrete instructional strategies can be integrated into a comprehensive approach to instruction
6. Identify strategies for modifying classroom practices to meet the needs of children with intellectual disabilities.

Contents

Unit-1: Introduction

- 1.1 Definition and Concept of Curriculum
- 1.2 Need and Characteristics of Curriculum.
- 1.3 Scope of Curriculum
 - 1.3.1 Curriculum Planning
 - 1.3.2 Curriculum Development
 - 1.3.3 Curriculum Implementation
 - 1.3.4 Curriculum Evaluation
- 1.4 Curriculum Development Process in Pakistan

Unit-2: Curriculum and Intellectual Disabilities

2.1 Types of Curriculum in Special Education

- 2.1.1 Normal Curriculum
- 2.1.2 Modified Curriculum
- 2.1.3 Developmental Curriculum
- 2.1.4 Individualization
- 2.1.5 Core Curriculum
- 2.1.6 Parallel Curriculum

2.2 Curriculum and Special Education Needs.

- 2.2.1 Definition and Concept of Special Educational Needs of children with ID
- 2.2.2 Intellectual disability and Curriculum Requirements

Unit-3: Design of the Curriculum

- 3.1 Designs for Educational Needs of children with ID
- 3.2 General Design
- 3.3 Approaches the Balance

Unit-4: Aspects of Curriculum for Intellectual disability

- 4.1 The Importance of Clarity and Organization
- 4.2 Curriculum Structure
- 4.3 Teaching Methods
- 4.4 Evaluation

Unit-5: Curriculum and Material Modifications

- 5.1 Matching needs of Students with ID and the Curriculum
- 5.2 Concerns Regarding Textbooks
- 5.3 Modifications of Existing Textbooks and Materials
- 5.4 Conceptual Organization Written the Curriculum
- 5.5 Incorporating Basic Skills
- 5.6 Home Work

Teaching-learning Strategies

Group Work, Project Method, Demonstration Method, Activities Method, Simulation Method

Assignment- Types and Number with calendar

Class Presentations, Written Assignment, Practical Work on Adapting General Curriculum for Children with Different Disabilities.

01 assignment before mid-term exam and 02 assignment after mid-term exam

Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

Davies, L. T. (2018). Addressing Special Education Needs and Disability in the Curriculum Design and Technology (2nd ed.). New York: Routledge.

Ysseldyke, J., & Algozzine, B. *Special education: A practical approach for teachers* (3rd ed.). Boston: Houghton Mifflin.

Singh, Raj (1994). *Teaching methods in schools*. New Delhi: Commonwealth.

Cole, S. (2000). *Adapting curriculum and instruction in inclusive classroom* (2nd ed.). Bloomington: The Centre on Education and Lifelong Learning.

Tomlinson, C.A. (1999). *The differentiated classroom responding to the needs of all learners*. Alexandria: Association for Supervision and Curriculum Development.

Farrel, M. (2008). *Educating special children*. New York: Routledge

Schalock, R. & Luckasson, R. (2004). American Association on Mental Retardation's *Definition, Classification, & System of Supports, 10th edition. Journal of Policy and Practice in Intellectual Disabilities, 1*(3/4), 136–146.

Tools for teachers (n.d.) *Curriculum Modifications and Adaptations*. Retrieved from http://www.spannj.org/pti/Curriculum_Modifications_and_Adaptations.pdf
<https://therapytravelers.com/strategies-teaching-students-intellectual-disabilities/>

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Curriculum Adaptation for Children with Physical Impairment

Course Code: SEBS-118

Fourth Semester
(3 Credit Hours)

Pre-requisites course requirements/ skills

Course Code	Course Title
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SEBS-133	Introduction to Exceptionalities
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Learning Outcomes

After the completion this course, the learners will be able to:

1. To elaborate the term curriculum.
2. To explain the various concepts related with curriculum.
3. To differentiate between the components of curriculum.
4. To differentiate and contrast between curriculum and instructional models.
5. To explain how discrete instructional strategies can be integrated into a comprehensive approach to instruction
6. To identify strategies for modifying classroom practices to meet the needs of special children.

Contents

Unit-1: Introduction

- 1.1 Definition and Concept of Curriculum
- 1.2 Need and Characteristics of Curriculum.
- 1.3 Scope of Curriculum
 - 1.3.1 Curriculum Planning
 - 1.3.2 Curriculum Development
 - 1.3.3 Curriculum Implementation
 - 1.3.4 Curriculum Evaluation.
- 1.4 Curriculum Development Process in Pakistan

Unit-2: Curriculum and Special Needs

2.1 Types of Curriculum in Special Education

- 2.1.1 Normal Curriculum
- 2.1.2 Modified Curriculum
- 2.1.3 Developmental Curriculum
- 2.1.4 Individualization.
- 2.1.5 Core Curriculum.

2.2 Curriculum and Special Education Needs.

- 2.2.1 Definition and Concept of Special Educational Needs
- 2.2.2 Special Needs and Curriculum Requirements.

Unit-3: Design of the Curriculum

3.1 Designs for Special Needs

3.2 General Design

3.3 Approaches the Balance

Unit-4: Aspects of Curriculum for Special Needs

4.1 The Importance of Clarity and Organization

4.2 Curriculum Structure

4.3 Teaching Methods

4.4 Evaluation

Unit-5: Curriculum and Material Modifications

5.1 Matching Students and the Curriculum

5.2 Concerns Regarding Textbooks

5.3 Modifications of Existing Textbooks and Materials

5.4 Conceptual Organization Written the Curriculum

5.5 Incorporating Basic Skills

5.6 Home Work

Teaching-learning Strategies

Group Work, Project Method, Demonstration Method, Activities Method, Simulation Method

Assignment- Types and Number with calendar

Class Presentations, Written Assignment, Practical Work on Adapting General Curriculum for Children with Different Disabilities.

01 assignment before mid-term exam and 02 assignment after mid-term exam

Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

Ysseldyke, J., & Algozzine, B. *Special education: A practical approach for teachers* (3rd ed). Boston: Houghton Mifflin.

Singh, Raj (1994). *Teaching methods in schools*. New Delhi: Commonwealth.

Cole, S. (2000). *Adapting curriculum and instruction in inclusive classroom* (2nd ed.). Bloomington: The Centre on Education and Lifelong Learning.

Tomlinson, C.A. (1999). *The differentiated classroom responding to the needs of all learners*. Alexandria: Association for Supervision and Curriculum Development.

Farrel, M. (2008). *Educating special children*. New York: Routledge

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Curriculum Adaptation for Children with Hearing Impairment

Course Code: SEBS-121

Fourth Semester
(3 Credit Hours)

Pre-requisites course requirements/ skills

Course Code	Course Title
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SEBS-133	Introduction to Exceptionalities
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Learning Outcomes

After the completion this course, the learners will be able:

1. To explain the concept of curriculum and its components.
2. To explain the various concepts related with curriculum.
3. To differentiate and contrast between curriculum and instructional models.
4. To explain how discrete instructional strategies can be integrated into a comprehensive approach to instruction
5. To identify strategies for modifying classroom practices to meet the needs of special children.

Contents

Unit-1: Introduction

- 1.1 Definition and Concept of Curriculum
- 1.2 Need and Characteristics of Curriculum.
- 1.3 Scope of Curriculum
 - 1.3.1 Curriculum Planning
 - 1.3.2 Curriculum Development
 - 1.3.3 Curriculum Implementation
 - 1.3.4 Curriculum Evaluation.
- 1.4 Curriculum Development Process in Pakistan

Unit-2: Curriculum and Special Needs

- 2.1 Types of Curriculum in Special Education

- 2.1.1 Normal Curriculum
- 2.1.2 Modified Curriculum
- 2.1.3 Developmental Curriculum
- 2.1.4 Individualization.
- 2.1.5 Core Curriculum.
- 2.2 Curriculum and Special Education Needs.
 - 2.2.1 Definition and Concept of Special Educational Needs
 - 2.2.2 Special Needs and Curriculum Requirements.

Unit-3: Design of the Curriculum

- 3.1 Designs for Special Needs
- 3.2 General Design
- 3.3 Approaches the Balance

Unit-4: Aspects of Curriculum for Children with Hearing Impairment

- 4.1 The Importance of Clarity and Organization
- 4.2 Curriculum Structure
- 4.3 Teaching Methods
- 4.4 Evaluation

Unit- 5: Curricular Needs & Creating Enabling Environments

- 5.1 Strategies for Addressing Communication Barrier
- 5.2 Alternative and Augmentative Communication
- 5.3 Conventional Hearing Aids
- 5.4 Socialization and Friendships
- 5.5 Strategies for Overcoming Social Barriers

Unit- 6 Curricular Transactions and Pedagogic Strategies

- 6.1 Adapting the Learning Environment
- 6.2 Adapting Curricular Content
- 6.3 Adapting Pace of Activities
- 6.4 Teaching and Learning Material
- 6.5 Adapting Assessment Practices

Teaching-learning Strategies

Group Work, Project Method, Demonstration Method, Activities Method, Simulation Method

Assignment- Types and Number with calendar

Class Presentations, Written Assignment, Practical Work on Adapting General Curriculum for Children with Different Disabilities.

01 assignment before mid-term exam and 02 assignment after mid-term exam

Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

Westwood, P. (2018). *Inclusive and adaptive teaching*. (2nd ed.). UK: Peter Westwood.

Ysseldyke, J., & Algozzine, B. (2001). *Special education: A practical approach for teachers* (3rd ed). Boston: Houghton Mifflin.

Cole, S. (2000). *Adapting curriculum and instruction in inclusive classroom* (2nd ed.).
Bloomington: The Centre on Education and Lifelong Learning.

Tomlinson, C.A. (1999). *The differentiated classroom responding to the needs of all learners*.
Alexandria: Association for Supervision and Curriculum Development.

Farrel, M. (2008). *Educating special children*. New York: Routledge

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Curriculum Adaptation for Children with Visual Impairment

Course Code: SEBS-124

Fourth Semester
(3 Credit Hours)

Pre-requisites course requirements/ skills

Course Code	Course Title
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SEBS- 133	Introduction to Exceptionalities
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Learning Outcomes

After the completion this course, the learners will be able to:

1. Understand the concept of curriculum.
2. Explain the various concepts related with curriculum.
3. Outline the components of curriculum.
4. Enable the students to adapt the content according to needs of students with visual impairment
5. Identify strategies for modifying classroom practices to meet the needs of students with visual impairment

Contents

Unit-1: Introduction

- 1.1 Definition and Concept of Curriculum
- 1.2 Need and Characteristics of Curriculum.
- 1.3 Scope of Curriculum
 - 1.3.1 Curriculum Planning
 - 1.3.2 Curriculum Development
 - 1.3.3 Curriculum Implementation
 - 1.3.4 Curriculum Evaluation.
- 1.4 Curriculum Development Process in Pakistan

Unit-2: Curriculum for Visually Impaired Students

2.1 Types of curriculum offered for students with visual impairment.

- 2.1.1 Regular Curriculum
- 2.1.2 Modified Curriculum
- 2.1.3 Developmental Curriculum
- 2.1.4 Individualized Education Plan

2.2 Curriculum and Special Education Needs.

- 2.2.1 Definition and Concept of Special Educational Needs
- 2.2.2 Special Needs and Curriculum Requirements.

Unit-3: Adapting Content for Students with Visual Impairment

- 3.1 Models of adaptation
- 3.2 Supplement
- 3.3 Simplification
- 3.4 Substitution

Unit-4: Adapting Assessment Procedures

- 4.1 Methods and Procedures of Assessment
- 4.2 Portfolio Assessment
- 4.3 Norm-Referenced
- 4.4 Criterion Referenced
- 4.5 Development of an Assessment Plan

Unit-5: Material Modifications for teaching Visually Impaired

- 5.1 Stratton's Hierarchy for Adapting Material
- 5.2 Modifications in Audio and Visual Aids
- 5.3 Adapting Material for Low Vision Students
- 5.4 Adapting Textbook Material
- 5.5 Adapting Work sheets

Teaching-learning Strategies

Group Work, Project Method, Demonstration Method, Activities Method, Simulation Method

Assignment- Types and Number with calendar

Class Presentations, Written Assignment, Practical Work on Adapting General Curriculum for Children with Different Disabilities.

01 assignment before mid-term exam and 02 assignment after mid-term exam

Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

Ysseldyke, J., & Algozzine, B.(2002). *Special education: A practical approach for teachers*(3rd Ed.). Boston: Houghton Mifflin.

Singh, Raj (1994). *Teaching methods in schools*. New Delhi: Commonwealth.

Cole, S. (2000). *Adapting curriculum and instruction in inclusive classroom* (2nd ed.).
Bloomington: The Centre on Education and Lifelong Learning.

Tomlinson, C.A. (1999). *The differentiated classroom responding to the needs of all learners*.
Alexandria: Association for Supervision and Curriculum Development.

Farrel, M. (2008). *Educating special children*. New York: Rutledge

Koeing, A .J., & Holbrook, M.(2000).Foundation of education: Instructional strategies for teaching children and youth with visual impairment.(New York):AFB

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Curriculum Adaptation for Children with Learning Disabilities

Course Code: SEBS-127

Fourth Semester
(3 Credit Hours)

Pre-requisites course requirements/ skills

Course Code	Course Title
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SEBS- 133	Introduction to Exceptionalities
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Learning Outcomes

After the completion this course, the learners will be able to:

1. To define the term curriculum.
2. To explain the various concepts related with curriculum.
3. To outline the components of curriculum.
4. To differentiate and contrast between curriculum and instructional models.
5. To explain how discrete instructional strategies can be integrated into a comprehensive approach to instruction
6. To identify strategies for modifying classroom practices to meet the needs of children with Learning Disabilities.

Contents

Unit-1: Introduction

- 1.1 Definition and Concept of Curriculum
- 1.2 Need and Characteristics of Curriculum.
- 1.3 Scope of Curriculum
 - 1.3.1 Curriculum Planning
 - 1.3.2 Curriculum Development
 - 1.3.3 Curriculum Implementation
 - 1.3.4 Curriculum Evaluation.
- 1.4 Curriculum Development Process in Pakistan

Unit-2: Curriculum and Special Needs

2.1 Types of Curriculum in Special Education

- 2.1.1 Normal Curriculum
- 2.1.2 Modified Curriculum
- 2.1.3 Developmental Curriculum
- 2.1.4 Individualization
- 2.1.5 Core Curriculum

Unit-3: Curriculum and Special Education Needs for Learning Disabilities

- 3.1 Academic and Cognitive Consideration
- 3.2 Appropriate Adaptations for Students with writing difficulties
- 3.3 Appropriate Adaptations for Students with reading difficulties
- 3.4 Appropriate Adaptations for Students with difficulties in mathematics
- 3.5 Appropriate Adaptations for Students with associated difficulties

Unit-4: Design of the Curriculum for Students with Learning Disabilities

- 4.1 Designs for Special Needs
- 4.2 General Design
- 4.3 Approaches the Balance

Unit-5: Aspects of Curriculum for Students with Autism Spectrum Disorder

- 5.1 The Importance of Clarity and Organization
- 5.2 Curriculum Structure
- 5.3 Teaching Methods
- 5.4 Evaluation

Unit-6: Curriculum and Material Modifications

- 6.1 Matching Students and the Curriculum
- 6.2 Concerns Regarding Textbooks
- 6.3 Modifications of Existing Textbooks and Materials
- 6.4 Conceptual Organization Written the Curriculum
- 6.5 Incorporating Basic Skills
- 6.6 Home Work

Teaching-learning Strategies

Group Work, Project Method, Demonstration Method, Activities Method, Simulation Method

Assignment- Types and Number with calendar

Class Presentations, Written Assignment, Practical Work on Adapting General Curriculum for Children with Different Disabilities.

01 assignment before mid-term exam and 02 assignment after mid-term exam

Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

Allen, K.E. & Cowdery, G.E. (2015). *The exceptional children*. Stamford: Cengage Learning.

Cole, S. (2000). *Adapting curriculum and instruction in inclusive classroom (2nd ed.)*.

Bloomington: The Centre on Education and Lifelong Learning.

Farrel, M. (2006). *Dyslexia and other specific learning difficulties*. New York: Routledge.

Farrel, M. (2008). *Educating special children*. New York: Routledge.

Learner, J. (2000). *Learning Disabilities (8th ed.)*. New York: Houghton.

Singh, Raj (1994). *Teaching methods in schools*. New Delhi: Commonwealth.

Smith, T.E.C., Polloway, E.A, Patton, J.R. & Dowdy, C.A. (2012). *Teaching students with special needs in inclusive setting (6th ed)*. New Jersey: Pearson.

Tomlinson, C.A. (1999). *The differentiated classroom responding to the needs of all learners*. Alexandria: Association for Supervision and Curriculum Development.

Ysseldyke, J., & Algozzine, B. *Special education: A practical approach for teachers (3rd ed)*. Boston: Houghton Mifflin.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Curriculum Adaptation for Children with Autism Spectrum Disorder

Course Code: SEBS-136

Fourth Semester
(3 Credit Hours)

Pre-requisites course requirements/ skills

Course Code	Course Title
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SEBS- 133	Introduction to Exceptionalities
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Learning Outcomes

After the completion this course, the learners will be able to:

1. To define the term curriculum.
2. To explain the various concepts related with curriculum.
3. To outline the components of curriculum.
4. To differentiate and contrast between curriculum and instructional models.
5. To explain how discrete instructional strategies can be integrated into a comprehensive approach to instruction
6. To identify strategies for modifying classroom practices to meet the needs of children with Autism Spectrum Disorder.

Contents

Unit-1: Introduction

- 1.1 Definition and Concept of Curriculum
- 1.2 Need and Characteristics of Curriculum.
- 1.3 Scope of Curriculum
 - 1.3.1 Curriculum Planning
 - 1.3.2 Curriculum Development
 - 1.3.3 Curriculum Implementation
 - 1.3.4 Curriculum Evaluation.
- 1.4 Curriculum Development Process in Pakistan

Unit-2: Curriculum and Special Needs

2.1 Types of Curriculum in Special Education

- 2.1.1 Normal Curriculum
- 2.1.2 Modified Curriculum
- 2.1.3 Developmental Curriculum
- 2.1.4 Individualization
- 2.1.5 Core Curriculum

Unit-3: Curriculum and Special Education Needs for Autism Spectrum Disorder

- 3.1 Academic, Linguistic and Cognitive Consideration
- 3.2 Social Skills and Overall Development
- 3.3 Appropriate Adaptations for Students with Autism Spectrum Disorder

Unit-4: Design of the Curriculum for Students with Autism Spectrum Disorder

- 3.1 Designs for Special Needs
- 3.2 General Design
- 3.3 Approaches the Balance

Unit-5: Aspects of Curriculum for Students with Autism Spectrum Disorder

- 4.1 The Importance of Clarity and Organization
- 4.2 Curriculum Structure
- 4.3 Teaching Methods
- 4.4 Evaluation

Unit-6: Curriculum and Material Modifications

- 5.1 Matching Students and the Curriculum
- 5.2 Concerns Regarding Textbooks
- 5.3 Modifications of Existing Textbooks and Materials
- 5.4 Conceptual Organization Written the Curriculum
- 5.5 Incorporating Basic Skills
- 5.6 Home Work

Teaching-learning Strategies

Group Work, Project Method, Demonstration Method, Activities Method, Simulation Method

Assignment- Types and Number with calendar

Class Presentations, Written Assignment, Practical Work on Adaptation General Curriculum for Children with Different Disabilities.

01 assignment before mid-term exam and 02 assignments after mid-term exam

Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

Allen, K.E. & Cowdery, G.E. (2015). *The exceptional children*. Stamford: Cengage Learning.

Cole, S. (2000). *Adapting curriculum and instruction in inclusive classroom* (2nd ed.).

Bloomington: The Centre on Education and Lifelong Learning.

Farrel, M. (2008). *Educating special children*. New York: Routledge.

Singh, Raj (1994). *Teaching methods in schools*. New Delhi: Commonwealth.

Smith, T.E.C., Polloway, E.A, Patton, J.R. & Dowdy, C.A. (2012). *Teaching students with special needs in inclusive setting*(6th ed). New Jersey: Pearson.

Tomlinson, C.A. (1999). *The differentiated classroom responding to the needs of all learners*. Alexandria: Association for Supervision and Curriculum Development.

Ysseldyke, J., & Algozzine, B. *Special education: A practical approach for teachers* (3rd ed). Boston: Houghton Mifflin.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

**Differentiated Instructions Children with Intellectual and Developmental
Disabilities**

Course Code: SEBS-139

**Fourth Semester
(3 Credit Hours)**

Pre-requisites course requirements/ skills

Course Code	Course Title
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SEBS- 133	Introduction to Exceptionalities
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Learning Outcomes

After the completion this course, the learners will be able to:

1. Apply knowledge of theory and principles of inclusion to plan and prepare a learning process.
2. Facilitate the learning process using differentiated activities, strategies and adapted materials.
3. Assessing the application of principles of assessment in the learning process.

Contents

Unit-1: Approaches of Instruction

- 1.1 The Social Approach
- 1.2 The Behavior Approach
- 1.3 The Information Processing Approach
- 1.4 The Personal Approach

Unit-2: Planning for teaching

- 1.1 Instructional Planning
- 1.2 Planning Resources
- 1.3 Instructional Planning Procedures
- 1.4 Pre-planning
 - 1.4.1 Identifying Student's skills and Readiness Level

- 1.4.2 Reviewing Goals and Standards
- 1.4.3 Deciding on Content and Process
- 1.4.4 Assessing Student's Skills and Knowledge

Unit-3: Implementing Instruction

- 3.1 Teacher Expectations
- 3.2 Opportunities for Learning
- 3.3 Routines and Procedures
- 3.4 Transitions
- 3.5 Active Teaching
- 3.6 Achievement Motivation

Unit-4: Differentiating Instructional Planning

- 4.1 Step-1 Identify Classroom Demands
- 4.2 Step-2 Note Students Learning Strengths & Needs
- 4.3 Step-3 Check Potential Areas of Student Success
- 4.4 Step-4 Look for Potential Problem Areas
- 4.5 Step-5 Use Information to Brainstorm Adaptations
- 4.6 Step-6 Decide which Accommodations to Implement
- 4.7 Step-7 Evaluate Student Progress

Unit-5: Specifics Instructional Strategies for Children with Intellectual Disabilities

- 5.1 Strategies for Children with Intellectual Disabilities
- 5.2 Accommodations for Children with Intellectual Disabilities or Developmentally delayed
- 5.2 Adaptation for Children with Intellectual Disabilities
- 5.3 Modification for Children with Intellectual Disabilities

Unit-6: Evaluating Instruction

- 6.1 Framework for Guiding Adaptation Decisions
- 6.2 An Instructional Accommodations Frameworks

Teaching-learning Strategies

Discussions, Demonstration Method, Simulation Method, Activity Method, Project Method

Assignment- Types and Number with calendar

Class Presentations, Written Assignment,.

01 assignment before mid-term exam and 02 assignments after mid-term exam

Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

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Fogarty, R., & Pete, B. M. (2011). *Supporting differentiated instruction: A professional learning communities approach*. Bloomington: Solution Tree Press.

Sower, J., & Warner, L. (2011). *Differentiating instruction with centers in the inclusive classroom*. Waco: Prufrock Press.

Karten, T.J. (2011). *Inclusion strategies and interventions*. Bloomington: Solution Tree Press.

Waldon, K. A. (1996). *Introduction to a special education: the inclusive classroom*. Albany : Delmar

Sands, D. J. (2000). *Inclusive education for the 21st century*. Australia :Wadsworth

Friends, M., Bursuck, W., & Hutchinson, N. (1998). *Including exceptional students: A practical guide for classroom teachers*. Ontario: Allyn and Bacon.

Schalock, R. & Luckasson, R. (2004). American Association on Mental Retardation's *Definition, Classification, & System of Supports*, 10th edition. *Journal of Policy and Practice in Intellectual Disabilities*, 1(3/4), 136–146.

Tools for teachers (n.d.) *Curriculum Modifications and Adaptations*. Retrieved from http://www.spannj.org/pti/Curriculum_Modifications_and_Adaptations.pdf
<https://therapytravelers.com/strategies-teaching-students-intellectual-disabilities/>

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

**Differentiated Instructions for Children with Physical and Health
Impairment**

Course Code: SEBS-151

**Fourth Semester
(3 Credit Hours)**

Pre-requisites course requirements/ skills

Course Code	Course Title
SEBS- 133	Introduction to Exceptionalities

Learning Outcomes

After the completion this course, the learners will be able to:

1. Apply knowledge of theory and principles of inclusion to plan and prepare a learning process.
2. Facilitate the learning process using differentiated activities, strategies and adapted materials.
3. Assessing the application of principles of assessment in the learning process.

Contents

Unit-1: Approaches of Instruction

- 1.1 The Social Approach
- 1.2 The Behavior Approach
- 1.3 The Information Processing Approach
- 1.4 The Personal Approach

Unit-2: Planning for teaching

- 2.1 Instructional Planning
- 2.2 Planning Resources
- 2.3 Instructional Planning Procedures
- 2.4 Pre-planning
 - 2.4.1 Identifying Student's skills and Readiness Level

- 2.4.2 Reviewing Goals and Standards
- 2.4.3 Deciding on Content and Process
- 2.4.4 Assessing Student's Skills and Knowledge

Unit-3: Implementing Instruction

- 3.1 Teacher Expectations
- 3.2 Opportunities for Learning
- 3.3 Routines and Procedures
- 3.4 Transitions
- 3.5 Active Teaching
- 3.6 Achievement Motivation

Unit-4: Differentiating Instructional Planning

- 4.1 Step-1 Identify Classroom Demands
- 4.2 Step-2 Note Students Learning Strengths & Needs
- 4.3 Step-3 Check Potential Areas of Student Success
- 4.4 Step-4 Look for Potential Problem Areas
- 4.5 Step-5 Use Information to Brainstorm Adaptations
- 4.6 Step-6 Decide which Accommodations to Implement
- 4.7 Step-7 Evaluate Student Progress

Unit-5: Specifics Instructional Strategies for Exceptional Students

- 5.1 Strategies for Low-Incidence Exceptionalities
 - 5.1.1 Adaptations for Students with Severe or Multiple Disabilities
 - 5.1.2 Adaptations for Students with Sensory Impairment
 - 5.1.3 Adaptations for Students with Physical or Health Disabilities
 - 5.1.4 Adaptations for Students with Autism
- 5.2 Strategies for High Incidence Exceptionalities
 - 5.2.1 Accommodations for Students who are Gifted or Developmentally Advanced
 - 5.2.2 Adaptation for Students with Communication Disorders
 - 5.2.3 Adaptation for Students with Learning & Behavior Disabilities
 - 5.2.4 Adaptation for Students with Attention Deficit / Hyperactivity Disorder

Unit-6: Evaluating Instruction

- 6.1 Framework for Guiding Adaptation Decisions
- 6.2 An Instructional Accommodations Frameworks

Teaching-learning Strategies

Discussions, Demonstration Method, Simulation Method, Activity Method, Project Method

Assignment- Types and Number with calendar

Class Presentations, Written Assignment,.

01 assignment before mid-term exam and 02 assignment after mid-term exam

Assessment and Examinations

Sr. No.	Elements	Weightage	Details
4.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
5.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
6.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

Algozzine, B., & Ysseldyke, J. (2006). *Effective instruction for students with special needs*. California Corwin Press.

Fogarty, R., & Pete, B. M. (2011). *Supporting differentiated instruction : A professional learning communities approach*. Bloomington: Solution Tree Press.

Sower, J., & Warner, L. (2011). *Differentiating instruction with centers in the inclusive classroom*. Waco: Prufrock Press.

Karten, T.J. (2011). *Inclusion strategies and interventions*. Bloomington: Solution Tree Press.

Waldon, K. A. (1996). *Introduction to a special education: the inclusive classroom*. Albany : Delmar

Sands, D. J. (2000). *Inclusive education for the 21st century*. Australia :Wadsworth

Friends, M., Bursuck, W., & Hutchinson, N. (1998). *Including exceptional students : A practical guide for classroom teachers*. Ontario: Allyn and Bacon.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Differentiated Instructions for Children with Hearing Impairment

Course Code: SEBS-154

Fourth Semester
(3 Credit Hours)

Pre-requisites course requirements/ skills

Course Code	Course Title
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SEBS- 133	Introduction to Exceptionalities
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Learning Outcomes

After the completion this course, the learners will be able to:

1. Apply knowledge of theory and principles of inclusion to plan and prepare a learning process.
2. Facilitate the learning process using differentiated activities, strategies and adapted materials.
3. Assessing the application of principles of assessment in the learning process.

Contents

Unit-1: Approaches of Instruction

- 1.1 The Social Approach
- 2.1 The Behavior Approach
- 2.2 The Information Processing Approach
- 2.3 The Personal Approach

Unit-2: Planning for teaching

- 2.1 Instructional Planning
- 2.2 Planning Resources
- 2.3 Instructional Planning Procedures
- 2.4 Pre-planning
 - 2.4.1 Identifying Student's skills and Readiness Level
 - 2.4.2 Reviewing Goals and Standards

2.4.3 Deciding on Content and Process

2.4.4 Assessing Student's Skills and Knowledge

Unit-3: Implementing Instruction

3.1 Teacher Expectations

3.2 Opportunities for Learning

3.3 Routines and Procedures

3.4 Transitions

3.5 Active Teaching

3.6 Achievement Motivation

Unit-4: Differentiating Instructional Planning

4.1 Step-1 Identify Classroom Demands

4.2 Step-2 Note Students Learning Strengths & Needs

4.3 Step-3 Check Potential Areas of Student Success

4.4 Step-4 Look for Potential Problem Areas

4.5 Step-5 Use Information to Brainstorm Adaptations

4.6 Step-6 Decide which Accommodations to Implement

4.7 Step-7 Evaluate Student Progress

Unit-5: Adapting Instructional Strategies for Students with Hearing Impairment

5.1 Guidelines for Lectures and other Teaching Sessions

5.2 Writing Assignment and Examinations

5.3 Strategies for Lip-reading

5.4 Organizing Seminars/Group Work

5.5 Use of Visual Aids

Unit-6: Evaluating Instruction

6.1 Framework for Adaptation assessment procedures

6.2 Adapting assessment procedures before evaluation

6.3 Adapting assessment procedures before evaluation

6.4 Adapting grading procedures

Teaching-learning Strategies

Discussions, Demonstration Method, Simulation Method, Activity Method, Project Method

Assignment- Types and Number with calendar

*Class Presentations, Written Assignment,
01 assignment before mid-term exam and 02 assignment after mid-term exam*

Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

Text Book: Westwood, P. (2018). *Inclusive and adaptive teaching*. (2nd ed.). UK: Peter Westwood.

Algozzine, B., & Ysseldyke, J. (2006). *Effective instruction for students with special needs*. California Corwin Press.

Fogarty, R., & Pete, B. M. (2011). *Supporting differentiated instruction: A professional learning communities approach*. Bloomington: Solution Tree Press.

Sower, J., & Warner, L. (2011). *Differentiating instruction with centers in the inclusive classroom*. Waco: Prufrock Press.

Karten, T.J. (2011). *Inclusion strategies and interventions*. Bloomington: Solution Tree Press.

Waldon, K. A. (1996). *Introduction to a special education: the inclusive classroom*. Albany :
Delmar

Sands, D. J. (2000). *Inclusive education for the 21st century*. Australia: Wadsworth

Friends, M., Bursuck, W., & Hutchinson, N. (1998). *Including exceptional students: A
practical guide for classroom teachers*. Ontario: Allyn and Bacon.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Differentiated Instructions for Children with Visual Impairment

Course Code: SEBS-163

Fourth Semester
(3 Credit Hours)

Pre-requisites course requirements/ skills

Course Code	Course Title
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SEBS- 133	Introduction to Exceptionalities
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Learning Outcomes

After the completion this course, the learners will be able to:

1. Apply knowledge of theory and principles of inclusion to plan and prepare a learning process.
2. Facilitate the learning process using differentiated activities, strategies and adapted materials.
3. Assessing the application of principles of assessment in the learning process.

Contents

Unit-1: Approaches of Instruction

- 1.1 The Social Approach
- 2.1 The Behavior Approach
- 2.2 The Information Processing Approach
- 2.3 The Personal Approach

Unit-2: Planning for Teaching Visually Impaired

- 2.1 Instructional Planning
- 2.2 Planning Resources
- 2.3 Instructional Planning Procedures
- 2.4 Pre-planning
 - 2.4.1 Identifying Student's skills and Readiness Level
 - 2.4.2 Reviewing Goals and Standards

- 2.4.3 Deciding on Content and Process
- 2.4.4 Assessing Student's Skills and Knowledge

Unit-3: Implementing Instruction

- 3.1 Teacher Expectations
- 3.2 Opportunities for Learning
- 3.3 Routines and Procedures
- 3.4 Transitions
- 3.5 Active Teaching
- 3.6 Achievement Motivation

Unit-4: Differentiating Instructional Planning

- 4.1 Step-1 Identify Classroom Demands
- 4.2 Step-2 Note Students Learning Strengths & Needs
- 4.3 Step-3 Check Potential Areas of Student Success
- 4.4 Step-4 Look for Potential Problem Areas
- 4.5 Step-5 Use Information to Brainstorm Adaptations
- 4.6 Step-6 Decide which Accommodations to Implement
- 4.7 Step-7 Evaluate Student Progress

Unit-5: Instructional Strategies for Visually Impaired

- 5.1 Strategies for Low-vision students
 - 5.1.1 Teaching Mathematics
 - 5.1.2 Teaching Science
 - 5.1.3 Teaching Physical Education
 - 5.1.4 Adaptations for Teaching Social Studies
 - 5.1.5 Teaching Recreation and Leisure Skills
- 5.2 Strategies for Blind Students
 - 5.2.1 Accommodations for Literacy Skills
 - 5.2.2 Teaching Independent Living Skills
 - 5.2.3 Teaching Orientation and Mobility
 - 5.2.4 Teaching of Career Education

Unit-6: Evaluating Instruction

- 6.1 Framework for Guiding Adaptation Decisions
- 6.2 An Instructional Accommodations Frameworks

Teaching-learning Strategies

Discussions, Demonstration Method, Simulation Method, Activity Method, Project Method

Assignment- Types and Number with calendar

Class Presentations, Written Assignment,.

01 assignment before mid-term exam and 02 assignment after mid-term exam

Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
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Suggested Readings

Algozzine, B., & Ysseldyke, J. (2006). *Effective instruction for students with special needs*. California Corwin Press.

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Sower, J., & Warner, L. (2011). *Differentiating instruction with centers in the inclusive classroom*. Waco: Prufrock Press.

Karten, T.J. (2011). *Inclusion strategies and interventions*. Bloomington: Solution Tree Press.

Sands, D. J. (2000). *Inclusive education for the 21st century*. Australia: Wadsworth

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Koeing, A .J., & Holbrook, M.(2000).Foundation of education: Instructional strategies for teaching children and youth with visual impairment. New York:AFB

Sacks, S. Z.,Kekelis, L.S.,& Gaylord-Ross, R.J.(1997).The development of social skills by Blind and Visually Impaired students: Exploratory studies and strategies. New York:AFB.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Differentiated Instructions for Children with Learning Disabilities

Course Code: SEBS-166

Fourth Semester
(3 Credit Hours)

Pre-requisites course requirements/ skills

Course Code	Course Title
SEBS- 133	Introduction to Exceptionalities

Learning Outcomes

After the completion this course, the learners will be able to:

1. Apply knowledge of theory and principles of inclusion to plan and prepare a learning process.
2. Facilitate the learning process using differentiated activities, strategies and adapted materials.
3. Assessing the application of principles of assessment in the learning process.

Contents

Unit-1: Approaches of Instruction

- 1.1 The Social Approach
- 1.2 The Behavior Approach
- 1.3 The Information Processing Approach
- 1.4 The Personal Approach

Unit-2: Planning for teaching

- 2.1 Instructional Planning
- 2.2 Planning Resources
- 2.3 Instructional Planning Procedures
- 2.4 Pre-planning
 - 2.4.1 Identifying Student's skills and Readiness Level
 - 2.4.2 Reviewing Goals and Standards

2.4.3 Deciding on Content and Process

2.4.4 Assessing Student's Skills and Knowledge

Unit-3: Implementing Instruction

3.1 Teacher Expectations

3.2 Opportunities for Learning

3.3 Routines and Procedures

3.4 Transitions

3.5 Active Teaching

3.6 Achievement Motivation

Unit-4: Differentiating Instructional Planning

4.1 Step-1 Identify Classroom Demands

4.2 Step-2 Note Students Learning Strengths & Needs

4.3 Step-3 Check Potential Areas of Student Success

4.4 Step-4 Look for Potential Problem Areas

4.5 Step-5 Use Information to Brainstorm Adaptations

4.6 Step-6 Decide which Accommodations to Implement

4.7 Step-7 Evaluate Student Progress

Unit-5: Specifics Instructional Strategies for Students with Learning Disabilities

5.1 Adaptations for Students with Learning Disabilities

5.2 Interventions for Reading, Writing, Mathematics and Associated Difficulties

5.3 Strategies for Improving Spelling and Writing Expression

5.4 Strategies for Improving Hand Writing

5.5 Strategies for Improving Word Recognition, Fluency and Reading Comprehension

5.6 Strategies for Addressing Difficulties in Mathematics

Unit-6: Evaluating Instruction

6.1 Framework for Guiding Adaptation Decisions

6.2 An Instructional Accommodations Frameworks

Teaching-learning Strategies

Discussions, Demonstration Method, Simulation Method, Activity Method, Project Method

Assignment- Types and Number with calendar

Class Presentations, Written Assignment,.

01 assignment before mid-term exam and 02 assignment after mid-term exam

Assessment and Examinations

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Allen, K.E. & Cowdery, G.E. (2015). *The exceptional children*. Stamford: Cengage Learning.

Farrel, M. (2006). *Dyslexia and other specific learning difficulties*. New York: Routledge.

Friends, M., Bursuck, W., & Hutchinson, N. (1998). *Including exceptional students : A practical guide for classroom teachers*. Ontario: Allyn and Bacon.

Fogarty, R., & Pete, B. M. (2011). *Supporting differentiated instruction : A professional learning communities approach*. Bloomington: Solution Tree Press.

Karten, T.J. (2011). *Inclusion strategies and interventions*. Bloomington: Solution Tree Press.

Learner, J. (2000). *Learning Disabilities* (8thed.). New York: Houghton.

Sands, D. J. (2000). *Inclusive education for the 21st century*. Australia :Wadsworth

Smith, T.E.C., Polloway, E.A, Patton, J.R. & Dowdy, C.A. (2012). *Teaching students with special needs in inclusive setting* (6thed). New Jersey: Pearson.

Sower, J., & Warner, L. (2011). *Differentiating instruction with centers in the inclusive classroom*. Waco: Prufrock Press.

Waldon, K. A. (1996). *Introduction to a special education: the inclusive classroom*. Albany : Delmar.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Differentiated Instructions for Children with Autism Spectrum Disorder

Course Code: SEBS-169

Fourth Semester
(3 Credit Hours)

Pre-requisites course requirements/ skills

Course Code	Course Title
SEBS- 133	Introduction to Exceptionalities

Learning Outcomes

After the completion this course, the learners will be able to:

1. Apply knowledge of theory and principles of inclusion to plan and prepare a learning process.
2. Facilitate the learning process using differentiated activities, strategies and adapted materials.
3. Assessing the application of principles of assessment in the learning process.

Contents

Unit-1: Approaches of Instruction

- 1.1 The Social Approach
- 1.2 The Behavior Approach
- 1.3 The Information Processing Approach
- 1.4 The Personal Approach

Unit-2: Planning for teaching

- 2.1 Instructional Planning
- 2.2 Planning Resources
- 2.3 Instructional Planning Procedures
- 2.4 Pre-planning
 - 2.4.1 Identifying Student's skills and Readiness Level
 - 2.4.2 Reviewing Goals and Standards

- 2.4.3 Deciding on Content and Process
- 2.4.4 Assessing Student's Skills and Knowledge

Unit-3: Implementing Instruction

- 3.1 Teacher Expectations
- 3.2 Opportunities for Learning
- 3.3 Routines and Procedures
- 3.4 Transitions
- 3.5 Active Teaching
- 3.6 Achievement Motivation

Unit-4: Differentiating Instructional Planning

- 4.1 Step-1 Identify Classroom Demands
- 4.2 Step-2 Note Students Learning Strengths & Needs
- 4.3 Step-3 Check Potential Areas of Student Success
- 4.4 Step-4 Look for Potential Problem Areas
- 4.5 Step-5 Use Information to Brainstorm Adaptations
- 4.6 Step-6 Decide which Accommodations to Implement
- 4.7 Step-7 Evaluate Student Progress

Unit-5: Specifics Instructional Strategies for Students with Autism Spectrum Disorder

- 5.1 Arranging the Learning Environment
- 5.1 Facilitating Social Development
- 5.1 Facilitating Speech, Language and Communication Skills
- 5.1 Adaptations for Students with Autism Spectrum Disorder

Unit-6: Evaluating Instruction

- 6.1 Framework for Guiding Adaptation Decisions
- 6.2 An Instructional Accommodations Frameworks

Teaching-learning Strategies

Discussions, Demonstration Method, Simulation Method, Activity Method, Project Method

Assignment- Types and Number with calendar

Class Presentations, Written Assignment,.

01 assignment before mid-term exam and 02 assignment after mid-term exam

Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
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Suggested Readings

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- Allen, K.E. & Cowdery, G.E. (2015). *The exceptional children*. Stamford: Cengage Learning.
- Friends, M., Bursuck, W., & Hutchinson, N. (1998). *Including exceptional students : A practical guide for classroom teachers*. Ontario: Allyn and Bacon.
- Fogarty, R., & Pete, B. M. (2011). *Supporting differentiated instruction : A professional learning communities approach*. Bloomington: Solution Tree Press.
- Karten, T.J. (2011). *Inclusion strategies and interventions*. Bloomington: Solution Tree Press.
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- Smith, T.E.C., Polloway, E.A, Patton, J.R. & Dowdy, C.A. (2012). *Teaching students with special needs in inclusive setting* (6thed). New Jersey: Pearson.
- Sower, J., & Warner, L. (2011). *Differentiating instruction with centers in the inclusive classroom*. Waco: Prufrock Press.
- Waldon, K. A. (1996). *Introduction to a special education: the inclusive classroom*. Albany :Delmar.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Introduction to Intellectual and Developmental Disabilities

Course Code: SEBS-130

Fourth Semester
(3 Credit Hours)

Pre-requisite course requirements/Skills

Nil

Learning Outcomes

After the completion this course the learners will be able to:

1. Define and discuss the characteristics of children mild to moderate intellectual and developmental disabilities.
2. Plan educational and training programs for different categories of children with intellectual and developmental disabilities.
3. Plan and implement intervention programs for various types of children with intellectual disabilities.

Contents

Unit-1: Back Ground of Intellectual and Developmental Disabilities

- 1.1 Intellectual and Developmental Disability of Changing Perceptions
- 1.2 A review of Developments
- 1.3 A Community Perspective

Unit-2: Introduction to Intellectual and Developmental Disabilities

- 2.1 Definition of Intellectual and Developmental Disabilities.
 - 2.1.1 AAMD (1983) by Grossman.
 - 2.1.2 AAMR (1992)
 - 2.1.3 AAIDD (2003)
- 2.2 Incidence and Prevalence of Intellectual and Developmental Disabilities.

Unit-3: Causative Factors and Preventions of Intellectual and Developmental Disabilities

- 3.1 Genetic and Hereditary Factors.
 - 3.1.1 Genetic Disorder
 - 3.1.2 Genetic Transmission.
 - 3.1.3 Chromosomal Deviations Cranial Malformations.
- 3.2 Congenital Factors
 - 3.2.1 Maternal Disease
 - 3.2.2 Infections Disease
 - 3.2.3 Pre Maturity and Prenatal Concerns
 - 3.2.4 Postnatal Biological Concerns
 - 3.2.5 Psychosocial Concerns and Environmental Factors
- 3.3 Prevention
 - 3.3.1 Preconception
 - 3.3.2 During Gestation
 - 3.3.3 At Gestation
 - 3.3.4 Early Intervention for high Risk Children

Unit-4: Intellectual and Developmental Disabilities Classifications

- 4.1 Levels of Intellectual and Developmental Disabilities
 - 4.1.1 Mild (Educable)
 - 4.1.2 Moderate (Trainable)
 - 4.1.3 Severe Profound (Dependent)
- 4.2 Other than Intellectual and Developmental Disabilities
- 4.3 Down Syndrome
- 4.4 Microcephalus
- 4.5 Hydrocephalus
- 4.6 Autism

Unit-5: Educational and Psychological Characteristics of Individual with Intellectual and Developmental Disabilities

- 5.1 Characteristics of Milder Child with Intellectual and Developmental Disabilities.
- 5.2 Socioeconomics and Family Patterns. Motivational and Socio Behavioral Characteristics.
- 5.3 Self-Regulatory Behaviors

- 5.4 Learning Characteristics
 - 5.4.1 The Ability to Achieve (Cognition)
 - 5.4.2 Adaptive Behavior
- 5.5 Speech and Language Characteristics
- 5.6 Educational Characteristics
 - 5.6.1 Communication
 - 5.6.2 Motivational
 - 5.6.3 Behavioral Needs
 - 5.6.4 Poor Cognition
 - 5.6.5 Poor Perception
 - 5.6.6 Poor Concentrations
 - 5.6.7 Short Memory
 - 5.6.8 Short Attention Span

Unit-6: Assessment of Intellectual and Developmental Disabilities

- 6.1 Assessment
 - 6.1.1 Formal Assessment
 - 6.1.2 Informal Assessment
- 6.2 Assessment of Adaptive Behavior/Functional Assessment
 - 6.2.1 Functional Testing Defined
 - 6.2.2 Curriculum Based Assessment
 - 6.2.3 Informal Checklists
 - 6.2.4 Biweekly Assessment and Planning Guide

Unit-7: Educational Programming

- 7.1 Placement Alternatives
- 7.2 Special Class Program
- 7.3 Regular Class Program
- 7.4 The Individualized Education Plan

Unit-8: Teaching Methods

- 8.1 Individual Instruction
 - 8.1.1 The “Attention, Model, Prompt and Test Teaching Method” for one-to-one Teaching
- 8.2 Individualized Instruction
- 8.3 Group Instruction
- 8.4 Sequential Instruction

8.5 Concurrent Instruction

8.5.1 The “Attention, Model, Prompt and Test Teaching Method” for Group Instruction

8.6 Designing a Teaching Sequence

8.6.1 Designing a Teaching Sequence

8.6.2 Write an Instructional Objective

8.6.3 Do a Performance Analysis

8.6.4 Prepare the Teaching Materials Required

8.6.5 Prepare the Teachers Scripts

Unit-9: Developmental Areas of Intellectual and Developmental Disabilities

9.1 Cognitive Development

9.2 Language Development

9.3 Speech Language and Communication

9.4 Milestones of Language Development

9.5 Disorder of Speech and Language

9.6 Neuro-Motor Development

9.6.1 Head and Brain Characteristics

9.6.2 Reflexes and Voluntary Behavior

9.6.3 Emotions and Central Nervous System

9.6.4 Sensory Organ and Cranial Nerves

9.6.5 Structure of Brain

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written test at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

Algozzine, B. (2006). *Teaching students with mental retardation*. California: Corwin Press.

Drew, C.J. (2000). *Mental retardation* (7th ed.). Columbus: Merrill

Reddy, G.L. (2004). *Mental retardation*. New Delhi: Discovery.

Patton, J.R. & Smith M.B. (1994). *Mental retardation* (4th ed.). New York: Mac Milan.

Gargiulo, R.M. (2006). *Special education in contemporary society: An Introduction to Exceptionality*. Austria Thomsan.

Smith, D.D (1998). *introduction to special education*. Boston: Allyn & Bacon.

Farrel, M. (2008). *Educating special children*. New York: Routledge.

Wilmschurst, L. (2010). *The complete guide to special education* (2nd ed.). San Francisco: JerseyBass

Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.

INSTITUTE OF SPECIAL EDUCATION

University of the Punjab, Lahore

BS Special Education

Etiology of Physical and Health Impairment

Course Code: SEBS-268

**Fourth Semester
(3 Credit Hours)**

Prerequisites of course requirements/Skills

Nil

Learning Outcomes

After completion of course the learners will be able to:

1. Explain nature of physical and health impairment
2. Identify main types and characteristics of physical and health impairment
3. Recognize the specific problems and educational needs of these children
4. Explain the impact of rehabilitation on students with physical and health impairment

Contents

Unit-1: Introduction to Physical and Health Impairment

- 1.1 Physical Impairment
- 1.2 An overview of Definitions
- 1.3 Causes and Prevention
- 1.4 Incidence and Prevalence
- 1.5 Muscular Dystrophy
- 1.6 Multiple Sclerosis
- 1.7 Absent Limb/Reduced Limb Function

Unit-2: Health Impairment

- 2.1 Heart Conditions
- 2.2 Hemophilia
- 2.3 Allergies
- 2.4 Asthma
- 2.5 Diabetes
- 2.6 HIV/ AIDS

2.7 Cancer

2.8 Other Blood Disorders

Unit-3: Anatomy and Physiology of Human Body

3.1 Nervous System

3.1.1 I Types of Nervous System

3.1.2 Anatomy

3.1.3 Physiology

3.2 Muscles

3.2.1 Types of Muscles

3.2.2 Anatomy

3.2.3 Physiology

3.3 Bones

3.3.1 Anatomy

3.3.2 Physiology

3.4 Joints

3.4.1 Functions and Classification of Joints

3.4.2 Axial and Appendicular Skeleton

Unit-4: Physical Fitness and Motor Skills

4.1 Physical Performance

4.2 Anaerobic Power and Capacity

4.3 Tolerance of External Exercise

4.4 Stages of Early Development

4.5 Psychomotor Skills

4.6 Strength of Muscles

Unit-5: Neurological Conditions

4.1 Cerebral Palsy

4.2 Spina Bifida

4.3 Spinal Cord Injury

4.4 Polio

4.5 Epilepsy

4.6 Poliomyelitis

4.7 Other Neurological Conditions

Unit-6: Muscular Problems

6.1 Muscular Dystrophy

- 6.2 6.2 Myotonia Congenital
- 6.3 6.3 Familiar Periodic Paralysis
- 6.4 6.4 Myasthenia Gravis

Unit-7: Orthopedic Difficulties

- 7.1 Amputations
- 7.2 Arthritis
- 7.3 Ontogenesis Imperfects
- 7.4 Hip Dislocation/ Disorders

Unit-8: Assessment

- 8.1 Physiological: Articulation, Bowel and Bladder functions
- 8.2 Communication: Verbal and Non Verbal
- 8.3 Development: Cognitive and Physical
- 8.4 Assessment of Independent Living Skills

Teaching Learning Strategies:

Theory and Practice in classroom

Assignment Types and Number with Calendar

Development of one Portfolio in the semester

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will written test

Suggested Readings

Farrel, M. (2008). *Educating special children*. New York: Routledge.

Gargiulo, R.M. (2006). *Special education in contemporary society: an introduction to exceptionality*. Austria: Thomson.

- Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.
- Smith, D.D. (1998). *Introduction to special education*. Boston: Allyn & Bacon.
- Wilmschurst, L. (2010). *The complete guide to special education* (2nded.). San Francisco: Jossey-Bass.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS (4 Years) in Special Education

Sign Language

Course Code: SEBS-142

Fourth Semester
(3 Credit Hours)

Prerequisites of course requirements/Skills

Nil

Learning Outcomes

After the successful completion of course the learners will be able to:

1. Understand the concept of communication as whole with components
2. Learn different components of sign language
3. Aware the teachers about Pakistan Sign language

Contents

Unit-1: Communication Approaches

- 1.1 Verbal Communication
- 1.2 Non-Verbal Communication
- 1.3 Total Communication
 - 1.3.1 Oral
 - 1.3.2 Aural
 - 1.3.3 Sign Language

Unit-2: Hand shapes

- 2.1 Basic Hand shapes
- 2.2 Central Hand shapes
- 2.3 Marginal Hand shapes
- 2.4 Problematic Cases
- 2.5 Meaningful Hand shapes

Unit-3: Sign Families

- 3.1 Opposites
- 3.2 Signs Related by Common Hand shape

3.3 Signs Related by Common Place of Articulation

3.4 Componential Signs

Unit-4: Extraneous Influences on PSL

4.1 PSL and Urdu

4.2 PSL and Social Studies

4.3 PSL and English

4.4 PSL and Gestures

4.5 PSL and Other Sign Languages

Unit-5: Non-manual Components of Signs

5.1 Mouth Pattern, Mouth Gesture and Facial Expression

5.2 Body Posture, Head Position and Eye Gaze

5.3 A Non-manual Parameter

5.4 Iconic signs

Unit-6: Morphology

6.1 Word Classes

6.2 Directionality

6.3 Aspects

6.4 Completive Aspect

6.4.1 Aspectual Modulation

6.4.2 Complex Signs

6.4.3 Numeral Incorporation

6.4.4 LENA: 'take' and DENA: 'give'

6.4.5 Fusion

6.4.6 Compounds

Unit-7: Syntax

7.1 Word Order

7.2 Predicates and Participants

7.3 Temporal Expressions

7.4 Function Signs

7.5 Modifying Constructions

7.6 Localization

7.7 Loci

7.8 Directionality

7.9 Positioning

- 7.10 Index
- 7.11 Eye Gaze
- 7.12 Role Play
- 7.13 Inconsistencies

Unit-8: Non manual Syntax

- 8.1 Affirmation and Negation
- 8.2 Interrogatives
- 8.3 Conditional Clauses

Teaching Learning Strategies:

Classroom Practice of Signs, Group Activities

Assignment Types and Number with Calendar

Development of sign language base (4) story books in small groups before midterm

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be a written and practical exam.

Suggested Readings

- Alice, M. R. K. (2004). *Deaf education*. New Delhi. Sonali Publishers.
- Dhawan, M.I. (2005). *Education of children with special needs*. Delhi: Isha Books.
- Farrel, M. (2008). *Educating special children*. New York: Routledge.
- Gargiulo, R.M. (2006). *Special education in contemporary society: an introduction to exceptionality*. Austria: Thomson.

- Mahshie, J. (2006). *Enhancing communication skills of deaf & hard of hearing children in the mainstream*. Newyork. Delmar.
- Sahu, B. K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.
- Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.
- Singh, M. (2010). *Education of children with special needs*. New Delhi: Kanishka Publishers.
- Smith, D.D. (1998). *Introduction to special education*. Boston: Allyn & Bacon.
- Sonia, G. (2007). *Teaching children with special needs*. New Delhi: SBS Publishers.
- Wilmschurst, L. (2010). *The complete guide to special education* (2nded.). San Francisco: Jossey-Bass.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Teaching of Braille and Computer Applications
Course Code: SEBS-145

Fourth Semester
(3 Credit Hours)

Prerequisites of course requirements/Skills

Nil

Learning Outcomes

After completing the course the learners will be able to :

1. Acquire basic information about Braille, its relevance and some important functional aspects.
2. Get basic information on types and significance of different Braille device like Perkins Braille read and write English and Urdu Braille with perfection
3. Get acquainted with the types and significance of basic devices relating to Mathematics,
4. Use screen reading software

Contents

Unit-1: History of Braille

- 1.1 Introduction of Louise Braille
- 1.2 Developmental Phases of Braille

Unit-2: Braille System

- 2.1 Form
- 2.2 Major Characteristics

Unit-3: Use of Perkin Brailier

- 3.1 Introduction of Perkin Brailier
- 3.2 Typing
- 3.3 Erasing
- 3.4 Correcting

Unit-4: Learning of Braille level I (simple without contractions) (Practical)

- 4.1 Learning Urdu Braille
- 4.2 Learning English Braille
- 4.3 Introduction to Arabic Braille

Unit-5: Learning Urdu Braille Learning of Braille Level II (with Primer & contractions)

- 5.1 Learning English Braille
- 5.2 General Hints
- 5.3 Some Standard Rules
- 5.4 Contents Sheets
- 5.5 Foot Notes
- 5.6 Poetry
- 5.7 Place
- 5.8 Correspondence
- 5.9 Tables

Unit-6: Learning Mathematics

- 6.1 Use of Abacus
- 6.2 Use of Mathematic Slate
- 6.3 Mathematics on Brailier
- 6.4 Use of Calculator
- 6.5 Use of Computer Software

Unit-7: Assistive Technology Products

- 7.1 Alternative Keyboards
- 7.2 Joysticks
- 7.3 Braille Embossers
- 7.4 Screen Readers
- 7.5 Wands and Sticks
- 7.6 Touch Screen
- 7.7 Text to Speech (TTS) or Speech Synthesizers

Teaching Learning Strategies:

Lecturing and Practice

Assignment Types and Number with Calendar

Practical Training to one case study in whole semester

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be a practical and written test

Suggested Readings

Dodds, A. (1993). *Rehabilitations blind and visual impaired*. London: Chapman & Hall.

Farrel, M. (2008). *Educating special children*. New York: Routledge.

Main, M.N.G. (1997). *Techniques of teaching blind*. New Delhi: Sterling Publication.

Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.

Salisbury, R. (2008). *Teaching pupils with visual impairment*. London: Routledge.

Wilmshurst, L. (2010). *The complete guide to special education* (2nded.). San Francisco: Jossey-Bass.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Etiology of Learning Disabilities
Course Code: SEBS-148

Fourth Semester
(3 Credit Hours)

Pre-requisite course requirements/Skills

Nil

Learning Outcomes

After the completion this course the learners will be able to:

1. Achieve an in depth knowledge of early intervention, evaluation diagnosis and management of children with difference types of learning disability
2. Simulate for language processing
3. Develop skills for utilizing classroom strategies with and without assistive devices.

Contents

Unit-1: Introduction

- 1.1 Definition and Concept of Learning Disabilities
- 1.2 Impact of LD on Academic Performance
- 1.3 The Bilingual Child
- 1.4 Contemporary Directions of Learning Disabilities

Unit-2: Causes

- 2.1 Neurogenic Causes
- 2.2 Heredity Factors
- 2.3 Environmental Factors
- 2.4 Neuro -Psychological Factors

Unit-3: Types of Learning Disabilities

- 1.1 Dyslexia
- 1.2 Dyscalculia
- 1.3 Dysgraphia

- 1.4 Dyorthographia
- 1.5 Associated Disorders (ADD,ADHD)

Unit-4: Signs and Symptoms

- 4.1 Characteristics of Children Learning Disabilities
- 4.2 Socio-Communicative Interaction
- 4.3 Emotional Problems in Learning Disabilities

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written test at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

- Hallahan, D.P. (1996). *Introduction to learning disability*. Boston: Allyn & Bacon.
- Burke, P. (2000). *Learning disabilities in children*. Oxford: Blackwell Science.
- Farrell, M. (2008). *Educating special children*. Newyork: Routledge.
- Gargiulo, R.M. (2006). *Special education in contemporary society: An introduction to exceptionality*. Austria: Thomsan.
- Smith, D.D. (1998). *Introduction to special education*. Boston: Allyn & Bacon.

Farrel, M. (2008). *Educating special children*. New York: Routledge.

Wilmshurst, L. (2010). *The complete guide to special education* (2nd ed.). San Francisco: Jossey Bass.

Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Autism Spectrum Disorders: Nature, Needs and Etiology

Course Code: SEBS-157

Fourth Semester
(3 Credit Hours)

Pre-requisite course requirements/Skills

Nil

Learning Outcomes

After the completion this course the learners will be able to:

1. Explain the spectrum and evolution of understanding of autism spectrum disorders (ASD)
2. Describe the nature & characteristics of ASD
3. Explain the impairments in ASD
4. Explain the neuro-cognitive theories pertaining to ASD
5. Describe the learning characteristics of children with ASD

Contents

Unit-1: Introduction to ASD

- 1.1 ASD: Concept, definition and characteristics
- 1.2 Historical perspective – Cultural perspective, myths, and evolution of understanding the diagnosis
- 1.3 Prevalence and incidence
- 1.4 Types of ASD
- 1.5 Etiology, Recent Trends and Updates

Unit-2: Social Communication and Language across the spectrum

- 1.1 Non-Verbal Communication
- 1.2 Verbal Communication
- 1.3 Social emotional reciprocity
- 1.4 Interpersonal relationships

- 1.5 Variations across the spectrum

Unit-3: Thought and Behavior in ASD

- 1.6 Motor and Verbal Stereotypes
1.7 Unusual Sensory Behaviors
1.8 Routines and Rituals
1.9 Play behaviors
1.10 Variations across the Spectrum

Unit-4: Neuro-cognitive Theories

- 1.11 Theory of Mind
1.12 Executive Functioning
1.13 Central Coherence
1.14 Implications in Learning and Educational Implications
1.15 Variations across the Spectrum

Unit5: Learning Characteristics and Styles

- 1.16 Selective Attention
1.17 Motivation
1.18 Generalization & transfer
1.19 Uneven cognitive profile
1.20 Visual vs Auditory learning

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
4.	Midterm Assessment	35%	Written test at the mid-point of the semester.
5.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
6.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

- Farrel, M. (2008). *Educating special children*. New York: Routledge.
- Fribary, K. L. (2012). *Educating children with exceptionalities*. New York: McGraw Hill.
- Gargiulo, R.M. (2006). *Special education in contemporary society: an introduction to exceptionality*. Austria: Thomson.
- Randall, P. &, Parker, J. (1996). *Supporting the families of children with autism*. Chichester: John Wiley & Sons.
- Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.
- Seach, D. (2003). *Supporting children with autism in mainstream schools*. Birmingham: The Question Publishers.
- Smith, D.D. (1998). *Introduction to special education*. Boston: Allyn & Bacon.
- Wilmschurst, L. (2010). *The complete guide to special education* (2nd ed.). San Francisco: Jossey-Bass.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Assistive Technologies for Special Children

Course Code: SEBS-358

Fifth Semester
(3 Credit Hours)

Pre-requisite course requirements/Skills

Course Code	Course Title
SEBS-133	Differentiated Instructions

Learning Outcomes

After the completion this course the learners will be able to:

- 1 A working definition of assistive and emerging technology.
- 2 Strategies for advising students with disabilities transitioning from high school about the assistive technology process in higher education.
- 3 Differentiate key AT categories by function, including high tech and low tech hardware and software.
- 4 Evaluate appropriate pieces of technology according to a student's specific disability and academic needs.

Contents

Unit-1: Introduction

- 1.1 Introduction and Definition of Assistive Technology
- 1.2 Rationale/needs of Assistive Technology
- 1.3 Trends in Assistive Technology

Unit-2: Instruction and Assistive Technology

- 2.2 Instructional delivery formats
- 2.3 Multidisciplinary teams and assistive technology
- 2.4 Planning for individual needs in software and hardware

Unit-3: Instructional Software

- 3.1 Computer Assisted Instruction/Computer Managed Instruction

- 3.2 Authoring packages
- 3.3 Hypermedia concepts
- 3.4 Evaluation of software

Unit-4: Assistive Devices for Visually Impaired

- 4.1 Assistive technology for Blind
 - 4.1.1 Note Takers
 - 4.1.2 Braille Displayers
 - 4.1.3 Screen Readers
 - 4.1.4 Embossers
 - 4.1.5 GPS
- 4.2 Assistive Technology for Low Vision
 - 4.2.1 Magnifiers
 - 4.2.2 Large Prints

Unit-5: Assistive Solutions for Hearing Impaired

- 5.1 Amplification technology
 - 5.1.1 Group Amplification Systems
 - 5.1.2 Individual Hearing Aid System
- 5.2 Alerting Technology
 - 5.2.1 Visual Devices
 - 5.2.2 Vibrating Devices
- 5.3 Communication Technology
 - 5.3.1 Telecommunication Devices
 - 5.3.2 Captioning Devices

Unit-6: Assistive Solutions for Physically Disabled

- 6.1 Mobility Aids
 - 6.1.1 Wheel Chairs
 - 6.1.2 Canes
 - 6.1.3 Crutches
 - 6.1.4 Walkers
 - 6.1.5 Belts and vests
- 6.2 Independent Living Aids
 - 6.2.1 Bedroom Aids
 - 6.2.2 Bathroom/Toilet Aids
 - 6.2.3 Kitchen Aids

6.2.4 Dressing Aids

6.2.5 Grooming Aids

Unit-7: Assistive Technology for Mentally Retarded

7.1 Independent Living Aids

7.1.1 Bedroom Aids

7.1.2 Bathroom/Toilet Aids

7.1.3 Kitchen Aids

7.1.4 Dressing Aids

7.1.4 Grooming Aids 7.3 Mobility Devices

7.2 Communication devices

Unit-8: Current assistive technology issues

8.1 Financing assistive technology

8.2 Assistive technology training

8.3 Family issues dealing with assistive technology

8.4 Inclusion and assistive technology

8.5 Cultural issues and assistive technology

Teaching-learning Strategies

Discussions, Demonstration Method, Simulation Method, Activity Method, Project Method

Assignment- Types and Number with calendar

Class Presentations, Written Assignment,.

01 assignment before mid-term exam and 02 assignments after mid-term exam

Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

Davies, L.T. (2006). *Meeting the Needs of your Most Able pupils: Design and Technology*.

London: David Fulton.

Rao, V.K. (2005). *Instructional Technology*. New Delhi: APH Publishers.

Lewis, R.B (1993). *Special Education Technology*. California: Brooks

Norton, Pricella (2003). *Teaching with Technology*. Australia: Wadsworth.

Gragary, Church (1992). *The Handbook of Assistive Technology*. London: Chapman & Hall.

Smith, D.D. (1998). *Introduction to Special Education*. Boston: Allyn and Bacon.

Gargiulo, R.M. (2006). *Special Education in Contemporary Society: An Introduction to Exceptionality*. Austria: Thomsan

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Foundations of Special Education
Course Code: SEBS-262
(3 Credit Hours)

Fifth Semester
Course Outline

Pre-requisites course requirements/skills

Course Code	Course Title
SEBS-112	Differentiated Practices in Assessment

Learning Outcomes

On successful completion of this course the students will be able to:

1. Trace the link between society and disability as it relates to economic, social and cultural conditions of the country
2. Review the ways to combat the challenges created by disability and environment in which disability is understood and dealt with
3. Study the global response to disability for welfare of persons with disabilities across culture
4. Evaluate the legal framework to protect the rights to education of children with disabilities
5. Explore the strengths of the social norms that can help in planning a proactive change about disability.

Contents

Unit-1: Introduction

- 1.1 Introduction and definition of special education.
- 1.2 Sociological basis and Islamic perspectives of special education in Pakistan.
- 1.2 Need for special education in Pakistan
- 1.3 Impairment, disability and handicap.
- 1.4 Scope of special education

1.5 Rehabilitation; the ultimate goal.

Unit-2: Historical roots and development of special education.

2.1. Special education in Pakistan.

2.2. Primitive and ancient period.

2.3. Evaluation in the status of the disabled persons.

2.4. Pathological and sociological approaches to special education.

2.5. Islam and special education.

Unit-3: Policy and

3.1. Legislation in Pakistan.

3.2. International legislations and their impact on disabled children.

3.3. National policies of special education.

Unit-4: Special population and special programs

4.1 Basic data on disability.

4.2 Prevalence of disability and statistics of children's population.

4.3 Implication for planning

Unit-5: Current trends and issues in special education

5.1 Issues in identification, diagnosis, assessment and placement.

5.2 Segregation vs. integration vs. inclusion.

5.3 Special education vs. regular education.

5.5 Special education as right vs. privilege.

5.6 Special curriculum vs. regular curriculum.

5.7 Individualized education program.

**Unit-6: Organization of services for the special education and
rehabilitation or handicapped children**

Unit-7: cascade model of special education services.

6.2 Consultation model.

6.3 Multidisciplinary team

**Unit-8: Early identification assessment and early intervention of special
children**

7.1 Review of research on early identification.

7.2 Review of research on early assessment.

7.3 Review of research on early intervention.

7.4 Basic assumptions and principles of intervention.

7.5 Models of early interventions Parent outreach program Portage model.

Unit-9: The careers and future of special education

8.1 Career in special education.

8.2 The role of technology in special education

Teaching-learning Strategies

Lecturing, text book reading, group discussion.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects.

2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written test at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

Adams, F. (1990). *Special Education in the 1990*. Longman Group LTD.

Farrell, M. (2009). *Foundations of Special Education, an introduction*. John Wiley & Sons

Gleason, J J. (1992). *Special Education in change*, London: David Eulton Pub Ltd.

Gulli Ford, R. (1992). *Special Education Needs*. London: Routledge.

Ministry of Social Welfare and Special Education (2002). *National policy for persons with disabilities in Pakistan*. Directorate General of Special Education Islamabad

Ministry of Social Welfare and Special Education (2006). *National plan for action for national policy for persons with disabilities in Pakistan*. Directorate General of Special Education Islamabad

- National Policy for Persons with Disabilities (2002). Retrieved from <https://siteresources.worldbank.org/PAKISTANEXTN/Resources/pdf-Files-in-Events/Pak-Disabled-Policy.pdf>. Web. 15 February 2018.
- Pakistan. Bureau of Statistics. (1998). *Census of Pakistan 1998*. Islamabad: The Bureau.
- Smith, D. d., & taylor, C. N. (2010). *Introduction to special education: making a difference, student value edition* (7th ed.). loose leaf (e book)
- The Salamanca Statement and Framework for Action on Special Needs Education (1994). Adopted by the World Conference on Special Needs Education: Access And Quality. Retrieved from http://www.unesco.org/education/pdf/SALAMA_E.PDF. Web. 22 March 2018.
- The Special Citizens' Act, (2008). Retrieved from <http://nasirlawsite.com/laws/scitizen.htm>. Web. 25 March 2018.
- United Nation Convention on the Rights of Persons with Disabilities (UNCRPD), 2006. Retrieved from <http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>. Web. 28 March 2018.
- United Nations (2007). *The Convention on the Rights of Persons with Disabilities*. United Nations: Institute of Economic and Social Affairs and the Office of the High Commissioner for Human Rights
- Yesseldyke, E., Algozzine, B. & Thurlow, L(2000). *Critical Issues In Special Education* (3rd ed.). New York: Boston. Houghton Mifflin Company

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
School Community Collaboration
Course Code: SEBS-313

Fifth Semester
(3 Credit Hours)

Pre-requisites course requirements/ skills

Course Code	Course Title
SEBS-103	Early Childhood Special Education

Learning Outcomes

1. Demonstrate an understanding of evidence-based principles that influence education, including early childhood special
2. Demonstrate an understanding of the importance of collaboration in promoting the teacher-parent relationship.
3. Be able to critically reflect upon the relationship between the child, the family, the school and the community.
4. Demonstrate the ability to work in teams, problem-solve, and participate in peer review.

Contents

Unit-1: Introduction

- 1.1 Definition and Concept of Community
- 1.2 Definition and Concept of Rehabilitation
- 1.3 Theories of Community Based Rehabilitation
- 1.4 Models of CBR

Unit-2: Mobilizing for Community Action

- 2.1 The Need of Community Involvement
- 2.2 Establishing a Core Group / Rehabilitation Committee
- 2.3 Need Assessment
- 2.4 Screening of Disabilities

- 2.5 Epidemiological Survey
- 2.6 Mobilizing Resources
- 2.7 Community Empowerment

Unit-3: Teachers Families and Communities

- 1.1 Corporate Involvement
- 1.2 Legislative Initiatives
- 1.3 Linkages within the Community
- 1.4 The Role of Advocate
- 1.5 Community as Educational Resource

Teaching-learning Strategies

Discussions, Demonstration Method, Lecture Method, Project Method

Assignment- Types and Number with calendar

Class Presentations, Written Assignment, Practical Work with in Community.

01 assignment before mid-term exam and 02 assignment after mid-term exam

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be a written test.

Suggested Readings

Gestwicki, C. (2004). *Home school and community relation: A guide to working with families*. (5th ed.). Thomson: Delmar Learning.

Dukes, C., & Smith, M. (2007). *Working with parents of children with special education needs*. London: Paul Chapman.

Smith, D. D. (1998). *Introduction to special education*. Boston: Allyn and Bacon.

Gargiulo, R. M. (2006). *Special education in contemporary society: An introduction to exceptionality*. Austria: Thomson.

Farrell, M. (2008). *Educating special children*. New York: Routledge.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Production of Resource Material
Course Code: SEBS-292

Fifth Semester
(3 Credit Hours)

Pre-requisites course requirements/skills

Course Code	Course Title
SEBS-160	Curriculum Adaptation for Children with Special Needs

Learning Outcomes

On completion of this practical, the student will be able to:

1. Design and prepare teaching learning materials to suit the needs of students with special needs.
2. Develop culturally appropriate and low cost adaptive devices for communication and independent living.
3. Develop teaching learning aids for IEP, group teaching (curricular / co-curricular activities) and career education.

Contents

Unit-1: Foundation of instructional material

- 1.1 Instruction and Learning
- 1.2 Media, Messages and Methods: Definitions
- 1.3 Instructional Communication
- 1.4 The Role of Media in Instruction

Unit-2: Planning for instructional media

- 2.1 The ASSURE Model
- 2.2 Analyzing the Learner
- 2.3 Stating Objectives
- 2.4 Selecting Method, Media and Materials
- 2.5 Utilizing Media and Material

- 2.6 Requiring Learning Participation
- 2.7 Evaluating and Revising the Instructional Plan

Unit-3: Principle and Procedures of Visual Material

- 3.1 The Role of Visuals in Instruction
- 3.2 Visual Literacy
- 3.3 Processes of Visual Design
- 3.4 Visual Planning Tools
- 3.5 Photography
- 3.6 Media Portfolio

Unit-4: Non-Projector Media

- 4.1 Real Objects and Models
- 4.2 Multimedia Kits
- 4.3 Printed Materials
- 4.4 Free and in Expensive Materials
- 4.5 Non-Projected Visuals
- 4.6 Display Surfaces

Unit-5: Projected Visuals

- 5.1 Preparing Transparencies
- 5.2 Preparing Slides
- 5.3 Multimedia Presentations
- 5.4 Multimedia File Strips

Unit-6: Audio Materials

- 6.1 The Hearing Listening Process
- 6.2 The Audio Formats
- 6.3 Producing Cassettes Tapes
- 6.4 Duplicating and Editing Audio Tapes
- 6.5 Selecting Audio Materials
- 6.6 Utilizing Audio Materials

Unit-7: Video Films

- 7.1 Difference between Film and Video
- 7.2 Special Attributes of Motion Media
- 7.3 Selecting Motion Media
- 7.4 Utilizing Motion Media

Unit-8: Computer Based Multimedia

- 8.1 The Hypermedia
- 8.2 The Interactive Video

Unit-9: Future Trends

- 9.1 Trends in Media and Technology
- 9.2 New Psychological Technology
- 9.3 The Future School

Teaching-learning Strategies

Simmolation Mathod, Demonstration Method, Lecture Method, Project Method,

Assignment- Types and Number with calendar

Class Presentations, Written Assignment, Practical Work with in Community.

01 assignment before mid-term exam and 02 assignment after mid-term exam

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be a written test.

Suggested Readings

Roblyer, M. D. (2006). *Integrating educational technology into teaching*. (4th ed.) New Delhi: Pearson Education.

Sharma, Y. K. (2007). *Fundamental aspects of educational technology*. New Delhi: Kanishka.

Siddiqui, M. H. (2004). *Technology in higher education*. New Delhi: APA Publisher.

Kovalchick, A., & Dawson, K. (2006). *Encyclopedia of education and technology*. New Delhi: NeelKamal.

Jain, P. (2004). *Educational technology*. New Delhi: Dominant.

Yadav, N. (2003). *A handbook of educational technology*. New Delhi: Anmol Publications.

Siddiqui, M. H. (2004). *Encyclopedia of education technology*. New Delhi. APH Publishers.

Su Sayers, Jim, M. (2002). *Issues in design and technology teaching*. New York: Routledge.

Ellington, H. (2003). *Handbook of educational technology (3rd ed.)*. New Jersey: Kogan
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INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Assessment Practices for Intellectual and Developmental Disabilities

Course Code: SEBS-265

Fifth Semester
(3 Credit Hours)

Pre-requisite course requirements/Skills

Course Code	Course Title
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SEBS- 130	Introduction to Intellectual and Developmental Disability
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Learning Outcomes

After the completion this course the learners will be able to:

1. Understand the importance of assessment and evaluation for proper education/rehabilitation of the special child
2. Identify various areas of child's ability to be assessed for his/her proper education/rehabilitation
3. List the wide range of formal as well as informal strategies of assessment and evaluation
4. Select an appropriate assessment and evaluation strategy based on his/her professional knowledge
5. Administer, score and interpret the assessment data
6. Use assessment information for the development of IEP (individualized education plan)
7. Update his/her professional knowledge by using modern means of acquiring knowledge

Contents

Unit-1: Foundations of Measurement and Evaluation

- 1.1 The Historical Developments
- 1.2 From Clinical to Social Approach
- 1.3 Assessment and Decision-Making

- 1.4 Individualized Education Plan
- 1.5 Pre-Referral Assessment
- 1.6 Referral Assessment
- 1.7 Post Referral Assessment
- 1.8 Assessment and the IEP

Unit-2: Domains of Assessment and Evaluation

- 1.1 Medical Domain
- 1.2 Physiological Domain
- 1.3 Psychological Domain
- 1.4 Educational Domain
- 1.5 Social Domain

Unit-3: Strategies of Assessment and Evaluation

- 6.1 Informal and Formal Strategies of Assessment
- 6.2 Types of Tests with Regards to objectives and Form
- 6.3 Tests and Testing Procedures
- 6.4 Standardized Commercially Available Tests
- 6.5 Observation, Task Analysis and Portfolio Assessment

Unit-4: Test Development

- 1.1 Tests Objectives
- 1.2 Table of Specifications
- 1.3 Validity and Reliability
- 1.4 Construction of Test Items
- 1.5 Test Administration and Scoring
- 1.6 Interpreting Test Results

Unit-5: Descriptive Statistics

- 1.1 Raw Score and Derived Score
- 1.2 Levels of Measurements
- 1.3 Measures of Central Tendency
- 1.4 Measures of Dispersion
- 1.5 Correlation
- 1.6 Use of Computers In Test Analysis

Unit-6: Test Evaluation

- 1.1 Test Validity
- 1.2 Test Reliability

1.3 Test Norms

1.4 Reference Manual

Unit-7: Interpretation and Reporting Test Results

7.1 Norm-Referenced Tests

7.2 Criterion Referenced Test

Unit-8: Educational Evaluation

1.1 Evaluation and Decision Making

1.2 Evaluation Models

1.3 Selection of Appropriate Model

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects.

2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
4.	Midterm Assessment	35%	Written test at the mid-point of the semester.
5.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
6.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

Algozzine B. (2006). *Effective assessment for students with special need*. California: Corwin Press.

Alhanaroro, J.A. (2002). *The teacher guide to assessment*.

- Freeman, R., & Lewis, R. (1998). *Planning and implementation assessment*. London: Kogan Page.
- Gargiulo, R.M. (2006). *Special education in contemporary society: An introduction to exceptionality*. Austria: Thomson.
- Smith, D.D. (1998). *Introduction to special education*. Boston: Allyn & Bacon.
- Farrell, M. (2008). *Educating special children*. Newyork: Routledge.
- Wilmschurst, L. (2010). *The complete guide to special education* (2nd ed.). San Francisco: Jossey-Bass.
- Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Curriculum Development in Physical Education

Course Code: SEBS-271

Fifth Semester
(3 Credit Hours)

Prerequisites of course requirements/Skills

Course Code	Course Title
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SEBS- 268	Etiology of Physical and Health Impairment
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Learning Outcomes

After completion of this course learners will be able to

1. Understand the different types of curriculum in physical education.
2. Design the physical education curriculum
3. Know the procedures of curriculum evaluation

Contents

Unit-1: Introduction

- 1.1 Definition, Objective of Physical Education Curriculum
- 1.2 Types of Curriculum
- 1.3 Factors Effecting Physical Education Curriculum

Unit-2: Planning the Physical Education Curriculum

- 2.1 Curriculum Development, Tasks in Curriculum Planning
- 2.2 Co-education Planning, Curriculum Opinion, Structuring for Quality.

Unit-3: Curriculum Research and Change

- 3.1 Curriculum Reform, Experimentation in Physical Education
- 3.2 Contemporary Social Problems and Physical Education Curriculum

Unit-4: Organization for Instruction

- 4.1 Determining Scope, Sequence and Scheduling the Curriculum
- 4.2 Flexible Scheduling in Physical Education Curriculum

- 4.3 The Need for Multiple Teaching Stations
- 4.4 Time allotment for Program Elements, Correlation and Integration
- 4.5 Organizational Design of the Curriculum

Unit-5: The Curriculum Guide

- 5.1 Curriculum Design, Preliminary Consideration
- 5.2 The curriculum Coordinating Committee, Collecting Materials and Constructing the Guide

Unit-6: The Physical Education Program

- 1.1 The Physical education Curriculum for Kindergarten
- 1.2 Primary, Middle Grade
- 1.3 Secondary and Higher Secondary and Graduate Levels

Unit-7: Evaluating the Curriculum

- 7.1 The Intent of Measurement and Evaluation
- 7.2 Measuring Progress in Elementary School
- 7.3 Secondary School Evaluation
- 7.4 Appraising the Total Curriculum

Teaching Learning Strategies:

Text Book Review, Presentation, Group work

Assignment Types and Number with Calendar

Analysis of two curriculum reports before the midterm

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will written test

Suggested Readings

Waheed Mughal (2011). *Planning & development of curriculum in physical education*. Islamabad.

Carl E. W. (1994). *The curriculum in physical education prentice*. New Jersey: Hall, Inc, Englewood Cliffs.

Anderson. V. D. (2001). *Secondary school administration*. Boston: Houghton MifflinCompany.

Bucher, C. A. (1975). *Foundations of physical education*. Mosby.

Axelson, M., & Hardy, L. (1999). Learning online: As web-based curriculum grows, are textbooks obsolete. *Electronic School*.

Brady, L., & Kennedy, K. (2013). *Curriculum construction*. Pearson Higher Education AU.

Barbe, W. B. (1961). *Educator's guide to personalized reading instruction*. Prentice-Hall.

INSTITUTE OF SPECIAL EDUCATION

University of the Punjab, Lahore

BS (4 Years) in Special Education

Audiology and Hearing Disorders

Course Code: SEBS-277

**Fifth Semester
(3 Credit Hours)**

Prerequisites of course requirements/Skills

Course Code Course Title

SEBS- 142 Sign Language

Learning Outcomes

After the course completion the learners will be able to:

1. Understand anatomy and physiology of the hearing mechanism
2. Explore areas of hearing disorders
3. Understand the concept of audiology and audiometry process
4. Interpret audiological findings and relate/use it in daily teaching

Contents:

Unit-1: Concepts and Definitions

- 1.1 Etiology of Deafness
- 1.2 Anatomy of the Ear
- 1.3 Acoustic and Sound Physics
- 1.4 Hearing and Hearing Mechanism
- 1.5 Hearing Impairment

Unit-2: Hearing Disorders

- 2.1 Hearing Loss, Nature and Types
- 2.2 Consequences of Hearing Disorders
- 2.3 Etiology of Childhood Hearing Impairment
- 2.4 Pre and Peri-Natal Causes
- 2.5 Post-natal Causes
- 2.6 Risk Factors for Childhood Hearing Impairment

Unit-3: Audiology: An Introduction

- 3.1 Concept of Audiology
- 3.2 Protocol of Hearing Screening According to Age
- 3.3 Importance of Early Intervention

Unit-4: Behavioral Hearing Tests

- 4.1 Testing babies 6 Months to 18 Months
- 4.2 Testing Techniques 18-30 Months
- 4.3 Testing Techniques 2-6 & 3-6 Years
- 4.4 Visual Reinforcement Audiometry

Unit-5: Pure-Tone Audiometry

- 5.1 Hearing Assessment and the Pure-tone Signal
- 5.2 PTA Procedure
- 5.3 Sound Discovered and Sound Re-Gained
- 5.4 Tympanometry
- 5.5 Masking
- 5.6 Audiogram and Threshold Measurement
- 5.7 Interpretation of Audiograms

Unit-6: Auditory Evoked Potentials

- 6.1 Introduction of AEP's
- 6.2 Methodology
- 6.3 Interpretation of ABR
- 6.4 Application of ABR
- 6.5 Hearing Screening

Unit-7: Oto-acoustic Emissions

- 7.1 Introduction
- 7.2 Classification
- 7.3 Origin of OAE's
- 7.4 Clinical Application of OAE's

Unit-8: Hearing Aid Systems

- 8.1 Types of Hearing Aid Systems
- 8.2 Hearing Aid Selection
- 8.3 Hearing Aid Management

Unit-9: Cochlear Implants

- 9.1 Introduction to Cochlear Implantation

9.2 Benefits of Cochlear Implant

9.3 Classroom Management for Children with Cochlear Implanted

Teaching Learning Strategies:

Text Book Review, Presentation, Group work, Lab Work

Assignment Types and Number with Calendar

Development of hearing assessment reports of 05 cases before midterm

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be a written test

Suggested Readings

Farrel, M. (2008). *Educating special children*. New York: Routledge.

Gargiulo, R.M. (2006). *Special education in contemporary society: an introduction to exceptionality*. Austria: Thomson.

Martin, F.N.& Clark, J.G. (2012). *Introduction to audiology* (11th ed.). Boston: Pearson.

Nerbonne, M.A. &Schow, R.L. (2013). *Introduction to audiologic rehabilitation* (6th ed.). Boston: Pearson.

Richerg, C.M., & Smily, D.F. (2012). *School based audiology*. San diego: Plural Publishing.

Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.

Schow, R.L. (1996). *Introduction to audiologic rehabilitation*. Boston: Allyn & Bacon.

Smith, D.D. (1998). *Introduction to special education*. Boston: Allyn & Bacon.

Wilmshurst, L. (2010). *The complete guide to special education* (2nded.). San Francisco: Jossey-Bass.

INSTITUTE OF SPECIAL EDUCATION

University of the Punjab, Lahore

BS (4 Years) in Special Education

Etiology of Visual Impairment

Course Code: SEBS-280

**Fifth Semester
(3 Credit Hours)**

Prerequisites of course requirements/Skills

Course Code Course Title

SEBS- 145 Teaching of Braille and Computer Applications

Learning Outcomes

After completing this course students will be able to:

1. Identify different categories of visual impairment and their possible causes
2. Define and differentiate between blindness, partial sightedness and low vision
3. Understand different types of visual tests
4. learn about impact of visual impairment on different aspects of personality development
5. Acquire skills related to classroom management of visual impairment

Contents

Unit-1: Anatomy & Physiology of Eye

- 1.1 Structure & Function of Different Parts of the Eye
- 1.2 Visual Acuity
- 1.3 Vision Refraction
- 1.4 Signs and Symptoms of Visual Impairment
- 1.5 Possible Causes of Visual Impairment

Unit-2: Assessment of Vision

- 2.1 Introduction
- 2.2 Need of Comprehensive Tests of Vision and Limitations of Tests
- 2.3 Testing of Vision using Objective Tests
- 2.4 Test of Visual Field and Colour Vision

2.5 Use of Corrective Technology

Unit-3: Implications of Visual Impairment

3.1 Introduction to Visual Impairment

3.2 Blindness, Partial Sighted and Low Vision

3.3 Physical Implications

3.4 Social and Emotional Implications

3.5 Implications for the Family and Community

Unit-4: Management & Teaching Methodologies for Low Vision

4.1 Types of Residual Vision

4.2 Optical and Non Optical Aids for Low Vision

4.3 Assessment and Training Procedures to use Low Vision Aids

4.4 Educational Adaptations for Persons with Low Vision and Visual Impairment

Unit-5: Management and teaching methodologies for visual impairment

5.1 Teaching Methods used for Students with Visual Impairment

5.2 Preparing Teaching Aids (Tactile & Auditory)

Teaching Learning Strategies:

Text Book Review, Presentation, Group work, Field work

Assignment Types and Number with Calendar

Presentations, Oral and Written Quiz

1 Before Mid Term, 01 after Final Term

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be a practical and written test

Suggested Reading

- Crandell, J. M., & Robinson, L.M. (2007). *Living with low vision and blindness*. USA: Springfield.
- Corve, A. L., & Erin, J. N. (2010). *Foundations of low vision*. (2nd ed.). USA: American Foundation for the Blind.
- Manduchi, R., & Kurniawan, S. (2013). *Assistive technology for blindness and low vision*. New York: CRC Press.
- Dodds, A. (1993). *Rehabilitations blind and visual impaired*. London: Chapman & Hall.
- Farrel, M. (2008). *Educating special children*. New York: Routledge.
- Gargiulo, R.M. (2006). *Special education in contemporary society: an introduction to exceptionality*. Austria: Thomson.
- Miller, D. (2005). *Visual needs*. London: Continuum.
- Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.
- Smith, D.D. (1998). *Introduction to special education*. Boston: Allyn & Bacon.
- Webster, A.& Roe, J. (1998). *Children with visual impairment*. London: Routledge.
- Wilmschurst, L. (2010). *The complete guide to special education* (2nd ed.). San Francisco: Jossey-Bass.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Intervention and Assessment of Learning Disabilities

Course Code: SEBS-340

Fifth Semester
(3 Credit Hours)

Pre-requisite course requirements/Skills

Course Code	Course Title
SEBS- 148	Etiology of Learning Disabilities

Learning Outcomes

After the completion this course the learners will be able to:

1. Utilize different assessment instruments
2. Interpret the data from assessment and develop treatment plans
3. Maintain records and progress notes for later preferences

Contents

Unit-1: Introduction to Assessment

- 1.1 Concept of Assessment
- 1.2 Multidisciplinary Evaluation and Assessment
- 1.4 Assessment Needs for a Assistive Devices

Unit-2: Procedures of Assessment

- 2.1 Observation of Children in the Classroom
- 2.2 Screening of Learning Disability
- 2.3 Measuring Student Progress before Intervention
- 2.4 Recording
- 2.5 Classifying and Placing Students

Unit-3: Types of Assessment

- 3.1 Formative Assessment
- 3.2 Summative Assessment

- 3.3 Norm –Referenced Assessment
- a. Criterion –Referenced Assessment

Unit-4: Skills and Techniques of Assessment

- 4.1 Test Administration
- 4.2 Test Scoring
- 4.3 Test Interpretation and
- 4.3 Reporting Writing

Unit-5: Case History

- 5.1 Importance of Case History and Developmental Assessment
- 5.2 Areas of Case History
- 5.3 Gathering Information for Case History
- 5.4 Interpreting the Case History Performa

Unit-6: Assessment of Different Areas

- 6.1 Perception and Motor Proficiency
- 6.2 Language in Bilingual Population
- 6.3 Behaviour and Adaptive Behaviour
- 6.4 Vision and Hearing
- 6.5 Intelligence of Children
- 6.6 Functional Skills

Unit-7: Assessment of Academic Areas

- 7.1 Pre-Academic Skills
- 7.2 Reading
- 7.3 Mathematics
- 7.4 Written Language
- 7.5 Career and Vocational Skills

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written test at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

Emerson, J. (2010). *The dyscalculia assessment*. London: Continuum International.

Mather, N. (2009). *Writing assessment and instruction for students with learning disability* (2nd ed.). Sanfrancisco: Jossey-Bass.

Hallahan, D.P. (1996). *Introduction to learning disability*. Boston: Allyn & Bacon.

Gargiulo, R.M. (2006). *Special education in contemporary society: An introduction to exceptionality*. Austria: Thomsan.

Smith, D.D (1998). *Introduction to special education*. Boston: Allyn & Bacon.

Farrel, M. (2008). *Educating special children*. Newyork: Routledge.

Wilmschurst, L. (2010). *The complete guide to special education* (2nd ed.). San Francisco: Jersey Bass.

Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

**Assessment and Teaching Methods for Children with Autism Spectrum
Disorder**

Course Code: SEBS 346

**Sixth Semester
(3 Credit Hours)**

Pre-requisite course requirements/Skills

Course Code Course Title

SEBS- 157 Autism Spectrum Disorders: Nature, Needs and Etiology

Learning Outcomes

After the completion this course the learners will be able to:

1. Describe the techniques for screening and assessment of persons with ASD
2. Explain the need and areas of assessment in ASD
3. Describe the teaching approaches and methods suitable for persons with ASD
4. Use the appropriate strategies for teaching persons with ASD
5. Understand the need and concept of Inclusive Education

Contents

Unit-1: Screening, Diagnosis and Assessment

- 1.1 Screening, Diagnosis and Assessment: Concept and Definition
- 1.2 Screening Tools: M-CHAT, Screening Test for Autism
- 1.3 Diagnostic Criteria: DSM-IV, DSM-V, ICD-10
- 1.4 Diagnostic Tools: CARS, CARS II, Autism Behavior Checklist, ADOS,
Asperger's
- 1.5 Syndrome Diagnostic Scale, RAADS; Indian Tools and Cultural Adaptations
- 1.6 Differential Diagnosis

Unit-2: Functional Assessment

- 2.1 Need for Functional Assessment

- 2.2 Types of Assessment
- 1.7 Methods of Assessment
- 1.4 Assessment of
 - 1.4.1 Language and Communication
 - 1.4.2 Social Behavior
 - 1.4.3 Motor Skills
 - 1.4.4 Learning Styles and Strategies
 - 1.4.5 Challenging Behaviors
- 1.5 Tools of Functional Assessment – PEP-R, APEP, ABLLS, TTAP, VABS II

Unit-3: Approaches to Teaching

- 1.1 Behavioral Approach:
 - 1.1.1 LOVAAS
 - 1.1.2 Applied Behavioral Analysis
 - 1.1.3 Discrete Trial Teaching
 - 1.1.4 Verbal Behavior Analysis
- 1.2 Developmental Approach
 - 1.2.1 Floor Time
 - 1.2.2 Montessori
- 1.3 Structure and Visual Supports – TEACCH
- 1.4 Naturalistic Approaches - Pivotal Response Training
- 1.5 Considerations for Eclectic Approaches and Cultural Adaptations

Unit-4: Teaching Method & Techniques

- 5.1 Stages of Learning – Acquisition, Maintenance, Fluency and Generalization
- 5.2 Principles of Teaching- Concrete, Iconic, Symbolic,
- 5.3 Teaching Strategies – Task Analysis, Prompting, Fading, Shaping, Chaining
- 5.4 Teaching Approaches – Multi Sensory, Project Method, Play Way
- 5.5 One to one Teaching and Group Teaching

Unit-5: Inclusive Education

- 5.1 Concept and Definition
- 5.2 Types of Inclusion
- 5.3 Challenges to Inclusion in ASD
- 5.4 Role of Special Educator for Students with ASD
- 5.5 Importance of Enabling Social and Physical Environment

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written test at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

Smith, D.D. (1998). *Introduction to special education*. Allyn & Bacon.

Farrel, M. (2008). *Educating special children*. New York: Routledge.

Wilmshurst, L. (2010). *The complete guide to special education* (2nd ed.). San Francisco: Jersey Bass

Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher

Algozzine, B. (2006). *Effective assessment for students with special need*. California: Corwin Press.

Freeman, R., & Lewis, R. (1998). *Planning and implementation assessment*. London. Kogan Page.

Gargiulo, R.M. (2006). *Special education in contemporary society: An introduction to exceptionality*. Austria: Thomson.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Functional and Independent Living skills

Course Code: SEBS-295

Sixth Semester
(3 Credit Hours)

Pre-requisite course requirements/Skills

Course Code	Course Title
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SEBS- 265	Assessment Practices for Intellectual and Developmental Disability
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Learning Outcomes

After the completion this course the learners will be able to:

1. Understand, the functional and independent skills
2. The concept of develop functional skills of daily living among children with IDD.
3. Develop functional skill of reading writing and numeracy

Contents

Unit-1: Introduction

- 1.1 Introduction to Independent Living Skills
- 1.2 For Elementary, Middle, and Secondary Age Students with Special Needs

Unit-2: Practical Life Skills

- 2.1 Positive Behavior Support
- 2.2 Adult Services
 - 1.2.1 Leisure Skills
 - 1.2.2 Social Skills
 - 1.2.3 Self-Determination Skills
 - 1.2.4 Choice Making
 - 1.2.5 Decision Making
 - 1.2.6 Goal Setting
 - 1.2.7 Problem Solving
 - 1.2.8 Self-Awareness

- 1.2.9 Self-Advocacy Skills
- 1.2.10 Independent Living Skills
- 1.2.11 Money (Banking & Purchasing)
- 1.2.12 Grocery Shopping (Specific Purchasing Skill)
- 1.2.13 Home Maintenance Skills
- 1.2.14 Meal Planning and Preparing
- 1.2.15 Restaurant Skills
- 1.2.16 Safety Skills
- 1.2.17 Self-Care Skills

Unit-3: Functional Skills

- 3.1 Functional Reading Skills
- 3.2 Functional Math Skills
- 3.3 Going to Work

Unit-4: Strategies for Making Independent in life

- 4.1 Accepting Personal Responsibility
- 4.2 Discovering Self-Motivation
- 4.3 Mastering Self-Management
- 4.4 Employing Interdependence
- 4.5 Gaining Self-Awareness
- 4.6 Adopting Lifelong Learning
- 4.7 Developing Emotional Intelligence
- 4.8 Staying on Course to Success

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

*Classroom presentation, quiz, oral and written test, classroom projects.
2 before mid-term and 2 after mid-term paper will be given.*

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written test at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

Surr, K. (2006). *Science and technology in employment of persons with mental retardation*. New. Delhi: Kanishka Press.

Shah, R.K (2004). *Educating mentally retarded children*. Jaipur: Avishtar.

Algozzine, B. (2006). *Teaching students with mental retardation*. California: Corwin Press.

Drew, C.J. (2000). *Mental retardation*(7th ed.). Columbus: Merrill

Reddy, G.L. (2004). *Mental retardation*. New Delhi: Discovery.

Gargiulo, R.M. (2006). *Special education in contemporary society: An introduction to exceptionality*. Austria: Thomsan

Downing, Skip. (2011). *On course strategies for creating success in college and in life*. United States: Wadsworth, Cengage Learning.

INSTITUTE OF SPECIAL EDUCATION

University of the Punjab, Lahore

BS (4 Years) in Special Education

Management of Physical and Health Impairment

Course Code: SEBS-298

**Sixth Semester
(3 Credit Hours)**

Prerequisites of course requirements/Skills

Course Code	Course Title
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SEBS- 271	Curriculum Development in Physical Education
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Learning Outcomes

After the successful completion the learners will be able to:

1. Comprehend basic information on therapeutic management.
2. Get command to use of mobility aids and physical appliances.

Contents

Unit-1: Impact of Physical Disabilities

- 1.1 Individual
- 1.2 Family
- 1.3 Society

Unit-2: Physiotherapy

- 2.1 Role of Physiotherapist
- 2.2 Physical Therapy for Persons with Disabilities
- 2.3 Role of Physiotherapist in Classroom

Unit-3: Mobility Aids

- 3.1 Bioengineering Consideration
 - 3.1.1 Pelvic Stability
 - 3.1.2 Trunk Control
- 3.2 Wheel Chair
 - 3.2.1 Types

- 3.2.2 Choice
- 3.2.3 Modification
- 3.2.4 Walking aid
- 3.2.5 Molded Seating System

Unit-4: Physical Appliances

- 4.1 Sticks and Crutches
- 4.2 Foot Wears and Outhouses
- 4.3 Walking Frames
- 4.4 Calipers and Braces

Unit-5: Additional Problems of Children with Physical and Health Impairment

- 5.1 Behavior and Emotional Problems
- 5.2 Communication Difficulties
- 5.3 Mobility and Orientation
- 5.4 Independent Living

Unit-6: Major Issues in Advocacy

- 6.1 Accessibility
- 6.2 Travel and Transportation
- 6.3 Alternative Living Arrangements
- 6.4 Employment
- 6.5 Marriage
- 6.6 Fundamental Rights

Unit-7: Rehabilitation

- 7.1 Engineering
- 7.2 Occupational
- 7.3 Social Interaction
- 7.4 Social Integration and Rehabilitation
- 7.5 Electrotherapy

Teaching Learning Strategies:

Text Book Review, Presentation, Group work, Lab Work

Assignment Types and Number with Calendar

Two fields reports before midterm

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be a written test

Suggested Readings

Farrel, M. (2008). *Educating special children*. New York: Routledge.

Gargiulo, R.M. (2006). *Special education in contemporary society: an introduction to exceptionality*. Austria: Thomson.

Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.

Smith, D.D. (1998). *Introduction to special education*. Boston: Allyn & Bacon.

Wilmschurst, L. (2010). *The complete guide to special education* (2nded.). San Francisco: Jossey-Bass.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Speech and Language Development

Course Code: SEBS-301

Sixth Semester
(3 Credit Hours)

Prerequisites of course requirements/Skills

Course Code	Course Title
SEBS- 277	Audiology and Hearing Disorders

Learning Outcomes

The prospective teachers will be able to:

1. Understand the basics of speech and language
2. Learn about the processes of speech and language development
3. Identification and remedial strategies of speech and language disorders

Contents

Unit-1: Anatomy and physiology of Speech

- 1.1 Oral cavity
- 1.2 Larynx and vocal cords
- 1.3 Nasal cavity
- 1.4 Speech Organs

Unit-2: The Speech Mechanism

- 2.1 Acoustics of Speech
- 2.2 Pitch
- 2.3 Resonance
- 2.4 Frequency
- 2.5 Amplitude

Unit-3: Parameters of Speech

- 3.1 Phonation
- 3.2 Resonance

3.3 Articulation

3.4 Respiration

Unit-4: Phonetics

4.1 International Phonetic Alphabets

4.2 Manner and Placement of Phonemes

Unit-5: Disorder of Speech

5.1 Voice Disorders

5.1.1 Overview of Voice Disorders

5.1.2 Overview of Speech Disorders

Unit-6: Language Development and Cognitive Skills

6.1 Components of Language (Non-Linguistic, Para-linguistic and Meta Linguistic Features of Language)

6.1.1 Semantic/Lexical Development

6.1.2 Morphological Development

6.1.3 Syntactic Development

6.1.4 Pragmatic Development

6.2 Piaget's Theory

Unit-7: Theories of Language Development

7.1 Psycho-Linguistic Theory

7.2 Behaviorism

7.3 Vygotsky Socio-Linguistic Theory

7.4 Chomsky Language Acquisition Device

Unit-8: Neural Development and Language

8.1 Cerebral Dominance and Handedness

8.2 Critical Age

Unit-9: Phonological Development

9.1 Stages of Phonological Development

9.2 Phonological Processes

9.2.1 Substitution

9.2.2 Omission

9.2.3 Assimilation

Teaching Learning Strategies:

Text Book Review, Presentation, Group work, Lab work

Assignment Types and Number with Calendar

Practical assessment of 04 special cases

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be a practical and written test

Suggested Readings

Bunning, K. (2005). *Speech and language therapy intervention*. London: Whurr Publishers.

Gargiulo, R.M. (2006). *Special education in contemporary society: an introduction to exceptionality*. Austria: Thomson.

Hegde, M.N. (1992). *Clinical methods & practicum in speech language pathology*. London: Chapman & Hall.

McManus J (2006). *Supporting children with speech & language impairment and associated difficulties* (2nded.). London: Continuum Books.

Monica, B. (2005). *Speech and language clinical process and practice*. Baltimore: Paul H. Brooks.

William, L., & McLeod, S. (2011). *Speech sound disorders in children*. Australia: Engage Learning.

Workinger, M.S. (2005). *Cerebral palsy resources guide for speech language pathologists*. Australia: Thomson.

INSTITUTE OF SPECIAL EDUCATION

University of the Punjab, Lahore

BS Special Education

Orientation and Mobility Skills for Visual Impairment

Course Code: SEBS 283

**Sixth Semester
(3 Credit Hours)**

Prerequisites of course requirements/Skills

Course Code	Course Title
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SEBS- 280	Etiology of Visual Impairment
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Learning Outcomes

After completing this course the learners will be able to:

- 1 Understand different mobility and orientation aids used for visually impaired persons
- 2 Demonstrate different techniques of mobility and orientation
- 3 Develop maps for orientation for persons with visual impairment

Contents

Unit-1: Introduction to Orientation & Mobility

- 1.1 History and Definition of Orientation and Mobility
- 1.2 Difference between Orientation and Mobility
- 1.3 Role of Orientation and Mobility in Developing Independence

Unit-2: Planning and Developing Orientation

- 2.1 Orientation Techniques
- 2.2 Orientation Devices
- 2.3 Room Exploration and Familiarization

Unit-3: Mobility Aids

- 1.1 Categories of Mobility Aids
- 1.2 Dog Oriented Mobility Training
- 1.3 Exploring a Road Pattern
- 3.4 Maps for Blind Persons
- 3.5 Gadgets for Mobility (watches, mobiles etc.)

Unit-4: Mobility Techniques

- 3.1 Specific Mobility Techniques
- 3.2 Sighted Guides
- 3.3 Cane Techniques

Teaching Learning Strategies:

Lecturing and Practice

Assignment Types and Number with Calendar

Mapping and Route development

Once time in 16 weeks

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be a practical and written test

Suggested Readings

Dodds, A. (1993). *Rehabilitations blind and visual impaired*. London: Chapman & Hall.

Farrel, M. (2008). *Educating special children*. New York: Routledge.

Gargiulo, R.M. (2006). *Special education in contemporary society: an introduction to exceptionality*. Austria: Thomson.

Miller, D. (2005). *Visual needs*. London: Continuum.

Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.

Smith, D.D. (1998). *Introduction to special education*. Boston: Allyn& Bacon.

Webster, A. & Roe, J. (1998). *Children with visual impairment*. London: Routledge.

Wilmschurst, L. (2010). *The complete guide to special education* (2nd ed.). San Francisco: Jossey-Bass.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Teaching -Learning Process of Learning Disabilities

Course Code: SEBS-349

Sixth Semester
(3 Credit Hours)

Pre-requisite course requirements/Skills

Course Code Course Title

SEBS- 340 Intervention and Assessment of Learning Disabilities

Learning Outcomes

After the completion this course the learners will be able to:

1. Implement all auditory, visual and proprioceptive stimuli to develop the skills of phonology and phonetics
2. Recognize the orthography and numeracy essential for classroom learning
3. Apply multisensory stimulation and conduct parental training to ensure good learning skills

Contents

Unit-1: Introduction

- 1.1 Concept of Learning Process
- 1.2 Phonological Skills and Metaphonology
- 1.3 Language Skill and Metalinguistic

Unit-2: Auditory Perceptual Skills

- 2.1 Auditory Memory
- 2.2 Auditory Sequences
- 2.3 Auditory Discrimination
- 2.4 Auditory Comprehension

Unit-3: Visual Perceptual Skills

- 3.1 Visual Memory

- 3.3 Visual Sequences
- 3.4 Visual Discrimination
- 3.5 Visual Spatial Skills

Unit-4: Cognitive Skills

- 4.1 Working Memory
- 4.2 Attention
- 4.3 Judgment of Correctness
- 4.3 Problems Solving Skill

Unit-5: Proprioceptive Skills

- 5.1 Orthographic Skills
- 5.2 Gross Motor Skills
- 5.3 Fine Motor Skills

Unit-6: Motivational Problems

- 6.1 Locus of Control
- 6.2 Social /Emotional Problems

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written test at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

- Hazard, L.L. (2012). *Foundation of learning claiming your education*. New Delhi: Pearson.
- Ysseldyke, J. & Algozzine, B. (2006). *Teaching students with learning disability*. California: Corwin Press.
- Lefrancois, G.R. (2000). *Theories of human learning*. Australia: Wads Worth.
- Gargiulo, R.M. (2006). *Special education in contemporary society: An introduction to exceptionality*. Austria: Thomsan.
- Smith, D.D. (1998). *Introduction to special education*. Boston: Allyn & Bacon.
- Farrell, M. (2008). *Educating special children*. New York: Routledge.
- Wilmschurst, L. (2010). *The complete guide to special education* (2nd Ed.). San Francisco: Jossey-Bass.
- Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Autism Spectrum Disorder and Associated Conditions

Course Code: SEBS-352

Sixth Semester
(3 Credit Hours)

Pre-requisite course requirements/Skills

Course Code	Course Title
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SEBS- 346	Assessment and Teaching Methods for Children with Autism Spectrum Disorder
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Learning Outcomes

After the completion this course the learners will be able to:

1. Describe the characteristics of children with mental retardation and cerebral palsy
2. Explain the characteristics and types of children with visual & hearing impairments
2. Describe the characteristics of children with attention disorders and psychiatric comorbidity
3. Discuss the educational implications for ASD children with various associated conditions

Contents

Unit-1: ASD & Mental Retardation (MR)

- 1.1 MR: Concept and definition
- 1.2 Characteristics of MR
- 1.3 Causes of MR
- 1.4 Classification of MR
- 1.5 Educational implications for ASD children with MR

Unit-2: ASD and Cerebral Palsy (CP)

- 2.1 CP: Concept and definition
- 2.2 Characteristics of CP
- 2.3 Causes of CP

- 2.4 Types of CP
- 2.5 Educational implications for ASD children with CP

Unit-3: ASD and Sensory Impairment

- 3.1 Visual Impairment and Hearing Impairment: Concept and definition
- 3.2 Characteristics of Visual Impairment and Hearing Impairment
- 3.3 Causes of Visual Impairment and Hearing Impairment
- 3.4 Types of Visual Impairment and Hearing Impairment
- 1.5 Educational implications for ASD children with VI& HI

Unit4: ASD and Psychiatric Co-morbidity

- 4.1 Types of Psychiatric Co-morbidity: anxiety, depression
- 4.2 Characteristics Psychiatric Co-morbidity
- 4.3 Causes of Psychiatric Co-morbidity
- 4.4 Management of Psychiatric Co-morbidity
- 4.5 Educational implications for ASD children with Psychiatric Co-morbidity

Unit-5: ASD and Attention Deficit Disorders

- 5.1 Attention Deficits with and without Hyperactivity: Concept and definition
- 5.2 Characteristics of children with ADHD
- 5.3 Causes of ADHD
- 5.4 Management of ADHD
- 5.5 Educational implications for ASD children with ADHD

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written test at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

Cumine, V. (2010). *Asperger syndrome*. London: Routledge.

Smith, D.D. (1998). *Introduction to special education*. Allyn & Bacon.

Farrel, M. (2008). *Educating special children*. New York: Routledge.

Wilmschurst, L. (2010). *The complete guide to special education* (2nd ed.). San Francisco: Jersey Bass.

Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.

Seach, D. (2003). *Supporting children with autism in mainstream schools*. Birmingham: The Question Publishers.

Randall, P. and Parker, J. (1996). *Supporting the families of children with autism*. Chichester: John Wiley & Sons.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Behavior Management of Children with IDD
Course Code: SEBS 319

Sixth Semester
(3 Credit Hours)

Pre-requisite course requirements/Skills

Course Code	Course Title
SEBS- 295	Functional and Independent Living Skills for Children with IDD

Learning Outcomes

After the completion this course the learners will be able to:

2. To enter define and discuss different types of behavioral problems
3. Will be able to select appropriate behavioral management technique to modify their undesirable behaviors
4. Will be able to develop and implement intervention plan to overcome behavioral problems

Contents

Unit-1: Introduction

- 1.1 Defining Behavioral Problems
- 1.2 Overview of Division Philosophy of Behavioral Problems
- 1.3 Building Blocks of Self Determination
- 1.4 Consumer Rights
- 1.5 Unauthorized Techniques

Unit-2: Clinical Assessment Diagnosis and Treatment

- 2.1 Clinical Assessment
 - 2.1.1 Characteristics of Assessment Tools
 - 2.1.2 Clinical Interviews
 - 2.1.3 Clinical Tests
 - 2.1.4 Clinical Observations

2.2 Diagnosis

2.2.1 Classification System

2.2.2 DSMV

2.2.3 Reliability and Validity in Classification

2.2.4 Dangers of Diagnosis and Labeling

2.3 Treatment

2.3.1 Treatment Decisions

2.3.2 Is Treatment Effective?

Unit-3: Behavior Problems and Abnormal Behaviors

3.1 Anxiety Disorders

3.2 Phobias

3.3 Panic Disorders

3.4 Obsessive Compulsive Disorders

3.5 Stress Disorders

3.6 Unipolar Depression

3.7 Bipolar Depression

3.8 Disorder of Memory and other Cognitive Function

Unit-4: Biological Model

1.1 Biological Explanations

1.2 Biological Therapies

1.3 Assessing the Biological Model

Unit-5: The Psychodynamic Model

5.1 Freud Theory

5.2 Other Psychodynamic Explanations

5.3 Psychodynamic Therapies

5.4 Assessing Psychodynamic Models

Unit-6: The Behavioral Model

1.1 Behavioral Explanations

1.2 Behavioral Therapies

1.3 Assessing the Behavioral Models

Unit-7: The Cognitive Model

1.1 Cognitive Explanations

1.2 Cognitive Therapies

1.3 Assessing Cognitive Model

Unit-8: The Humanistic Existential Model

- 1.1 Roger's Humanistic Theory and Therapy
- 1.2 Gestalt Theory and Therapy
- 1.3 Existential Theories and Therapy
- 1.4 Assessing the Humanistic Existential Model

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

*Classroom presentation, quiz, oral and written test, classroom projects.
2 before mid-term and 2 after mid-term paper will be given.*

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written test at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

- Brown, R.I. (1993). *Behaviour & social rehabilitation and training*. Toronto: Captus Press.
- Wallor, R.J. (2009). *Functional behavioral assessment*. California: Corwin.
- Tamner, RES. (2007). *Social behaviour of children*. New Delhi: Concept Publishers.
- Rogers, Bill. (2004). *How to manage children challenging behavior*. New Delhi: Paul Chapman.
- Zipoli, Thomas J. (1997). *Behavior management* (2nd ed.). Columbus: Merrill.

Comer, J.R. (1999). *Fundamentals of abnormal psychology* (2nd ed.) New York: W. H. Freeman and Company.

INSTITUTE OF SPECIAL EDUCATION

University of the Punjab, Lahore

BS (4 Years) in Special Education

Educational Adaptation for Children with Physical and Health Impairment

Course Code: SEBS-322

**Sixth Semester
(3 Credit Hours)**

Prerequisites of course requirements/Skills

Course Code	Course Title
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SEBS- 298	Therapeutic management of Physical and Health Impairment
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Learning Outcomes

After the successful completion of course the learners will be able to:

1. Enable the students to understand the characteristics of children with physical and health impairment
2. Describe the emergency and routine procedures for children with physical and health impairment.
3. Identify the role of multidisciplinary committee for the rehabilitation of children with physical and health impairment.

Contents

Unit-1: Independent Living

- 1.1 Behavior influencing self-care skills
- 1.2 Toileting Training
- 1.3 Eating Skills
- 1.4 Grooming Skills

Unit-2: Interdisciplinary Approach

- 2.1 Interdisciplinary Process
- 2.2 Working with Other Professionals
- 2.3 Management of Services in Schools
- 2.4 Home School Relationship

Unit-3: Routine and Emergency Medical Procedures

- 3.1 School Protocol
- 3.2 Specific Conditions
- 3.3 Routine Pediatric Concerns
- 3.4 Functions of Home/School contact

Unit-4: Preparing Students for Employment

- 4.1 Supported Work Model
- 4.2 Transition from School to Work
- 4.3 Employment and Related Services

Unit-5: Least Restrictive Environment

- 5.1 Placement in formal Schools
- 5.2 Teaching Practices
 - 5.2.1 Source Room Programs
 - 5.2.2 Itinerant Teacher
- 5.3 Architectural Designs
- 5.4 Services for Students with Physical and Health Impairment
- 5.5 Facilitating Mainstreaming

Teaching Learning Strategies:

Text Book Review, Presentation, Group work,

Assignment Types and Number with Calendar

Development of one toolkit after mid term

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be a practical and written test

Suggested Readings

- Butter, J.T. (2001). *Principles of health education & health promotion*. (3rd ed.). Australia: Word worth.
- Donatelle, R. J. (2002). *Access to health* (7th ed.). San Francisco: Benjamin.
- Farrel, M. (2008). *Educating special children*. New York: Routledge.
- Gargiulo, R.M. (2006). *Special education in contemporary society: an introduction to exceptionality*. Austria: Thomson.
- Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.
- Smith, D.D. (1998). *Introduction to special education*. Boston: Allyn & Bacon.
- Telljohan, S.K. (2007). *Health education* (5th ed.). Boston: McGraw Hill.
- Wilmshurst, L. (2010). *The complete guide to special education* (2nd ed.). San Francisco: Jossey-Bass.

INSTITUTE OF SPECIAL EDUCATION

University of the Punjab, Lahore

BS Special Education

Teaching of Children with Hearing Impairment

Course Code: SEBS-274

**Sixth Semester
(3 Credit Hours)**

Prerequisites of course requirements/Skills

Course Code	Course Title
SEBS- 301	Speech and Language Development

Learning Outcomes

After completing the course prospective teachers will be able:

1. Know and understand a range of approaches in the teaching/education of deaf children.
2. Learn different teaching skills related to different subjects
3. Demonstrate the ability to bring together information on an individual deaf child from a range of sources, including either video or audio recording, or tasks devised by the student.
4. Explain educational issues of children with hearing impairment

Contents

Unit-1: Teaching-Learning Process

- 1.1 Element of Teaching Process
- 1.2 Learning and Learning Process
- 1.3 Teaching-Learning Process

Unit-2: Methods of Communication for Children with Hearing Impairment

- 2.1 Communication and Communication System for Children with Hearing Impairment
- 2.2 Oral/Aural Method of Communication
- 2.3 Total Communication

2.4 Lip Reading

2.5 Cued Speech

Unit-3: Educational Implications for HIC

3.1 Auditory Skills

3.2 Language Development

3.3 Social and emotional Development

3.4 Academic Development

Unit-4: Effective Strategies and Methods of Teaching for HIC

4.1 Effective Teaching Strategies

4.2 Sign Language

4.3 Computer Application

4.4 Role of Parents in Teaching of HIC

Unit-5: Instructional material for HIC

5.1 Assistive and Instructional Technology for HIC

5.2 Media, Messages and Methods: Definitions

5.3 Instructional Communication

5.4 The Role of Media in Instruction for HIC

Unit-6: Methods of Teaching Speech to Children with Hearing Impairment

6.1 Synthetic Method

6.2 Analytical Method

6.3 Combined Method

6.4 Ling Approach

Unit-7: Instructional Planning

7.1 Unit Planning

7.2 Lesson Planning

7.3 Components of Lesson Planning

Unit-8: Individualized Education Programme (IEP)

8.1 Individualized Programming

8.2 Planning and Monitoring of Instruction

8.3 Choosing and Developing Material

Teaching Learning Strategies:

Text Book Review, Presentation, Group work, Lab Work

Assignment Types and Number with Calendar

Practical assessment of 04 cases by each learner after mid term

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be written test

Suggested Readings

Alice, M.R.K. (2004). *Deaf education*. New Delhi: Sonali Publishers.

Dhawan, M.I. (2005). *Education of children with special needs*. Delhi: ISHA Books.

Estrabooks, W. (2006). *Auditory verbal therapy & practices*. Washington: Abrendar Graham Bell.

Farrel, M. (2008). *Educating special children*. New York: Routledge.

Gargiulo, R.M. (2006). *Special education in contemporary society: an introduction to exceptionality*. Austria: Thomson.

Hull, R.H. (1992). *Aural rehabilitation* (2nded.). London: Chapman& Hall.

Mahshie, J. (2006). *Enchasing communication skills of deaf & hard of hearing children in the mainstream*. New York: Delmar.

Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.

Singh, M. (2010). *Education of children with special needs*. New Delhi: Kanishka Publishers.

Smith, D.D. (1998). *Introduction to special education*. Boston: Allyn & Bacon.

Sonia, G. (2007). *Teaching children with special needs*. New Delhi: SBS Publishers.

Wilmschurst, L. (2010). *The complete guide to special education* (2nded.). San Francisco: Jossey-Bass.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS (4 Years) in Special Education

Independent Living Skills for Children with Visual Impairment

Course Code: SEBS-328

Sixth Semester
(3 Credit Hours)

Prerequisites of course requirements/Skills

Course Code	Course Title
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SEBS- 283	Orientation and Mobility Skills for Visual Impairment
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Learning Outcomes

After completing this course the learners will be able to:

1. Have knowledge about essential factors related to independence skills
2. Develop better physical posture and body image in their students
3. Understand and explain environmental factors important for positive teaching-learning environment
4. Design and implement physical activities and games according to individual needs of children with visual impairment
5. Describe importance of activities of daily living for visually impaired persons

Contents

Unit-1: Essential factors in independence training

- 1.1 Orientation
- 1.2 Mobility
- 1.3 Daily living skills
- 1.4 Self-motivation
- 1.5 Technologies

Unit-2: Psycho-social aspects for independence

- 2.1 Awareness among masses
- 2.2 Attitude towards handicapping conditions
- 2.3 Visually impaired persons and their families

- 2.5 Impact of Mannerism
- 2.6 Interaction of sighted and visually impaired persons

Unit-3: Motor development, body awareness and body posture

- 3.1 Impact of visual impairment of Motor development
- 3.2 Body awareness
- 3.3 Posture

Unit-4: Awareness of Environment

- 4.1 Listening skills
- 4.2 Use of hepatic sense system
- 4.3 Sources of information
- 4.4 Exploring the outside environment

Unit-5: Physical Activities and Games

- 5.1 Flexibility and exercises
- 5.2 Games for infant and children
- 5.3 An introduction to Para Olympics

Unit-6: Teaching Activities of Daily Living

- 6.1 Training in feeding, dressing & toileting
- 6.2 Encouraging order lines
- 6.3 Developing fine hand movements
- 6.4 Task analysis

Teaching Learning Strategies:

Text Book Review, Presentation, Group work

Assignment Types and Number with Calendar

Cooking Test, Recipe book development

1 Before Mid Term, 01 after Final Term

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be a practical and written test

Suggested Readings

- Dash, N. (2011). *Special education development of imagery among visually challenged children*. New Delhi: APH Publishing.
- Farrell, M. (2008). *Educating special children*. New York: Routledge.
- Gargiulo, R.M. (2006). *Special education in contemporary society: an introduction to exceptionality*. Austria: Thomson.
- Mamuiy, D. (2009). *Life skills activities for special children* (2nded.). San Francisco: Jossey Bass.
- Maychell, K. & Smart, D. (1990). *Beyond vision: training for work with visual impaired people*. Berkshire: NFER-Nelson.
- Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Instructional and Management Strategies for Learning Disabilities

Course Code: SEBS 331

Sixth Semester
(3 Credit Hours)

Pre-requisite course requirements/Skills

Course Code Course Title

SEBS-349 Teaching -Learning Process of Learning Disabilities

Learning Outcomes

After the completion this course the learners will be able to:

1. Execute appropriate methods of intervention
2. Build the required instructional strategy for each child having a learning disability
3. Teach and train the parents to ensure transfer and carryover of learnt classroom skills
4. Draft diagnostic and progress reports
5. Share the child's progress records with the multidisciplinary team

Contents

Unit-1: Instructional Strategies and Approaches

- 1.1 Instructional Strategies
- 1.2 Direct Instruction
- 1.3 Sequential Simultaneous Structured Multisensory Approach
- 1.4 Learning Strategy Instruction
- 1.5 Holistic Approach, Word Picture Approach and Analytical Approach

Unit-2: Multidisciplinary Team

- 2.1 Members of the Multidisciplinary Team
- 2.2 The Models of Multidisciplinary Team
- 2.3 Parental Role and Responsibility

Unit-3: Curriculum Modification

- 3.1 Framework for Modifying Curriculum

- 3.2 Modifying the Amount of Work
- 3.3 Modifying the Complexity of Tasks
- 1.4 Modifying Tests, Assessments, and Report

Unit-4: Assistive Devices

- 4.1 Use of Computer Software and the Word Processor
- 4.2 Use of Calculator
- 4.4 Use of Materials, Diaries, Files and Folders

Unit-5: Classroom Modifications

- 5.1 Classroom Modification and Management
- 5.2 Dysgraphia; Hand Writing Skills with Appropriate Tools
- 5.3 Dyscalculia: Tactual and Kinesthetic Spelling and Hand Writing Instruction
- 5.4 Time Management

Unit-6: Learning Skills

- 6.1 Working in a Multidisciplinary Team
- 6.2 Development of Orthographic Skills
- 6.3 Cognitive Skills
- 6.4 Psychosocial Skills
- 6.5 Language, Reading and Spelling Skills
- 6.6 Numeracy and Math Skills
- 6.7 Learning through Movement and Music

Unit-7: Practicum

- 7.3 Case study
- 7.4 Formal/ Informal Assessment
- 7.5 Use and Implementation of IEP
- 7.6 Executing Classroom Instructions and Management
- 7.7 Utilization of Assistive Devices
- 7.8 Parental Counseling
- 7.9 Networking between Multi-Professionals and Rehabilitation Practitioners

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written test at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

- Mather, N. (2009). *Writing assessment and intervention for students with learning disabilities* (2nd ed.). Sanfransinco: Jossey-Bass.
- Walden, K.A. (1992). *Teaching children with learning disabilities strategies for success*. London: Chapman and Hall.
- Hallahan, D.P. (1996). *Introduction to learning disability*. Boston: Allyn & Bacon.
- Gargiulo, R.M. (2006). *Special education in contemporary society: An introduction to exceptionality*. Austria: Thomsan.
- Smith, D.D. (1998). *Introduction to special education*. Boston: Allyn & Bacon.
- Farrel, M. (2008). *Educating special children*. New York: Routledge.
- Wilmshurst, L. (2010). *The complete guide to special education*. (2nd ed.) San Francisco: Jossey-Bass
- Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.
- Desi, Morli. (2010). *Rights based preventive approach for psychosocial well being in childhood*. Mumbai: Springer.

Reid, G. (2005). *Learning styles and inclusion*. London: Paul Chapman Publishing.

Moltimore, Telly. (2008). *Dyslexia and learning style*. USA: John Wiley & Sons.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Therapeutics Interventions in Autism Spectrum Disorder

Course Code: SEBS-334

Sixth Semester
(3 Credit Hours)

Pre-requisite course requirements/Skills

Course Code	Course Title
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SEBS- 352	Autism Spectrum Disorder and Associated Conditions
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Learning Outcomes

After the completion this course the learners will be able to:

1. Plan for school readiness for children with ASD
2. Describe strategies to enable successful inclusion
3. Plan for social and recreational activities
4. Prepare and plan for transition into adolescence and adulthood
6. Support and guide persons with ASD

Contents

Unit-1: School Readiness

- 1.1 Development of Pre-Learning Skills: Attention, Eye-Contact, Sitting Tolerance, Imitation, Compliance, Cooperation, Turn-Taking Skills, On-Task Behavior;
- 1.2 Development of Pre-Academic Skills: Matching, Sorting, Grouping, Classification, Pattern Making, Sequencing, Labeling and other Skills
- 1.3 Development of Pre-Reading Concepts: Picture Reading, Alphabet Identification,
- 1.4 Development of Pre Writing Concepts: Controlled Use of Writing Implements (Column, Written Lines), Scribbling, Tracing, Copying
- 1.5 Development of Pre-Math Concepts: Such as Big – Small, Far - Near, More – Less, Counting and Identification of Numerals

Unit-2: Strategies for Transition to Inclusive Classrooms

- 3.1 Adaptations in Physical Environment
- 3.2 Instructional Adaptations Across Environments
- 3.3 Adaptations in Classroom Practices and Curricular and Co Curricular Activities
- 4.4 Sensitization of the School Environment
- 4.5 Assignment, Examination and Test Taking Strategies

Unit-3: Social, Leisure and Recreation

- 3.1 Role of Social and Recreation Skills
- 3.2 Difference between Socially Acceptable and Non-Acceptable Behavior
- 3.3 Social Competencies Across Life Span Stages
- 3.4 Teaching Age Appropriate Social and Recreation Skills
- 3.5 Teaching Individual and Group Social and Recreation Skills

Unit-4: Adolescence and Preparing for Adulthood

- 4.1 Impact of Puberty and Adolescence on Persons with ASD
- 4.2 Planning Ahead for Transition: Self-Regulation, Maintaining Social Proximity,
- 4.3 Teaching about the Body and Understanding Own Physical Changes
- 4.4 Sexuality: Masturbation, Regulation of Emotions and Needs Related to Sexuality, and Behavioural Challenges, Prevention of Sexual Abuse
- 4.5 Marriage, Pregnancy, Ageing and Future Life

Unit-5: Guidance and Counseling for Persons with ASD

- 5.1 Role of Psychologist / Counselor
- 5.2 Cognitive Behavioral Management
- 5.3 Training and Involving the Individual with ASD in the Rehab Process through Understanding of Own Diagnosis
- 5.4 Enabling Circles of Peer Supports
- 5.5 Empowering Towards Self-Advocacy

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written test at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

- Seach, D. (2003). *Supporting children with autism in mainstream schools*. Birmingham: The Question Publishers.
- Randall, P., & Parker, J. (1996). *Supporting the families of children with autism*. Chichester: John Wiley & Sons.
- Fribary, K.L. (2012). *Educating children with exceptionalities*. New York: McGraw Hill.
- Aarons, M., & Giltens, T. *The handbook of autism*. London: Tavistock.
- Smith, D.D. (1998). *Introduction to special education*. Allyn & Bacon.
- Farrel, M. (2008). *Educating special children*. Newyork: Routledge.
- Wilmschurst, L. (2010). *The complete guide to special education* (2nd ed.). San Francisco: Jersey Bass.
- Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Teaching of Reading and Writing
Course Code: SEBS-247

Sixth Semester
(3 Credit Hours)

Pre-requisites course requirements/skills

Course Code	Course Title
SEBS-133	Introduction to Exceptionalities

Learning Outcomes

On successful completion of this course the students will be able to:

1. Understand the models and instructional approaches of reading and writing
2. Diagnose reading and writing problems faced by special children
3. Learn about reading and writing tests used for the assessment
4. Develop techniques to enhance the reading and writing skill.

Contents

Unit-1: Introduction of reading

- 1.1. Importance of teaching reading
- 1.2. Stages of Reading Development
- 1.3. Reading process
- 1.4. Factors that influence reading
- 1.5. Correlates of reading problems

Unit-2: Approaches of Teaching Reading Whole language instruction

- 2.1. Explicit code-emphasis instruction
- 2.2. Integrating whole language and code-emphasis instruction

Unit-3: Elements of Reading: Word Recognition and Reading Comprehension

- 3.1. Word Recognition
 - 3.1.1 Phonic

- 3.1.2 Sight words
- 3.1.3 Context clues
- 3.1.4 Structural analysis
- 3.1.5 Combining word-recognition clues
- 3.2. Reading Comprehension
 - 3.2.1 What is reading comprehension
 - 3.2.2 Strategies to promote reading comprehension
 - 3.2.3 Fluency in reading
 - 3.2.4 Comprehension of narrative materials
 - 3.2.5 Comprehension of expository materials

Unit-4: Teaching Strategies

- 4.1. Strategies for Improving Word Recognition Building phonological awareness
Phonic methods
- 4.2. Strategies for Improving Fluency
 - 4.2.1 Repeated reading
 - 4.2.2 Predictable books
 - 4.2.3 Neurological Impress method
- 4.3. Strategies for Improving Reading Comprehension
 - 4.3.1 Using basal readers
 - 4.3.2 Activating background knowledge
 - 4.3.3 Building meaning vocabulary and concepts

Unit-5: Assessment and Evaluation of Reading

- 5.1 Diagnostic Teaching
- 5.2 Knowledge of the reading Process
- 5.3 Knowledge off correlates of reading disability
- 5.4 Assumptions about students learning to read
- 5.5. Individualized instructional program
- 5.6 Measures of Reading
- 5.7 Informal reading inventory
- 5.8 Reading Miscue Inventory
- 5.9 Cloze Procedure
- 5.10 Teacher observation interviews, and teacher Made Tests
- 5.11 Independent Practice/Application Activities

WRITING

Unit-6: Introduction to writing

- 6.1 Importance of writing skill
- 6.2 Writing Process
 - 6.2.1 Planning
 - 6.2.2 Editing
 - 6.2.3 Revising
- 6.3 Principles for teaching the writing process

Unit-7: Instructional Strategies for Teaching Writing

- 7.1 Strategies for Teaching Written Expression
- 7.2 Strategies for Teaching Spelling
- 7.3. Strategies for Teaching Hand Writing

Unit-8: Assessment and Evaluation of Writing

- 8.1 Informal Monitoring of Student Writing
 - 8.1.1 Observing
 - 8.1.2 Conferencing
 - 8.1.3 Collecting writing samples
 - 8.1.4 Keeping Records
- 8.2 Process Measures
 - 8.2.1 Writing process Checklist
 - 8.2.2 Assessment Conferences
 - 8.2.3 Self- assessment
- 8.3. Product Measures
 - 8.3.1 Holistic Scoring
 - 8.3.2 Primary Trait Scoring
 - 8.3.3 Analysis
 - 8.3.4 Error analysis
 - 8.3.5 Responding to student writing
 - 8.3.6 Assessing Grades

Teaching-learning Strategies

Lecture Method, Discussion Method, Demonstration Method and Portfolio Development of Case Studies.

Assignment- Types and Number with calendar

Class Presentations, Written Assignment, Case Study, any Existing Administrative Model.

01 assignment before mid-term exam and 02 assignments after mid-term exam

Assessment and Examination

Sr. No.	Elements	Weightage	Details
2.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
3.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
4.	Final Assessment	40%	It takes place at the end of the semester. It will be a written test.

Reading Material

Lerner, J. (2000). *Learning Disabilities: theories, diagnosis and teaching strategies*. (8th ed.). New York: Houghton Mifflin Comp.

Tompkins, E. G. (2000). *Teaching writing: balancing process and product*. (3rd ed.). Columbus: Macmillan College Publishing Comp.

William, H. R., & Blair, T. R. (1989). *Reading diagnosis and remediation*. (3rd ed.). Columbus: Merrill Pub. Comp.

Wilson, R. M., & Cleland, C. J. (1989). *Diagnostic and remedial reading for classroom and clinic*. (6th ed.). Columbus: Merrill Pub. Comp

Finn, P. J. (1985). *Helping children learn to read*. New York: Random House.

Websites:

www.readingrockets.org/article/how-adapt-your-teaching-strategies-student-needs

www.readingrockets.org/article/teaching-writing-students-ld

<https://www.weareteachers.com/teacher-helpline-reading-writing-programs-for-special>

<https://pdfs.semanticscholar.org/f929/b9685d4240c25e5b70f57f14ef5f5b8eca27.pdf>

<https://education.cu-portland.edu/.../6-strategies-for-teaching-special-education-classes>

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Language and Communication Disorders
Course Code: SEBS-231

Sixth Semester
(3 Credit Hours)

Pre-requisites course requirements/ skills

Nil

Learning Outcomes

After the completion this course, the learners will be able to:

1. Understand verbal and nonverbal communicative behaviors and the disorders manifest in speech, language, listening and cognitive skills in early / late childhood and adolescence.
2. Identify the symptoms there of
3. Intervene using appropriate methods of screening
4. Make the necessary referrals to the speech - language pathologist when required.

Contents

Unit-1: Introduction to the Study of Language

- 1.1. Defining Speech, Language and Communication
- 1.2. Properties or Characteristics Of Language
- 1.3. Components or Function Of Language
 - 1.3.1 Syntax
 - 1.3.2 Morphology
 - 1.3.3 Phonology
 - 1.3.4 Semantics
 - 1.3.5 Pragmatics
 - 1.3.6 Relationship of language components

Unit-2: Language Development

- 2.1. Theoretical Perspectives of Language Development

- 2.2. Pre-School Language Development
- 2.3. School Age and Adult Language Development
- 2.4. Language Development and Deafness
- 2.5. Language Development and Mental Retardation

Unit-3: Disorders of Speech Language

- 3.1. Developmental Disorders
 - 3.1.1 Developmental Dysphasia
 - 3.1.2 Developmental Dyslexia
 - 3.1.3 Developmental Dysgraphia
- 3.2. Acquired Disorders
 - 3.2.1 Syndrome of Aphasia
 - 3.2.2 Acquired Dyslexia
 - 3.2.3 Acquired Dysgraphia

Unit-4: Disorders of Communication, and Dysphagia

- 4.1 Disorders of Speech: Dysfluency, Dysphasia, Articulation and Phonological Disorders, Cleft Lip & Palate, Voice Disorders
- 4.2 Disorders of Speech of Neurogenic Origin: Dyspraxia, Dysarthria.
- 4.3 Disorders of Language: Language Delay and Deviance, Specific Language Impairment
- 4.4 Disorders of Language of Neurogenic Origin: Childhood Aphasia, Aphasia,
- 4.5 Feeding and Swallowing Disorders

Unit-5: Assessment of Speech Language Disorders

- 5.1 Informal Assessments Procedures
- 5.2 Formal Assessments Procedures

Unit-6: Management of Communication Disorders

- 6.1 Language Stimulation in Early Childhood
- 6.2 Language Stimulation for School Aged Children
- 6.3 Speech Correction
- 6.4 Alternative Augmentative Communication

Teaching-learning Strategies

Group Work, Lab Work, Demonstration Method, Activities Method

Assignment- Types and Number with calendar

Class Presentations, Written Assignment, Development of Speech Production Chart, Development of Dhaiorama.

01 assignment before mid-term exam and 02 assignment after mid-term exam

Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

Algozzine, B., & Ysseldyke, J. (2006). *Teaching students with communication disorder*. California: Corwin Press.

Ferguson, A. (2009). *Researching communication disorders*. New York: Palgrave MacMillan.

Shivarama, K. (2012). *Communication skills*. New Delhi: APH Publishers.

Haff, & (2005). *Language development*. (3rd.ed.). Australia: Wadsworth.

Nash, M. (2002). *Language development circle time session to improve communication skills*. London: David Fulton.

Hartas, D. (2005). *Language and communication difficulties*. London: Continuum.

Fromkin, V. (2001). *An introduction to language*. (4th ed.). Australia: Thomson.

Smith, D.D. (1998). *Introduction to special education*. Boston: Allyn and Bacon

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Inclusive Education
Course Code: SEBS-238

Sixth Semester
(3 Credit Hours)

Pre-requisites course requirements/skills

Course Code	Course Title
SEB.Ed-262	Foundations of Special Education

Learning Outcomes

After the completion of this course, the students will be able to:

1. Explain the philosophy of inclusion to accommodate human diversity
2. Describe the importance of inclusion to all aspects of life and service delivery
3. Evaluate the potential challenges and opportunities in inclusion
4. Formulate and apply the methods and strategies of promoting inclusion
5. Describe the roles of the community and society in general for successful inclusion
6. Interpret philosophy of inclusion with socio-political realities.

Contents

Unit-1: Introduction to Inclusive Education

- 1.1 Understanding Inclusive Education: Meaning and Definition
- 1.2 Benefits of Inclusion
- 1.3 Difference Between Special, Integrated and Inclusive Education
- 1.4 Sociological Foundations of Inclusive Education
- 1.5 Barriers to Inclusion: Systemic Barriers, Societal Barriers and Pedagogical Barriers

Unit-2: Reaching the Outreached

- 1.6 Fundamentals of Inclusive School
- 1.7 Strategies for Making Schools Inclusive
- 1.8 Need for Differentiation in Curriculum and Assessment

1.9 Classroom Management and Teaching Strategies – Cooperative Learning and Peer Tutoring

1.10 Physical Accessibility of Schools and Universal Design of Learning

Unit-3: Children with Disabilities in Regular Classroom

1.11 Identifying the Basis of Human Diversity

1.12 Educational Approaches to Address Human Diversity

1.13 Curriculum and Instructional Adaptations

1.14 Adaptations in Educational Assessment to Accommodate Disabilities

1.15 Use of Technology, Teaching Learning Material and Educational Aids

Unit-4: Networking for Inclusive Education

4.1 Developing Collaboration with Family and other Caregivers

1.2 Developing Collaboration within School Community

1.3 Collaborative Teaching and Team Work

1.4 Mobilizing Support from Voluntary Organizations, Community, Special School, Health Care Professional and Local Bodies

1.5 Understanding the Role of BRCs, CRCs and school Management Committees

Unit-5: National and International Movements for Inclusive Education

5.1 Convention on the Rights of Persons with Disabilities and other UN Initiatives

5.2 Islamabad and Lahore Declarations on Inclusive Education in 2003, 2005 and 2015

5.3 Role of NGOs in Promoting Inclusive Education

5.4 Punjab Inclusive Projects 2015 and Provincial Govt. Initiative

5.5 Financial Planning and Fund Raising for Inclusive Education

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written test at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

Bradley, D. F. (1997). *Teaching students in inclusive setting from theory to practice*. Boston: Allyn& Bacon.

Friend, M. &Bursuck, W. D. (2012). *Including students with special needs: a practical guide for classroom teachers* (6th ed.). Boston: Pearson.

Friends, M., Bursuck, W., & Hutchinson, N. (1998). *Including exceptional students: A practical guide for classroom teachers*. Ontario: Allyn and Bacon.

Ministry of Social Welfare and Special Education (2005). *Islamabad Declaration*. Retrieved from www.idp-europe.org/docs/islamabadDeclaration.pdf on July 28, 2016.

UN General Assembly, *Convention on the rights of persons with disabilities : resolution / adopted by the general assembly*, 24 January 2007, A/RES/61/106, available at: <http://www.refworld.org/docid/45f973632.html> [accessed 29 July 2016]

University of Management and Technology (2015). *Lahore declaration on inclusive education 2015*. Institute of Special Needs Education.

Waldon, K. A. (1996). *Introduction to special education: the inclusive classroom*. Albany: Delmar.

Westwood, P. (2007). *Commonsense methods for children with special educational needs* (5th ed.). London: Routledge

Winkelstern, J. A., & Jongsma, A. E. (2001). *The special education treatment planner*. New York: John Wiley & Sons.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

**Development and Implementation of Individualized Educational Plan
(IEP)**

Course Code: SEBS 289

**Seventh Semester
(3 Credit Hours)**

Pre-requisites course requirements/ skills

Course Code	Course Title
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SEBS-160	Curriculum Adaptation for Children with Special Needs
SEBS-112	Differentiated Practices in Assessment

Learning Outcomes

2. Demonstrate an understanding of the role and responsibilities of the teacher in the design of Individual Education Programs (IEP), including identification, referral, IEP development, and implementation.
3. The student will demonstrate how to interview, gather, and maintain information from parents, families, teachers, and others for the purpose of assessment and planning, developing, implementing, and evaluating the individual education program.
4. Plan, implement and evaluate individualized programme plans for children with disabilities.

Contents

Unit-1: Introduction to IEP

- 1.1. Individualized Education Program (IEP)
- 1.2. Importance of IEP
- 1.3. Least Restrictive Environment (LRE)
 - 1.3.1. Teacher and Parent Interviews and Recommendations
 - 1.3.2. Data-Based Observations of the Pupil
 - 1.3.3. Consideration of the Pupil's Previous History

- 1.3.4. Academics and Instruction
- 1.3.5. Related Services
- 1.3.6. Employment
- 1.3.7. Post-School Adult Living
- 1.3.8. Daily Living Skills
- 1.3.9. Functional Vocational Assessment
- 1.3.10. Family Service Intervention Plans (FSIPs)
- 1.3.11. Transition Planning
- 1.4. Individuals with Disabilities Education Act (IDEA)

Unit-2: IEP Process & Development Steps

- 2.1. Gathering Information
 - 2.1.1. Consultation with Parents
 - 2.1.2. Consultation with Students
 - 2.1.3. Consultation with Previous Teachers
 - 2.1.4. Consultation with Previous Teachers
 - 2.1.5. Consultation with other Professionals
 - 2.1.6. Pre-referral Interventions
- 2.2. Eligibility Determination
- 2.3. Writing the IEP
- 2.4. Reviewing the IEP
- 2.5. Revising the IEP
- 2.6. IEP Components
- 2.7. Present Levels of Performance

Unit-3: Develop an Academic and Learning Characteristics and IEP Services

- 3.1. Accommodation
 - 3.1.1. Modified
 - 3.1.2. Alternative
- 3.2. Related Services
 - 3.2.1. Social Development
 - 3.2.2. Management Needs
 - 3.2.3. Physical Development
 - 3.2.4. Occupational Therapy
 - 3.2.5. Physical Therapy

3.2.6. Orientation and Mobility

3.2.7. Speech Language Therapy

Unit-4: Goals and Objectives of IEP

4.1. Difference Between Goal and Objectives

4.2. Properties of Good Objectives: Observable and Measurable

4.3. Conditions and Context

4.4. Accuracy and Rate and Indicators for Success

4.5. Provisions for Multi-Year Goals

4.6. Required Members and Roles

4.6.1. Assessment Expert

4.6.2. Special Education Teacher

4.6.3. General Education Teacher

4.6.4. Multi-Professionals

4.6.5. Parents

Unit-5: Review and Update the IEP

5.1. Update the Learning Expectations

5.2. Reporting Period

5.3. Record ongoing Revisions to the IEP

5.4. Documented IEP

5.5. Plan for the Student's Transition

5.5.1. The Sending Teacher

5.5.2. The Receiving Teacher

Teaching-learning Strategies

Discussions, Demonstration Method, Activity Method.

Assignment- Types and Number with calendar

Development of Tools for Pre and Post Assessment, Preparing Teaching Material Related to IEP Goals.

01 assignment before mid-term exam and 02 assignment after mid-term exam

Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	IEP Sessions	35%	It takes place at the mid-point of the semester.
2.	Pre-Test	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Viva	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

Ministry of Education, Learning Media. (2011). *Collaborative of success: Individual plan*.

New Zealand: Learning Media Group.

N.C.S.E. (2006). *Guideline on the individual education plan process*. Dublin: National Council of Special Education.

Barratt S. J. (2008). *The special educator's tool kit*. New Delhi: SAGE Publications India Pvt. Ltd.

Winkelstern, J., & Jongsma, A. E. Jr. (2001). *The special education treatment planner*. New York: John Wiley & Sons, Inc.

Smith, D. D. (1998). *Introduction to special education*. Boston: Allyn and Bacon.

Gargiulo, R.M. (2006). *Special education in contemporary society: An introduction to exceptionality*. Austria: Thomson

Farrel, M. (2008). *Educating special children*. New York: Routledge

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Education in Pakistan
Course Code: SEBS-310

Seventh Semester
(3 Credit Hours)

Pre-requisites course requirements/skills

Nil

Learning Outcomes

After the successful completion of this course the learners will be able to:

1. Comprehend historical perspective of education in Pakistan
2. Evaluate national educational policies and plans
3. Analyses and compare it with the current education policy
4. Resolve various educational system of Pakistan.

Contents

Unit-1: Introduction

- 1.1 Meaning of Education
- 1.2 Definition
- 1.3 Islamic Concept of Education

Unit-2: Background of Education in Pakistan

- 2.1 Education during the Muslim Rule
- 2.2 Status of Muslim Education in the Beginning of British Rule
- 2.3 Education in the British Period
- 2.4 Muslim Educational Movements

Unit-3: Development of Education in Pakistan

- 3.1 All Pakistan Educational Conference, 1947
- 3.2 National Commission on Education, 1959
- 3.3 Hamood-ur-Rehman Commission, 1964
- 3.4 New Education Policy, 1972

- 3.5 National Education Policy, 1978
- 3.6 National Education Policy, 1992
- 3.7 National Education Policy, 1998
- 3.8 Review of Five Years Plans and Policies
 - 3.8.1 Six Year Plan for Education 1951 – 57
 - 3.8.2 First Five Year Plan 1955 – 60
 - 3.8.3 Second Five Year Plan 1960 – 65
 - 3.8.4 Third First Five Year Plan 1965 – 70
 - 3.8.5 Fourth First Five Year Plan 1970 – 75
 - 3.8.6 Fifth First Five Year Plan 1978 – 83
 - 3.8.7 Sixth Five Year Plan 1983 – 88
 - 3.8.8 Seventh Five Year Plan 1988 – 93
 - 3.8.9 Eighth Five Year Plan 1993 – 98
 - 3.8.10 Ninth Five Year Plan 1998 – 2003

Note: All these educational Policies and Plans will be discussed with reference to the following topics:

(Aims of Education, Primary Education, Secondary Education, Special Education, Higher Education, Technical Education, Science Education, General Education, Curriculum, Educational Facilities.)

Unit-4: Educational Administration

- 1.1 Federal Structure of Educational Administration
- 1.2 Provincial Structure of Educational Administration

Unit-5: Trends and Issues of Education in Pakistan

- 5.1 Curriculum
- 5.2 Human Resource Development
- 5.3 Technological Development
- 5.4 Foreign Language
- 5.5 Primary Education
- 5.6 Literacy
- 5.7 Population Education
- 5.8 Special Education
- 5.9 Technical Education
- 5.10 Female Education

Teaching Learning Strategies:

Text Book Review, Presentation, Group Discussion

Assignment Types and Number with Calendar

Review of four policies, Quiz

02 policies Before Mid Term, 02 after Final Term

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be a written test.

Suggested Readings

Ashraf M.A., & Ismat, H.I. (2016). *Education and Development of Pakistan: A Study of Current Situation of Education and Literacy in Pakistan*. A Study of Current Situation of Education and Literacy in Pakistan. US-China Education Review. 6. 647-654. 10.17265/2161-6248/2016.11.003.

UNESCO (2011). Institute for Statistics. "*Adjusted net enrolment ratio in primary education*". UNESCO. Retrieved https://en.wikipedia.org/wiki/Education_in_Pakistan#cite_ref-UNESCO_Institute_for_Statistics_13-0

Memon, R., & Ghulam (2007). "*Education in Pakistan: The Key Issues, Problems and the New Challenges*" (PDF). Journal of Management and Social Sciences. 3 (1): 47–55. Retrieved 19 September 2011.

Iqbal, M. (1993). *Education in Pakistan*. Lahore: Aziz Publishers.

Malik, M. M. (2002). *Education in Pakistan*. Lahore: Jidhon Publications.

Qureshi, I. H. (1990). *Education in Pakistan*. Karachi, Ma'aref Ltd.

Rasida, R. (2000). *Ilam-ul-taleem*. Lahore: Aiteson Publication.

Shahid, S. M. (2000) *Hamaranizametaleem*. Lahore: Majeed Book Depot.

Shahid, S. M. (2000) *Pakistan main taleem*. Lahore: Majeed Book Depot.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Nutrition, Health and Prevention

Course Code: SEBS-304

Seventh Semester
(3 Credit Hours)

Pre-requisites course requirements/skills

Course Code	Course Title
SEBS- 115	Human Growth & Development

Learning Outcome

After the successful completion of the course the learners will be able to:

1. Define various perspectives of nutrition and health.
2. Understand the importance of nutrition and health in life
3. Know the major components, benefits of nutrition and health
4. Apply the preventive measures with the help of proper nutrition.

Contents

Unit-1: Introduction

- 1.1 Definitions
- 1.2 Importance of Food
- 1.3 Nutrients obtained from food

Unit-2: Concept of Human Energy

- 2.5 Definition and Types of Energy
- 2.6 Human Energy System

Unit-3: Carbohydrates

- 3.1 Types and Sources
- 3.2 Metabolism and Functions of Carbohydrates
- 3.3 Carbohydrates Loading
- 3.4 Glycemic Index

Unit-4: Lipids

- 4.1 Role of Lipid in the Body
- 4.2 Lipid as Energy Source and its Reserve
- 4.3 Use of Lipid During Exercise

Unit-5: Proteins

- 5.1 Functions, Sources, Recommended Intake
- 5.2 Metabolism
- 5.3 Protein and Exercise
- 5.4 BMI (Basal Metabolic Rate)

Unit-6: Vitamins

- 6.1 Introduction
- 6.2 Sources
- 6.3 Types
- 6.4 Importance
- 6.5 Food Supplements: Uses and Importance

Unit-7: Minerals

- 7.1 Introduction
- 7.2 Sources
- 7.3 Types
- 7.4 Importance
- 7.5 Mineral Intake
- 7.6 Supplements

Unit-8: Water

- 8.1 Recommended Water Intake
- 8.2 Functions, Regulation of Body Temperature
- 8.3 Fuel and Electrolyte Losses and Replacements
- 8.4 Body Regulation During Exercise

Unit-9: Weight Management

- 9.1 Concept of Dieting
- 9.2 Physiological Factors of Weight Management
- 9.3 Obesity

Unit-10: Nutrition for Optimal Health & Physical Performance

- 10.1 Balanced Diet
- 10.2 Pre, During and Post Contest Meals

Teaching Learning Strategies:

Text Book Review, Presentation, Field Visits

Assignment Types and Number with Calendar

04 Case Studies Development

02 Before Mid Term, 02 after Final Term

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be a written test.

Suggested Readings

- Ali, A., & Katz, D. L. (2015). Disease Prevention and Health Promotion: How Integrative Medicine Fits. *American journal of preventive medicine*, 49(5 Suppl 3), S230–S240. doi:10.1016/j.amepre.2015.07.019.
- Behzadifar, M., Gorji, H. A., Rezapour, A., & Bragazzi, N. L. (2019). Comparison of prevention, screening and treatment of hepatitis C in Iran, Egypt and Georgia. *Journal of virus eradication*, 5(2), 116–121.
- Ramesh, G., Gerstbacher, D., Arruda, J., Golianu, B., Mark, J., & Yeh, A. M. (2018). Pediatric Integrative Medicine in Academia: Stanford Children's Experience. *Children (Basel, Switzerland)*, 5(12), 168. doi:10.3390/children5120168
- Wang, C., Preisser, J., Chung, Y., & Li, K. (2018). Complementary and alternative medicine use among children with mental health issues: results from the National Health Interview Survey. *BMC complementary and alternative medicine*, 18(1), 241. doi:10.1186/s12906-018-2307-5

- Ali, A., Rosenberger, L., Weiss, T. R., Milak, C., & Perlman, A. I. (2017). Massage Therapy and Quality of Life in Osteoarthritis of the Knee: A Qualitative Study. *Pain medicine* (Malden, Mass.), 18(6), 1168–1175. doi:10.1093/pm/pnw217
- Dominick, J. R. (2010). *The dynamics of mass communication: Media in the digital age*. Tata: McGraw-Hill Education.
- Grisogono, V., Griffin, J., & Sharp, C. (1991). *Children and sport: fitness, injuries and diet*. Murray.
- Kibler, W. B. (1990). *The sport pre- participation fitness examination*. Human Kinetics.
- Mughal, A. W. (2012). *Sports nutrition*. Islamabad.
- Webb, G. P. (2002). *Nutrition: a health promotion approach*. (No. ed. 2). Arnold.
- Williams, M. H. (1999). *Nutrition for health, fitness and sport*. (No. ed. 5). McGraw-Hill.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Research in Special Education
Course Code: SEBS-325

Seventh Semester
(3 Credit Hours)

Pre-requisite course requirements/Skills

Course Code	Course Title
SEB.Ed-262	Foundations of Special Education

Learning Outcomes

After the completion of this course, the students will be able to:

1. Distinguish between qualitative and quantitative paradigms of research.
2. Evaluate qualitative and quantitative studies, their methodologies and findings.
3. Identify the role of theory in research.
4. Formulate researchable issues in special education.
5. Identify and reflect on published research
6. Explain the role of ethics in research.

Contents

Unit-1: Introduction and Approaches to Research

- 1.1 Nature of Reality
- 1.2 Quantitative Approaches
- 1.3 Qualitative Approaches
- 1.4 Ethics and Integrity in Research

Unit-2: Formulating the Research Problem

- 1.5 Selecting a Topic
- 1.6 Transforming the Topic into Measurable and Manageable Entity
- 1.7 Research Questions and Hypotheses
- 1.8 Literature Review
- 1.9 Conceptual/hypothetical Framework

Unit-3: Instrument Development

- 1.10 Types of Instruments
- 1.11 Qualities of a Good Instrument
- 1.12 Operationalization and Scale Development
- 1.13 Tools of Qualitative Research
- 1.14 Pilot Testing

Unit-4: Data Collection and Analysis

- 1.15 Sampling and Sampling Procedures
- 1.16 Data Collection Plan
- 1.17 Identification of Stake Holders
- 1.18 Data Management and Analysis

Unit-5: Research Report Writing

- 1.19 Structure the Report
- 1.20 Proof Reading and Editing
- 1.21 Avoiding Plagiarism
- 1.22 Citations and References

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written test at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

Best, J. W. (2003). *Research in education*. New Delhi: Prentice Hall.

Cohen, L. (2007). *Research methods in education*. (6thed.). London: Routledge.

Gay, L. R. (1996). *Educational research* (5th ed.) Ohio: Merrill.

Holiday, A. (2007). *Doing and writing qualitative research*. London: SAGE.

McMurray, A. J.(2004). *Research: A commonsense approach*.Australia: Thomas.

Mitchell, M. L. (2007). *Research design explained* (6th ed.). Australia: Thomson.

Taylor, B. (2006). *Research methodology*. New Delhi: PHI Learning.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Administration and Management of Special Education

Course Code: SEBS-316

Eighth Semester
(3 Credit Hours)

Pre-requisites course requirements/skills

Course Code	Course Title
SEB.Ed-262	Foundations of Special Education

Learning Outcomes

The learning outcomes of this course are to:

2. Inform the students about administrative functions of special schools
3. Describe the theories and models of administration and management with reference to special schools
4. Enable the students to deal with the administrative problems of special schools
5. Help the students to understand the budgetary system of an educational organization.

Contents

Unit-1: Introduction

- 1.1 Definitions of Administration, Management, Leadership and Supervision
- 1.2 Islamic Concept of Administration
- 1.3 Importance of Educational Administration

Unit-2: Administrative Processes in a Special School

- 2.1 Administrative Process
- 2.2 Communication
- 2.3 Leadership
- 2.4 Motivation
- 2.5 Decision Making
- 2.6 Policy Making

Unit-3: Models and Theories of Leadership and Management

- 3.1 Classical Organization Theory

- 3.2 Human Relations Approach
- 3.3 Behavioral Science Approach
- 3.4 Bureaucratic Model
- 3.5 Democratic Model
- 3.6 System Model

Unit-4: Personnel Administration

- 4.1 The Personnel Management Process
- 4.2 Human Resource Planning
- 4.3 Recruitment
- 4.4 Selection
- 4.5 Training and Development
- 4.6 Performance Appraisal

Unit-5: Role of Special Education Consultants

- 5.1 Model of Consultancy
 - 5.1.1 Collaborative
 - 5.1.2 Behavioral
 - 5.1.3 Problem Solving
- 5.2 Consultancy Network
- 5.3 Focus of Consultancy
 - 5.3.1 Instruction
 - 5.3.2 Assessment
 - 5.3.3 Programming

Unit-6: The Management

- 6.1 Purpose and Functions of Management
- 6.2 Total Quality Management
- 6.3 Management of Resources
- 6.4 Classroom Management Functions
- 6.5 Principles of the Effective School Organization

Unit-7: School Supervision

- 7.1 Educational Supervision
- 7.2 Supervision for Improvement of Instruction
- 7.3 Facets of Supervision

Unit-8: Financial Aspect of School Management

- 8.1 Financial Management Importance of Financial Management

- 8.1.1 Forecasting and Planning
- 8.1.2 Application and Control
- 8.1.3 Duties of The Financial Manger
- 8.1.4 Misappropriation of Funds
- 8.1.5 Salaries
- 8.2 Budgetary System and Reports/Record/and Audit
- 8.3 Principles of Preparing a Budget of a Financial Year

Teaching-learning Strategies

Lecture Method, Project Method, Question Answer Method.

Assignment- Types and Number with calendar

Class Presentations, Written Assignment, Case Study, any Existing Administrative Model.

01 assignment before mid-term exam and 02 assignment after mid-term exam

Assessment and Examination

Sr. No.	Elements	Weightage	Details
5.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
6.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
7.	Final Assessment	40%	It takes place at the end of the semester. It will be a written test.

Suggested Readings

Baird, L. S., & Post, J. E. (1990). *Management*. New York: Harper & Row.

Batman, T. S., & Snell, S. A. (1996). *Management: Building competitive advantage*. Chicago: RWIN.

Best, W. (1998). *Research in education management and policy*. London: The Palmer Press.

Fish, J. (1995). *Managing special education*. Bucking Ham: Open Uni. Press.

- Lunenburg, C. F., & Ornstein, C. A. (1992). *Educational administration: Concepts and practices*. USA: California. Wadsworth publishing company
- M, P. C. (1990). *Administration of schools for young children*. (3rd ed.). New York: Delmar Pub.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Foundation of Guidance and Counseling
Course Code: SEBS 244

Eighth Semester
(3 Credit Hours)

Pre-requisites course requirements/skills

Course Code	Course Title
SEBS-313	School Community Collaboration

Learning Outcomes

After the completion of this course, the students will be able to:

2. Identify the academic problems of students and provide them counseling accordingly.
3. Apply the preventive methods to improve school environment by solving the problems faced by students.
4. Apply the principles of guidance and counseling to improve the performances of students in their academic pursuits or endeavors.
5. Design multiple strategies to deal effectively with the problems of students with special needs.
6. Evaluate the counseling theories, counseling problems and their cultural context as they affect counselor as well as the counselee.

Contents

Unit-1: Concept of Guidance and Counseling

- 1.1 Introduction
- 1.2 Guidance Meaning and Definitions
- 1.3 Counseling Meaning and Definitions
- 1.4 Comparison Between Guidance and Counseling
- 1.5 Historical Origin of Guidance and Counseling
- 1.6 Principles of Guidance
- 1.7 The Islamic Concept of Guidance and Counseling

Unit-2: Counseling Theories and Process

2.1 Counseling Theories

- 2.1.1 Psychoanalytic Theory
- 2.1.2 Adlerian Theory
- 2.1.3 Existential Theory: Martin Heidegger
- 2.1.4 Gestalt Approach
- 2.1.5 Client Centered Theory
- 2.1.6 Cognitive Behavior Theory

2.2 Counseling Process

- 2.2.1 Preparation Stage (Establishing Rapport, Defining Needs, Deciding Roles)
- 2.2.2 Counseling Process: Attending, Integrative Understanding, Facilitating Action
- 2.2.3 Termination Stage (Termination of Counseling Process).

Unit-3: Guidance and Counseling Techniques

3.1 Techniques of Counseling

- 3.1.1 Academic Counseling Techniques
- 3.1.2 Group Counseling Techniques
- 3.1.3 Counseling Techniques for Children with Special Needs
- 3.1.4 Child & Adolescents Counseling Techniques

3.2 Techniques of Guidance

- 3.2.1 Observation
- 3.2.2 Case Study
- 3.2.3 Interview
- 3.2.4 Anecdotal Records

Unit-4: Educational Guidance

4.1 Guidance in Schools

- 4.1.1 Educational and Vocational Guidance
- 4.1.2 Individual and Group Guidance
- 4.1.3 Tools and Techniques of Career Guidance
- 4.1.4 Guidance of Children with Special Needs
- 4.1.5 Religious and Preventive Guidance
- 4.1.6 Guidance Services (orientation, occupational information, placement, follow-up, referral and remedial services, distributive, adjustive and adoptive functions of guidance)

4.2 Personnel in Guidance Services

4.2.1 Administrator

4.2.2 Teacher

4.2.3 Counselor

4.2.4 Social worker

4.2.5 Psychologist

4.2.6 Librarian

Unit-5: Ethics of guidance and counseling

5.1 Ethics of Guidance

5.1.1 Meaning of Confidentiality in Guidance

5.1.2 Principles of Confidentiality

5.2 Ethics in Counseling

5.2.1 Putting clients' Needs Before Your Own,

5.2.2 Taking Informed Consent

5.2.3 Keeping Confidentiality

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2

before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written test at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

- Chandra, R. (2004). *Career information and guidance and counseling*. New Delhi: ISHA Books.
- Dash, B. N. (2005). *Guidance services in school*. New Delhi: Dominant Publisher.
- Gladding, S.T. (1995). *Group work: a counseling specialty* (2nd ed.). New Jersey: Merrill.
- Hackney, H. L. (1996). *The professional counselor* (3rd ed.). Boston: Allyn & Bacon.
- Lakshmi, K. S. *Encyclopedia of Guidance and Counseling*. New Delhi: Mital.
- Nugent, F. A. (1994). *An introduction to the profession of counseling*. New York: Merrill.
- Pandey, V. C. (2005). *Educational guidance and counseling*. Delhi: ISHA Books.
- Rao, S. N., & Hari, M.S. (2006). *Guidance and counseling*. New Delhi: Discovery.
- Thompson, C. L. (2007). *Counseling children* (7th ed.) Australia: Thomson Brooks / Cole.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Physical Education for Special Needs
Course Code: SEBS-337

Eighth Semester
(3 Credit Hours)

Pre-requisite course requirements/skills

Course Code	Course Title
SEBS-115	Human Growth & Development
SEBS-133	Introduction to Exceptionalities

Learning Outcomes

After the completion of this course, the students will be able to:

1. Enable students to describe and apply key terms/concepts related to inclusive physical activity participation.
2. Enable learners to apply common models, frameworks, and approaches used when developing inclusive physical activity opportunities.
3. Enable students to explain about minimizing or removing the barriers to physical activity participation for a number of disabilities.
4. Enable learners to critically evaluate accessibility issues in the context of physical activity participation.
5. Enable students to evaluate, and reflect on their awareness and understanding of equity and diversity in physical activity settings.

Contents

Unit-1: Introduction

- 1.1 Definition and Introduction to Physical Education
- 1.2 Its Meaning, Scope and Significance for PWDs
- 1.3 Role of Sports for PWDs
- 1.4 Unified Sports for PWDs
- 1.5 Status of Physical Education Services for PWDs in Pakistan

Unit-2: Sports for PWDs and Their Adaptations

- 2.1 General Introduction of Sports for PWDs
- 2.2 Sports/ Games for Intellectual and Developmental Disabilities
- 2.3 Sports for Persons with Sensory Impairment
- 2.4 Sports for Persons with Physical Disabilities
- 2.5 Physical Activities and Adaptive Sports for PWDs

Unit-3: Roles of Sports for Development

- 3.1 Motor Development through Sports and Games
- 3.2 Social Development through Sports and Games
- 3.3 Moral Development through Sports and Games
- 3.4 Communication Development through Sports and Games

Unit-4: Physical Education and Training

- 4.1 Assessment of Motor Skills
- 4.2 Classification of Sports according to Abilities
- 4.3 Planning Physical Activities/Programs for PWDs
- 4.4 Formal and Informal Training
- 4.5 Injuries and its Management in Sports
- 4.6 Transitional Hierarchy in Sports
- 6.7 The Role of sports to Control the Behaviors /Violence

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written test at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	Written test at the end of the semester.

Suggested Readings

- Chandler, T. (2002) *Sports and physical education*. London: Routledge.
- Hopper, B. (2000) *Teaching physical education in the primary school*. London: Routledge.
- MacFadyen, T. (2002) *Teaching physical education 11-18*. London Continuum.
- Mande, P. (2001) *Physical children active teaching*. Buckingham: Open University Press.
- Morley, D. and Bailey, R. (2006) *Physical education and sports*. New York: Routledge.
- Smell, F.L. (1996) *Children and youth in sports*. Madison: Brown Bench Mark.

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Family Problems and Intervention
Course Code: SEBS-343

Eighth Semester
(3 Credit Hours)

Pre-requisites course requirements/skills

Course Code	Course Title
SEBS-313	School Community Collaboration

Learning Outcomes

The course is designed to:

1. Explore gender, race, and cultural issues in family therapy
2. Examine the influence of previous generations on current family issues and dynamics
3. Discuss the importance of life transitions and changes across the family life cycle
4. Describe the effect of individual experience (attachment, self-esteem) on family functioning
5. Recall the describe first, second and third generation family therapy models

Course Agenda

Unit-1: Central Concepts in Analysis of Family Problems

- 1.1 Nature of Family Problems
- 1.2 Similarities in Family Problems
- 1.3 Differences in Family Problems

Unit-2: Family Life Cycle Vs Individuals Life Cycle

- 2.1 Nature of Family Life Cycle
- 2.2 Nature of Individuals Life Cycle

Unit-3: Lifecycle Stages Associated with Separation and Divorce

- 3.1 Lifecycle Stages Associated with Separation
- 3.2 Lifecycle Stages Associated with Divorce

Unit-4: The Stages of Family Therapy

- 4.1 Stage 1 Planning
- 4.2 Stage 2 Assessment
- 4.3 Stage 3 Treatment
- 4.4 Stage 4 Disengaging Or Reconstructing

Unit-5: Three Organizing Themes

- 5.1 Behavior Pattern
- 5.2 Beliefs
- 5.3 Contexts

Unit-6: Preparing to Begin Family Therapy

- 6.1 Engagement
- 6.2 Assessment
- 6.3 Goal Setting

Unit-7: Approaches to Intervention with Families

- 7.1 Behavioral Approaches
- 7.2 Cognitive Approaches
- 7.3 Humanistic Approaches
- 7.4 Psychoanalytical Approaches

Unit-8: Working with Families

- 8.1 Information Sharing
- 8.2 Decision Making
- 8.3 Intervention Planning
- 8.4 Guidance and Feedback

Unit-9: Coping with Life Stage, Health and Mental Health

- 9.1 Respite Care
- 9.2 Counseling
- 9.3 Parent Support Groups

Teaching Learning Strategies:

Text Book Review, Presentation, Group Discussion

Assignment Types and Number with Calendar

04 Case Studies Development

02 Before Mid Term, 02 after Final Term

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be a test.

Suggested Readings

- Haynes, A., Rowbotham, S. J., Redman, S., Brennan, S., Williamson, A., & Moore, G. (2018). What can we learn from interventions that aim to increase policy-makers' capacity to use research? A realist scoping review. *Health research policy and systems*, 16(1), 31. doi:10.1186/s12961-018-0277-1
- Dishion, T., Forgatch, M., Chamberlain, P., & Pelham, W. E., 3rd (2016). The Oregon Model of Behavior Family Therapy: From Intervention Design to Promoting Large-Scale System Change. *Behavior therapy*, 47(6), 812–837. doi:10.1016/j.beth.2016.02.002
- Bos, C., Lans, I. V., Van Rijnsoever, F., & Van Trijp, H. (2015). Consumer Acceptance of Population-Level Intervention Strategies for Healthy Food Choices: The Role of Perceived Effectiveness and Perceived Fairness. *Nutrients*, 7(9), 7842–7862. doi:10.3390/nu7095370
- Wan, C. S., Nankervis, A., Teede, H., & Aroni, R. (2019). Dietary intervention strategies for ethnic Chinese women with gestational diabetes mellitus: A systematic review and meta-analysis. *Nutrition & dietetics: the journal of the Dietitians Association of Australia*, 76(2), 211–232. doi:10.1111/1747-0080.12524
- De Cocker, K., Veldeman, C., De Bacquer, D., Braeckman, L., Owen, N., Cardon, G., & De Bourdeaudhuij, I. (2015). Acceptability and feasibility of potential intervention strategies for influencing sedentary time at work: focus group interviews in executives and employees. *The international journal of behavioral nutrition and physical activity*, 12, 22. doi:10.1186/s12966-015-0177-5

- Altenburg, T. M., Kist-van Holthe, J., & Chinapaw, M. J. (2016). Effectiveness of intervention strategies exclusively targeting reductions in children's sedentary time: a systematic review of the literature. *The international journal of behavioral nutrition and physical activity*, 13, 65. doi:10.1186/s12966-016-0387-5
- Lane, K. L., Gresham, F. M., & O'Shaughnessy, T. E. (2002). *Interventions for children with or at risk for emotional and behavioral disorders*. Allyn & Bacon.
- Morey, B., & Mueser, K. T. (2007). *The family intervention guide to mental illness: Recognizing symptoms & getting treatment*. New Harbinger Publications.
- Quinn, W. H. (2004). *Family solutions for youth at risk: Applications to juvenile delinquency, truancy, and behavior problems*. Routledge.
- Sanders, M. R., & McFarland, M. (2000). Treatment of depressed mothers with disruptive children: A controlled evaluation of cognitive behavioral family intervention. *Behavior Therapy*, 31(1), 89-112.
- Sherman, R., & Dinkmeyer, D. (1987). *Systems of Family Therapy: An Adlerian Integration*. New York: Brunner/Mazel.