

DISCIPLINE SPECIFIC ELECTIVE
DSE HP 5A1 : Developmental Delay and Disability in Childhood

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 Delay and Disability in Childhood	4	2	0	2	XII Pass	Appeared in Lifespan Development II: Middle Childhood and Adolescence

Learning Objectives

- To understand the perspectives and models of disability.
- To know major types of disabilities, the causes, prevention, characteristics of the disabilities and barriers which persons with disability face.
- To understand importance of early identification and early intervention, and inclusion.

Learning outcomes

- Students will understand concept of disability.
- Students will be able to demonstrate understanding and knowledge of the etiology of a wide range of disabilities.
- Students will understand and demonstrate knowledge of the characteristics of children with different disabilities.
- Student will learn simple skills for planning classroom activities for children with disabilities.

SYLLABUS OF DSE HP 5A1

THEORY
(Credits 2; Hours 30)

UNIT I - Introduction to Disability

6 Hours

Unit Description: The unit will provide an understanding of the meaning of disability and developmental delays and help understand how disability is defined through various models,

Subtopics:

- Definition of disability
- Models of disability
- Social construction of disability
- Linking disability to delay in development

UNIT II- Types of Disabilities: causes and symptoms

14 Hours

Unit Description: The unit will focus on major disabilities, their causes, signs and symptoms.

Subtopics:

Causes, Signs and Symptoms of the following disabilities

- Physical disabilities
- Intellectual disability
- Sensory disabilities
- Visual and auditory
- Learning disability
- Autism

UNIT III- Strategies for rehabilitation

10 Hours

Unit description: This unit will help students develop an understanding of the role of family, legal system and best practices in rehabilitation of children with disabilities

Subtopics:

- Role of family
- Legal provisions
- Early identification and early intervention
- Inclusion

PRACTICAL
(Credits 2; Hours 60)

UNIT I

30 Hours

- Exploring audio-visual sources with reference to children with disabilities and their families.
- Understanding barriers to disability using interviews, questionnaires, surveys.
- Visits to organizations working with children with disabilities.
- Observations of children with disabilities.
Case profile of a child with disability / an organisation working with disability.

UNIT II

30 Hours

- Preparing developmental checklists for assessment of developmental delays.
- Planning developmentally appropriate material for children with disabilities
- Preparing IEC material for generating awareness in community about disabilities.
- Selected psychometric tests (Raven Progressive Matrices, Portage, Tests for detecting Learning Disabilities, Disability Screening Schedule)

Essential Readings:

- Chopra,G., (2012). Early Detection of Disabilities and persons with disabilities in the

community. New Delhi: Engage publications.

- Chopra, G., (2012). Stimulating Development of Young Children with Disabilities at Anganwadi and at Home: A Practical Guide. New Delhi: Engage publications.
- Heward, W.L., (Ed) (2000). Exceptional children: An introduction to special education. New Jersey: Prentice-Hall Inc.,
- Hardman, M.L., Drew ,C.J., Egan, M.W. (2014) Human exceptionality: School, Community and Family. Wadsworth Cengage Learning
- Mangal, S. K. (2007). Exceptional children: An introduction to special education. New Jersey: Prentice-Hall Inc.,
- Premananda M., Srinivas R., K. Sridevi, (2019) Introduction to Disabilities. 1st edition Neelkamal Publications

Suggested Readings:

- Chopra, G. (2015). Child rights in India: Challenges and social action. New Delhi: Springer (India) Pvt. Ltd., Chapter 9, pg 205-233
- Mastropieri, M. A., & Scruggs, T. E. (2004). The inclusive classroom: Strategies for effective instruction. NY: Pearson.
- Werner, D. (Ed) (2018). Disabled village children: A guide for community health workers, rehabilitation workers, and families. United States of America: Hesperian Health Guides.

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