

# **INSTITUTE OF SPECIAL EDUCATION**

**University of the Punjab, Lahore**

**BS Special Education**

**Functional and Independent Living skills for Children with IDD**

**Course Code: SEBS-224**

**Fourth Semester  
(3 Credit Hours)**

## **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**

- 1.1 Positive Behavior Support
- 1.2 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**

- 1.1 Functional Reading Skills
- 1.2 Functional Math Skills
- 1.3 Going to Work

**Unit-4: Strategies for Making Independent in life**

- 1.1 Accepting Personal Responsibility
- 1.2 Discovering Self-Motivation
- 1.3 Mastering Self-Management
- 1.4 Employing Interdependence
- 1.5 Gaining Self-Awareness
- 1.6 Adopting Lifelong Learning
- 1.7 Developing Emotional Intelligence
- 1.8 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*(7<sup>th</sup> 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.