

**INSTITUTE OF SPECIAL EDUCATION**  
**University of the Punjab, Lahore**

**BS 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**

SEBS- 283          Orientation and Mobility Skills for Visual Impairment

**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             |  | Details  |
|---------|----------------------|--|--|
| 1.      | Midterm Assessment   |  | It takes place at the mid-point of the semester. 9 <sup>th</sup> Week  |
| 2.      | Formative Assessment |  | 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     |  | 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* (2<sup>nd</sup>ed.). 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.