

DISCIPLINE-SPECIFIC ELECTIVE COURSE: PSYCHOLOGY OF EXCEPTIONAL CHILDREN

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE- 09: PSYCHOLOGY OF EXCEPTIONAL CHILDREN	4	3	0	1	Class 12th Pass	Basic knowledge of Child & Adolescent Psychology / Developmental Psychology

Learning Objectives

- To develop an understanding of exceptional children.
- To familiarise oneself with the various types/ categories of exceptionalities.
- To understand the differences between children with disabilities, gifted children and twice exceptional children
- To learn methods of assessment of learning disability, giftedness and twice exceptionality.
- To know interventions used with the various areas of exceptionality.

Learning Outcomes

After learning the course the student will be able to:

- Understand the range of potential differences among children with learning disabilities, gifted children and twice exceptional children.
- Screen and identify exceptional children.
- Suggest intervention strategies for exceptional children.

SYLLABUS OF DSE- 09

UNIT - I

(9 hours)

Introduction: Neurodiversity, Exceptional children, types and their prevalence, Historical perspectives, Inclusion and integration, Overview of special education, Roles and responsibilities of professionals working with exceptional children

UNIT – II **(12 hours)**
Specific Learning Disorder: Definitions, Prevalence, Causes, Assessment, Psychological and Behavioural Characteristics, Intervention and educational considerations for children and adolescents

UNIT – III **(12 hours)**
Gifted & Talented Children: Definition, Prevalence; Origins of Giftedness (genetic and environmental factors); Screening and identification tools; Physical, psychological and behavioural characteristics; Intervention and educational considerations for children and adolescents

UNIT – IV **(12 hours)**
Twice Exceptional Children: Definition, prevalence, types, Psychological and Behavioural Characteristics, Identifying twice exceptional children, interventions and educational considerations for twice exceptional children

Practical Component **(30 hours)**

Suggestive Practicals

- Case study to understand exceptional children.
- Use of special education assessment tool
- Inclusive or exclusive education for exceptional children
- Interview with caregivers of exceptional children/special educators/professionals working with children to understand challenges they experience and strategies they use to cope.
- Reflections on volunteering in programs for exceptional children
- Development of intervention plans for exceptional children

Tutorial Component: Nil

Essential/Recommended Readings

Baum, S.M., Schader, R.M. & Owen, S.V. (2017). *To be gifted and learning disabled: Strength-based strategies for helping twice-exceptional students with LD, ADHD, ASD, and more* (3rd ed.). New York: Routledge

Hallahan, D. P., Kauffman, J. M. (1997). *Exceptional learners: Introduction to special education*. United States: Allyn and Bacon.

Gallagher, J. J., Coleman, M. R., Kirk, S. A. (2009). *Educating exceptional children*. United States: Wadsworth.

Kircher-Morris, E. (2022). *Raising twice-exceptional children: A handbook for parents of neurodivergent gifted kids*. New York: Routledge.

Macintyre, C. (2008). *Gifted and talented children 4–11: Understanding and supporting their development*. Oxon: Routledge.

Porter, L. (2005). *Gifted young children: A guide for teachers and parents (2nd edn.)*. Australia: Allen & Unwin

Suggestive Readings

Gillespie, P. (2021). *A successful self-taught reader with five learning disabilities: A guide for educators and parents*. Independently published.

Jena, S.P.K. (2013). *Learning disability: Theory and practice*. New Delhi: SAGE.

Kurup, A. & Dixit, S. (2016). Gifted with disabilities: The twice-exceptional in India. *Indian Educational Review*, 54 (2).

Pfeiffer, S. I. (2008) *Handbook of giftedness in children: Psychoeducational theory, research, and best practices*. Germany: Springer.

Trail, B.A. (2022). *Twice-exceptional gifted children: Understanding, teaching, and counseling gifted student (2nd ed.)*. New York: Routledge.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.