

**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**DSE HP 8A1: DEVELOPMENTAL ASSESSMENT AND GUIDANCE**

**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		
Developmental Assessment and Guidance DSE HP 8A1	4	2	0	2	Class XII	Nil

**Learning Objectives**

- The main objective of the course is to understand what is developmental delay and it's relationship with milestones. Also, various assessment tools and guidance interventions for children and families will be studied.

**Learning Outcomes**

The students will be able to:

- Understand what is developmental delay and it's relationship with developmental milestones.
- Develop skills to use formal and informal tools and techniques for developmental assessment
- Understand developmental guidance and interventions

**SYLLABUS OF DSE HP 8A1**

**THEORY**  
**(Credits 2; Hours 30)**

**UNIT I: Understanding Developmental Milestones**

**6 Hours**

This unit provides foundational understanding of developmental stages and age-appropriate expectations across childhood.

- Understanding developmental milestones to track age-appropriate developmental expectations from birth to adolescence.
- Disability milestones – integrating disability and development.

**UNIT II: Developmental Delays and Influencing Factors**

**6 Hours**

This unit focuses on children with developmental disabilities and the contextual factors that influence their development.

- Children with developmental disability: Early identification and intervention

- Factors affecting development of children with disability: poverty, stigma, discrimination, low opportunities for education, lack of responsive parenting, violence, access to services

### **UNIT III: Tools and Techniques for Developmental Assessment**

**8 Hours**

This unit familiarizes students with methods and tools for assessing child development.

- Overview of standardized assessment instruments (e.g., BSID, DASII, Ages and Stages Questionnaires, Wechsler Scales, RPM).
- Using Informal Methods like Checklists, observations, interviews, and anecdotal records.
- Selecting appropriate tools based on the child's age and context.
- Interpreting assessment outcomes and identifying developmental concerns.
- Ethical Considerations- Ensuring confidentiality, cultural sensitivity, and informed consent in assessments.

### **UNIT IV: Developmental Guidance and Interventions**

**10 Hours**

This unit equips students with the knowledge to provide guidance and to design interventions for optimal development.

- Parental Guidance for supporting parents in understanding and fostering developmental milestones.
- Importance and approaches to Early Intervention for children with developmental delays.
- Strategies for including children with special needs into mainstream settings.
- Collaborating with educators, health professionals, and social workers and exploring community support systems

### **PRACTICAL (Credit 2; Hours 60)**

- Observational study of children with disabilities in their life setting
- Study tests, assessment protocols and developmental norms- Ages & Stages Questionnaire, DASII, DAT, WISC, WPPSI, PORTAGE, Disability Screening Schedule, Ravens Progressive Matrices, Seguin form board
- Specific Learning Disability Screening Questionnaire by Dr. Uday Kumar Sinha (English) any other
- Autism - M-chat
- Social emotional assessment- Self concept inventory, Vineland Social Maturity Scale, DAS scale, CAT, TAT, HOME inventory, any other
- Workshops and visits for understanding Early Intervention services
- Participate in or organize a workshop focused on developing skills in guidance and counseling for children and their caregivers. Include activities such as reflective listening and building trust
- Short placements in organisations working with children with disability

#### **Essential Readings**

- Bayley, N. (2005). *Bayley Scales of Infant and Toddler Development*. The

Psychological Corporation.

- Beaty, J. J. (2013). *Observing development of the young child* (8th ed.). Pearson.
- Capuzzi, D., & Stauffer, M. D. (2016). *Foundations of counseling and psychotherapy: Evidence-based practices for a diverse society* (2nd ed.). Pearson.
- Chopra, G. (2024). *Parenting Support for Parents of Children with Disabilities*. UNICEF.
- Greenspan, S. I., & Meisels, S. J. (1996). *The Early Intervention Guidebook for Families and Professionals*. Brookes Publishing.

### **Suggested Readings**

- Guralnick, M. J. (2011). *The Developmental Systems Approach to Early Intervention*. Brookes Publishing.
- Kinra, A.K. (2008). *Guidance and counselling*. New Delhi: Dolley Kindersley.
- Kline, P. (2000) *The Hand book of Psychological testing*, 2nd edition, Routledge Taylor and Francis Group
- Rogoff, B. (2003). *The Cultural Nature of Human Development*. Oxford University Press.
- Sheridan, M. (2014). *From Birth to Five Years: Children's Developmental Progress*. Routledge.
- Sparrow, S. S., Cicchetti, D. V., & Balla, D. A. (2005). *Vineland Adaptive Behavior Scales*. Pearson.

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