Topics of Syllabus for Special Education Teacher in NDMC

HUMAN GROWTH & DEVELOPMENT
1. Approaches to Human Development
2. Theoretical Approaches to Development
3. The Early Years (Birth to Eight Years)
4. Early Adolescence (From nine years to eighteen years)
5. Transitions into Adulthood

CONTEMPORARY INDIA AND EDUCATION
1. Philosophical Foundations of Education
2. Understanding Diversity
3. Contemporary Issues and Concerns
4. Education Commissions and Policy (School Education)
5. Issues and Trends in Education

LEARNING, TEACHING AND ASSESSMENT
1. Human Learning and Intelligence
2. Learning Process and Motivation
3. Teaching Learning Process
4. Overview of Assessment and School System

PEDAGOGY OF TEACHING SCIENCE
1. Nature and Significance of Science
2. Planning for Instruction
3. Approaches and Methods of Teaching Sciences
4. Learning Resources with reference to Children with Disabilities for Teaching Science

PEDAGOGY OF TEACHING MATHEMATICS
1. Nature of Mathematics
2. Objectives and Instructional Planning in Mathematics
3. Strategies for Learning and Teaching Mathematics
4. Teaching-Learning Resources in Mathematics for Students with Disabilities
5. Assessment and Evaluation for Mathematics Learning

PEDAGOGY OF TEACHING SOCIAL SCIENCE
1. Nature of Social Sciences: - Concept, scope and nature of social science
2. Curriculum and Instructional Planning
3. Approaches to teaching of Social Science
4. Social Science Teacher as a Reflective Practitioner

PEDAGOGY OF TEACHING HINDI
1. भाषा, हिंदी भाषा के प्रकृति, प्रयोज्यता
2. पाठ्यवस्तु संवर्धन
3. पाठ नियोजन
4. हिंदी की विविध विधाओं का परिचय
5. भाषा अधिगम के मूल्यांकन की प्राविधि

PEDAGOGY OF TEACHING ENGLISH
1. Nature of English Language & Literature: Principles of Language Teaching, English Language in the school context: An Evolutionary Perspective, Current Trends in Modern English Literature in Indian context.
2. Instructional Planning
3. Approaches and Methods of Teaching English
4. Instructional Materials

INCLUSIVE EDUCATION
1. Introduction to Inclusive Education : Marginalisation vs. Inclusion: Meaning & Definitions, Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion, Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity, Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment, Barriers to Inclusive Education: Attitudinal, Physical & Instructional.
2. Polices & Frameworks Facilitating Inclusive Education: International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990), International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002), National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006), National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)
3. Adaptations Accommodations and Modifications : Meaning, Difference, Need & Steps, Specifics for Children with Sensory Disabilities, Specifics for Children with Neuro-Developmental Disabilities, Specifics for Children with Loco Motor & Multiple Disabilities, Engaging Gifted Children
4. Inclusive Academic Instructions : Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment, Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies

5. Supports and Collaborations for Inclusive Education : Stakeholders of Inclusive Education & Their Responsibilities, Advocacy & Leadership for Inclusion in Education, Family Support & Involvement for Inclusion

INTRODUCTION TO SENSORY DISABILITIES

1. Hearing Impairment: Nature & Classification : Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness), Importance of hearing, Process of hearing & its impediment leading to different types of hearing loss, Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired disability/ handicapped, Challenges arising due to congenital and acquired hearing loss.

2. Impact of Hearing Loss : Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication, Language & communication issues attributable to hearing loss and need for early Intervention, Communication options, preferences & facilitators of individuals with hearing loss, Issues & measures in literacy development and scholastic achievement of students with hearing loss, Restoring techniques using human (interpreter) & technological support (hearing devices)

3. Visual Impairment-- Nature and Assessment : Process of Seeing and Common Eye Disorders in India, Blindness and Low Vision--Definition and Classification, Demographic Information--NSSO and Census 2011, Importance of Early Identification and Intervention, Functional Assessment Procedures.

4. Educational Implications of Visual Impairment: Effects of Blindness--Primary and Secondary, Selective Educational Placement, Teaching Principles, Expanded Core Curriculum-- Concept and Areas, Commonly Used Low Cost and Advanced Assistive Devices.

5. Deaf-blindness : Definition, causes, classification, prevalence, and characteristics of deaf-blindness, Effects and implications of deaf-blindness on activities of daily living & education, , Screening, assessment, identification & interventional strategies of deaf-blindness, Fostering early communication development: Methods, assistive devices and practices including AAC, Addressing orientation, mobility & educational needs of students with deaf-blindness

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

1. Learning Disability: Nature, Needs and Intervention : Definition, Types and Characteristics, Tools and Areas of Assessment, Strategies for reading, Writing and Maths, Curricular Adaptation, IEP, Further Education, Transition Education, Life Long Education

2. Intellectual Disability: Nature, Needs and Intervention : Definition, Types and Characteristics, Tools and Areas of Assessment, Strategies for Functional Academics and Social Skills, Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education, Vocational Training and Independent Living

3. Autism Spectrum Disorder: Nature, Needs and Intervention : Definition, Types and Characteristics, Tools and Areas of Assessment, Instructional Approaches, Teaching Methods, Vocational Training and Career Opportunities.

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

1. Cerebral Palsy (CP) : CP: Nature, Types and Its Associated Conditions, Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits), Provision of Therapeutic Intervention and Referral of Children with CP, Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School, Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

2. Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy : Definition, Meaning and Classification, Assessment of Functional Difficulties, Provision of Therapeutic Intervention and Referral, Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School, Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

3. Multiple Disabilities and Other Disabling Conditions : Multiple Disabilities: Meaning and Classifications, Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions, Other Disabling Conditions such as Leprosy Cured Students, Tuberous Sclerosis and Multiple Sclerosis, Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School, Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

GUIDANCE & COUNSELLING

1. Introduction to Guidance and Counseling : Guidance and Counselling: Definition and Aims, Areas of Guidance and Counselling, Core Conditions in Counselling, Skills and Competencies of a Counsellor, Role of Teacher in Guiding and Counselling Students with Special Needs

2. Enhancing Self Image and Self Esteem : Concept of Self as Human, Understanding of Feelings and Changes, Growth to Autonomy, Personality Development, Role of Teacher in Developing Self-Esteem in Children

3. Guidance and Counselling in Inclusive Education : Current Status with reference to Indian School, Types of Counselling: Child-Centred, Supportive, Family, Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance, Group Guidance: Group Leadership Styles and Group Processes, Challenges in Group-Guidance

EARLY CHILDHOOD CARE AND EDUCATION

1. The Early Years: An Overview : Facts about Early Childhood Learning & Development, Neural Plasticity, Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills

2. Early Education of Children with Disabilities : Young Children at Risk & Child Tracking, Interdisciplinary Assessments & Intervention Plans, Developmental Systems Model for Early Intervention (Ofguralnick, 2001)

3. Inclusive Early Childhood Educational (ECE) Practices : Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL), Practices for Inclusive ECE Programs:

Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children, Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning, Collaborating with Parents, Family Education & Developing Individualized Family Service Plan (IFSP)

APPLIED BEHAVIOUR ANALYSIS

1. Introduction to Applied Behaviour Analysis (ABA) : Principles of Behavioural Approach, ABA - Concept and Definition, Assumptions of ABA – Classical and Operant Conditioning, Behaviour-Definition and Feature, Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems

2. Strategies for Positive Behaviour Support : Selection of Behavioural Goals, Reinforcement Types: Positive and Negative, Primary and Secondary, Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval, Discrete Trial Teaching, Discriminative Stimulus – Characteristics, Response, Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal, Consequence – Characteristics, Inter-Trial Interval, Application of ABA in Group Setting, Negotiation and contract, Token economy, Response cost, Pairing and fading, Leadership role of teacher in promoting positive behavior.

3. Management of Challenging Behaviour : Differential Reinforcements of Behaviour, Extinction and Time Out, Response Cost and Overcorrection, Maintenance, Generalization and Fading.

COMMUNITY BASED REHABILITATION

1. Introduction to Community Based Rehabilitation (CBR) : Concept and Definition of CBR, Principles of CBR, Difference between CBR and Institutional Living, Socio-cultural and Economic Contexts of CBR.

2. Preparing Community for CBR : Awareness Program-Types and Methods, Advocacy - Citizen and Self, Focus Group Discussion, Family Counselling and Family Support Groups, CBR and Corporate Social Responsibility.

3. Preparing Persons with Disability for CBR : School Education: Person Centred Planning, and Peer Group Support, Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills, Community Related Vocational Training, Skill Training for Living within Community, Community Based Employment and Higher Education.

APPLICATION OF ICT IN CLASSROOM

1. Information Communication Technology (ICT) and Special Education : Meaning and Scope of ICT and Its Role in 'Construction of Knowledge', Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers), Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy, Three as of ICT Application—Access, Availability, Affordability.

2. Using Media and Computers : Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education, Computers: Functional Knowledge of Operating Computers—On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print, Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross-Collating Knowledge from Varied Sources, Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning, E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities.

3. Visualising Technology-Supported Learning Situations : Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme, Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions, Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects; Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing, Identifying and Applying Software for Managing Disability Specific Problems.

GENDER AND DISABILITY

1. Human Right-based Approach and Disability : Human Rights-Based Approach: Concept and History, Principles of Human Rights-Based Approach, Equality and Non-Discrimination, Universality & Inalienability, Participation and Inclusion, Accountability and Rule of Law, Elements of Human Rights System, Legal Framework, Institutions, Development Policies & Programs, Public Awareness, Civil Society, Advantage of Human Rights-Based Approach, Implications for Disability, Empowerment, Enforceability, Indivisibility, Participation.

2. Gender and Disability : Sex & Gender: Concept & Difference, Impairment & Disability: Concept & Difference, Gendered Experience of Disability, Public Domain: School and Outside School, Private and Familial Domain, Normalization and Social Role Valorisation, Gender and Disability Analysis: Techniques and Strategies, Psyche and Gender: Implications for Teaching.

3. Women and Girl Child with Disability : Inclusive Equality, Access to Family Life, Access to Education, Vocational Training and Employment, Access to Political Participation, Factors Contributing to Disability, Gender-Based Violence in School and Within Family, Traditional Practices, Sexual and Reproductive Health, Teacher's Role in Promoting Gender Equality, Gender Critique of Legislation, Government Policy and Schemes.

BRAILLE AND ASSISTIVE DEVICES

1. Braille : Louis Braille and the Evolution of Braille, Continuing Relevance of Braille vis-a-vis Audio Material, Braille Signs, Contractions and Abbreviations—English Braille, Braille Signs and Symbols—Hindi/Regional Language, Braille Reading and Writing Processes.

2. Braille Devices — Types, Description, Relevance : Slate and Stylus, Braille Writer, Electronic Devices— Note takers and Refreshable Braille Displays, Braille Embossers, Braille Translation Software.

3. Other Devices — Types, Description, Relevance : Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types, Geography: Maps—Relief, Embossed, Models, Science Material, Low Vision Aids—Optical, Non-Optical, Vision Training Material, Schemes and Sources of Availability

ORIENTATION AND MOBILITY

1. Introduction to Orientation and Mobility : Orientation and Mobility — Definition, Importance and Scope, Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow, Roles of Other Senses in O&M Training, Special Responsibilities of Special Teacher/Educator with reference to O&M Training, Blindfold — Rationale and Uses for the Teacher.

2. Human/ Sighted Guide Technique : Grip, Stance, Hand Position, Speed Control, Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths.

3. Pre-Cane Skills : Upper and Lower Body protection, Room Familiarization, Using Oral Description for Orientation, Search Patterns, Building Map Reading Skills.

4. Cane Travel Techniques and Devices : Canes — Types, Parts, Six Considerations, Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique, Use of Public Transport, Asking for Help: When and How, Electronic Devices, Tactile and Auditory Maps — Description and Uses.

5. Training In Independent Living Skills : Self Care, Gait and Posture, Personal Grooming, Eating Skills and Etiquette, Identification of Coins and Currency Notes, Basics of Signature Writing.

COMMUNICATION OPTIONS: ORALISM

1. Understanding Hearing Loss in Real Life Context : Basic Awareness on Paradigms of D/Deafness (Medical and Social), Basic Awareness on Deafness and Communicative Access: Challenges and Concerns, Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral Options, Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers, Importance of Neural Plasticity and Early Listening Opportunities.

2. Advance Understanding of Oral Options : Difference Between Uni Sensory and Multi Sensory Approach in Oralism, Oracy To Literacy: Why and How, Speech Reading: Need, Role and Strategies in All Communication Options, Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment: Current Scenario, Importance And Strategies, Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and Don'ts.

3. Skill Development Required for Oralism : Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills, Practicing Motherese (Addressing/Talking to Young Children) and Age Appropriate Discourse with Children Using Appropriate Language, Turn Taking and Eye Contact, Practicing Fluency Skills in Verbal Communication: Spontaneous Conversations, Narrations and Loud Reading, Practicing Skills in Story Telling/ Narrations/ Jokes/ Poems/ Nursery Rhymes, Ongoing Monitoring and Assessing Auditory Functioning and Speech Development: Reading Model Formats Used for the Purpose (Checklists, Recordings, Developmental Scales).

4. Skill Development Auditory Verbal (AV) Approach : AV Approach: Meaning, Misconcepts and Justification, Stages of Auditory Hierarchy, Understanding Listening Strategies, Techniques of AV Approach and Their Relation to Listening Environment, Reading Model Plans and Observing a Few Weekly Individual Sessions, Developing Instructional Material for AVT Sessions Linking Listening, Language and Cognition.

5. Implementing Oralism and AV Approach in Indian Special Schools & Summing up : Use Of Oralism and AV Approach in Indian Special Schools: Current Scenario, Oralism / AV Approach: Prerequisites for Special Schools, Strategies of Implementation Oral Communication Policy and Fulfilling Prerequisites, Resource Mobilization For Listening Devices: (ADIP, Organized Charity, CSR, Fund Raising Events, Web Based Fund Raising), Reflections On The Course: From Theory to Practice to Initiating Change.

COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE)

1. Understanding Deafness in Real Life Context : Basic Awareness of Paradigms of D/Deafness (Medical and Social), Basic Awareness of Deafness and Communicative Challenges / Concerns, Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion, Basic Awareness of Difference between ISL and ISS; Myths and Facts, Importance of Neural Plasticity and Early Language Opportunities.

2. Advance Understanding of Manual Options and Indian Scenario : Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario, Challenges, Prerequisites and Fulfilling Prerequisites, Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode, Training and Guidance for Families and Tuning Home Environment: Current Scenario and Strategies, Tuning Mainstream Schools/Classrooms for Students Using Manual Communication: Do's and Don'ts.

3. ISL Skill Development: Middle Order Receptive and Expressive Skills : Practicing 'Motherese' (Tuning Language to Suit Young Children) and Age Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact, Practicing Natural Signing in Short Common Conversations, Practicing Natural Signing in Stories/Poems/Narrations/Jokes, Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs, Practicing Group Dynamics.

4. ISL Skill Development: Towards Higher Order Receptive and Expressive Skills : Learning to Express Gender, Number, Person, Tense, Aspect, Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization, Practicing Sentence Types: Simple, Complex, Compound, Observing Using ISL in Classrooms – Social Science, Observing Using ISL in Classrooms – Science / Mathematics.

5. ISS/ ISL Skill Development and Course Conclusions : Practicing Markers (Local Language), Practicing Syntax in Conversations and Discussions, Observing Using ISS/ISL in Classrooms for School Subjects, Resource Mobilization for Skill Development Training (Organized Charity Sources, CSR, Fund Raising Events, Web Based Fund Raising), Reflections on the Course: From Theory to Practice to

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

1. Organizational frame work for Communication : Normal development of speech, language and communication, Factors that influence communication, speech and language in relation to each other, Levels of communication in children, Functional (Emergent), Situational (Context Dependent), Independent (Creative).
2. Basic principles of AAC interventions : Child - Child capacity, Child capacity and context, Working towards symbolic expression, Communication skills and, Functions.
3. Areas of AAC Assessment: Sensory areas, Cognition, communication and, language, Posture and positioning, Motor planning and control, Scanning, Environment, Interaction & Symbols.
4. Context of Communication: Partner /skills , user skills and environment, Competency development - types of competencies and its development, Linguistic competence, Operational Competence, Social competence.
5. Introduction to communication tools and Access Mode

MANAGEMENT OF LEARNING DISABILITY

1. Learning Disabilities: Types – Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia, Non-verbal learning disabilities, Language Disorders, Associated Conditions: ADHD & ADD.
2. Assessment of Basic Curricular Skills
3. Intervention Strategies in Basic Skills of Learning : Language skills, Reading, Writing, Maths skills, Study skills.

VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

1. Fundamentals & Assessment of Vocational Rehabilitation
2. Vocational Transition & Curriculum Planning
3. Process of Vocational Rehabilitation & Placement

AUTISM SPECTRUM DISORDERS–IDENTIFICATION AND ASSESSMENT OF NEEDS

1. Introduction to Autism Spectrum Disorders (ASD) : Concept and definition of Autism Spectrum Disorders, The ASD Triad, Historical perspective to ASD, Prevalence and incidence of ASD, Theoretical perspective: Empathising-Systemising Theory, Central Coherence Theory, Executive Dysfunction Theory.
2. Types and Characteristics : Autism, Asperger's Syndrome, Rett Syndrome, Childhood Disintegrative Disorders, Pervasive Developmental Disorders-not Otherwise Specified.
3. Related Disorders : Hyperlexia, Semantic pragmatic and sensory integration disorders, Non-Verbal Learning Disability, Prader Willis Syndrome, Fragile X Syndrome.
4. Identification and Assessment : Screening, diagnosis and assessment, Concept and definition, Tools: checklist, standardized test & criteria, observation, Screening Tools: CHAT: MCHAT; Infant-Toddler Checklist; QCHAT; Autism Spectrum Screening Questionnaire, Diagnostic Criteria and Tools: DSM-V; ICD-10; ADOS, ADI-R, CARS, GARS, ISAA, Areas of Assessment of, Psychological: WISC, Malins, Binet-Kamath, Developmental: Infant-Toddler Checklist, Child Developmental Screening, Educational: Psycho-Educational Profile; Adolescents and Adults Psycho Educational Profile, Curricular based assessment, FACP, EACCID, Functional: Functional Analysis, Behavioral: Vineland Social Maturity Scale, ABS, Assessment of Basic Language and Learning Skills (ABBLS), Behavior Problem Inventory, BASIC-MR, and BASAL-MR, Teacher competencies in assessment.
5. ASD- Differential Assessment: Need for differential assessment, Assessment of Language and Communication, Assessment of Perceptual motor skills, Assessment of sensory processes, Critical aspects of assessment: training and procedures.

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

1. Development of Curriculum
2. Curriculum Development and Teaching.
3. Curricular Focus for Children with ASD
4. Curricular Adaptation for Inclusive Education of Children with ASD
5. Methods of Evaluating Children with ASD

TEACHING APPROACHES AND STRATEGIES

1. Developmental Approach .
2. Behavioural Approach
3. Cognitive Approach
4. Social Approach
5. Teaching Methods and Strategies

ASSISTIVE INTERVENTION AND TECHNOLOGY

1. Etiological Aspects: Genetic factors, prenatal factors, prenatal factors, postnatal factors, Early Signs and Screening for ASD.
2. Communication Aspects: Language, Communication, Speech: concept and definition, Language, Components: Semantics, Syntax, Pragmatics, Disorders: Echolalia, Perseverance, Neologism, Communication: Process and Types, Speech Disorders: Articulation, Fluency and Voice Disorders, Interventions: AAC, PECS, Makaton, and Visual Strategies.
3. Sensory Motor Aspects
4. Assistive Technology (AT) and Assistive Devices (AD)
5. Need Assessment and Planning for Assistive Technology

ADULTHOOD AND FAMILY ISSUES

1. Transition from adolescence to adulthood for a person with ASD
2. Preparedness for Adulthood
3. Needs and role of Family and Community