

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

Introduction to Intellectual and Developmental Disability

Course Code: SEBS-203

Third Semester
(3 Credit Hours)

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.

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

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