

D.Ed. Special Education

(Deafblind)

NORMS

&

GUIDELINES

REHABILITATION COUNCIL OF INDIA

(Statutory Body Under Ministry of Social Justice & Empowerment)

B-22, Qutab Institutional Area

New Delhi – 110 016

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D.Ed. Special Education (Deafblind)

1.0 Preamble / Overview

Deafblindness is a unique and the most complex disability, which brings enormous challenges to the individuals, their families and those who support them. Deafblindness affects people of all ages in different ways. It is estimated that there are approximately 425,000 persons with deafblindness in India {Sense International (India)}.

Deafblindness is a combination of vision and hearing loss. Individuals who have a combined vision and hearing loss have unique communication, learning, and mobility challenges due to their vision and hearing loss.

Deafblindness is a unique and diverse condition due to the wide range of vision and hearing losses, presence of additional disabilities, and the age of onset for the vision and hearing loss. Each has his or her own likes, dislikes and educational challenges. Deafblind learners are a heterogeneous population however they all have significant communication needs. They cannot be taught in schools solely for the blind or deaf. They require specialized educational programmes with highly skilled teachers trained in deafblindness.

Very few children with deafblindness are totally deaf and totally blind and many have additional disabilities such as cerebral palsy, mental retardation, etc. Most children with deafblindness have some amount of useful vision and/or hearing that they can be helped to develop with competent teachers.

Human resource development is one of the major objectives of Rehabilitation Council of India. Diploma in Special Education (Deafblindness) is a major step towards generating teachers across the country to teach children with Deafblindness from primary to prevocational level. It aims at generating quality teachers who could meet the challenges of all round development of the children.

The teacher training course in deafblindness is geared towards developing knowledge, skills and desirable attitudes in teachers to facilitate children with deafblindness to blossom to their fullest potential in different settings like home, schools and communities.

This revised course is designed to provide the teacher trainee a comprehensive understanding of various areas and exposure to various ancillary services in urban and rural settings. The graduating teacher trainees will also have competencies to teach learners with vision impairments with additional disabilities.

2.0 Nomenclature of the Course

Diploma in Education Special Education (Deafblindness): D.Ed.Spl.Ed(Db).

3.0 Overall Goal and Objectives of the Course

Goal and Objectives are set with special reference to children with deafblindness and children with vision impairments with additional disabilities.

3.1 Goal: To prepare special teachers who can provide services to children who are deafblind and children with vision impairment with additional disabilities and their families from infancy to pre-vocational levels in the following settings:

- 1) Early intervention Programmes
- 2) Special Schools – Day Care/Residential
- 3) Integrated \ Inclusive Schools
- 4) Home Based Programmes
- 5) Community Based Rehabilitation Programmes
- 6) Pre-vocational Programmes

3.2 General Objective

To build knowledge and skills in the following areas:

- 1) Develop communication and language abilities of the child (e.g., Total Communication, calendars, objects, pictures, augmentative and alternative communication devices, words in print and Braille).
- 2) Understand the areas of child development and how deafblindness and vision with additional disabilities (e.g., Mental Retardation, Cerebral Palsy, Autism) impact normal development.
- 3) Build partnerships with families of children.
- 4) Knowledge of senses, sensory losses, their impact on learning, and ability to maximize the child's use of residual senses (e.g. vision, hearing, touch).
- 5) Basic understanding of clinical and medical assessments and conditions to interpret findings (e.g., audiogram, eye report, medical reports).
- 6) Assess the educational needs of children with deafblindness and children with vision impairment with additional disabilities to provide appropriate interventions.
- 7) Develop a team approach with families and related interactors (e.g., therapists, doctors, professionals) to provide the child a meaningful programme.
- 8) Adapting environments to maximize learning.
- 9) Knowledge of best practices in education (e.g., communication, curricula, IEP, team approach).
- 10) Develop indigenous assessment and educational materials.
- 11) Make appropriate transition and vocational plans for the adult lives.
- 12) Advocate for the rights of people who are deafblind and their families.
- 13) Understand Governmental legislations and concessions provided to people with disabilities.
- 14) Need for teachers to develop self evaluation and professional ethics and standards on an ongoing basis.

4.0 Entry Requirements/Eligibility

Minimum qualification for admission is successful completion of 10+2 or Higher Secondary Examination or equivalent from a recognized Board of Education with minimum 50% marks.

5.0 Admission Procedure

Merit for admission to this course will be prepared from 100 marks. The division of the marks is as follows:

i.	50% weightage to 10+2 marks	(50 marks)
ii.	10% to parents and siblings of the persons with disabilities	(10 marks)
iii.	10% to additional higher qualifications	(10 marks)
iv.	10% to written examination	(10 marks)
v.	20% to the interview	(20 marks)
	Total	100 marks

6.0 Trainee Teacher Intake Capacity

Each training centre can admit a total of 25 candidates to the course. Maximum - 25 (per batch)

7.0 Medium of Instruction

Primarily English with need based translation support in Hindi and regional language of the state where TTC is based.

8.0 Duration of the course

Two full academic years (commencing on second Monday of June for both the years) and comprising of 220 working days for each year.

9.0 Teacher Student Ratio

The minimum criterion of student teacher ratio is prescribed as 1:10, so ideally one teacher must be available per ten students.

10.0 Minimum Attendance Required

Eighty per cent minimum attendance is required both in theory and practical to be eligible to appear in the semester end examination.

11.0 Minimum Requirement of Faculty and Staff

(Excluding the staff of practice teaching schools)

- 1) Training coordinator cum lecturer (full time) : 01
- 2) Lecturer cum supervisor in Education (full time) : 03
- 3) Guest faculty - as per the requirement

Note:

- 1, 2 and 3 positions from above are collectively responsible for theory, practical and full time teaching practice of D.Ed.Spl.Ed (Db).
- Faculty and staff requirements are given immaterial of number of candidates.

11.1 Essential and Desirable Qualifications of Course Coordinator, Faculty and Staff

S. No.	Staff	Qualification
1	Course Coordinator	M.A. /M.Sc., with M.Ed (Special education – VI, HI), D.Ed (Db) and special training in teaching Deafblind and Multi sensory Impaired children.
2	Lecturer-cum-Supervisor	M.A. /M.Sc. with B.Ed. Spl Ed- (VI/ HI) / D.Ed. Spl Ed- (Db) and special training in teaching Deafblind and Multi sensory Impaired children.

All the position is to be fulfilled as per the norms of the RCI and reservations of the position as per the guidelines of Government of India.

11.2 Staff (Non teaching)

1. Computer Typist-cum-accountant
2. Librarian
3. Peon
4. Watchman

12.0 Minimum Requirement for Labs, Tools and Equipments

12.1 Library

The training centre should have a minimum of 10 books per subject covering the syllabus and a minimum of 2 journals subscribed periodically pertaining to education of Deafblind and Multi sensory impaired children. In addition, an equal number of books on general education, educational psychology, curriculum development, methods of teaching and methods of evaluation should be available in the library as prescribed in the list of references given after each course paper.

13.0 Space for Conducting the Course

13.1 Space

Sl.No.	Type of Facilities	Area	Remarks
1.	Class Room – 2	40 sq. m. each	
2.	Class Room – 2	25 sq. m. each	
3.	Multipurpose Room/Hall -1	60 sq. m.	
4.	Library-1	60 sq. m.	5 Computers & Internet
5.	Toilet (Male-1, Female-1)	04 sq.m. each	
6.	Principal's Room -1	15 sq. m.	
7.	Resource Room- 1	60 sq. m.	
8.	Staff Room-1	40 sq. m.	
9.	Office Room-1	25 sq. m.	
10.	Store Room-1	25 sq. m.	
11.	Lab. for Psychology/ICT-1	60 sq. m.	

12.	Hostel for Boys and Girls (Separately)	-	Optional
13.	Playground for Outdoor games like football, cricket, etc. If not available, then collaboration with nearby Institute/University	500 sq. m.	

13.2 Material

Furniture for Staff

1. Full time staff	Tables	-	4
	Chairs	-	4
	Cupboards (steel)		4
2. Visiting Staff	Tables	-	2
	Chairs	-	2
3. Computer Typist-cum-Accountant	Table	-	1
	Chair	-	1
4. Librarian	Table	-	1
	Chair	-	1
5. Peon	Chair	-	1
	Stool	-	1

Furniture and Equipment for the Office

1. Cupboards (Steel)	04
2. Filing Cabinet	01
3. Computer with Printer	01
4. Phone	01
5. Xerox Machine	01
6 .Wall Clock	one each in every room
7. Fans	two each in every room
8. Electrical fittings (lights etc)	two each in every room

Furniture and Equipment for Classroom

1. Tables (for students)	25	
2. Chairs (for students)	25	
3. Audio Visual equipments	02	
4. Black Board	02	
5. Teaching material (Demonstration)	- Montessori set	01
	- Kindergarten set	01
	- Nursery set	01
	- TLM as per requirement'	01

Furniture for Library

1. Library cupboards	10
2. Library tables (large)	04

Furniture for demonstration class (to teach 6 children)

1. Tables
2. Chairs
3. Teaching Material
4. Programme plan material

14.0 Duration of the Course

The duration of the course will be two years (four semesters) (220 days consisting of 1320 hrs. each year, thus having a total of 440 days consisting of 2640 hours for theory and practicum)

15.0 Examination Scheme: As per RCI's Scheme of Examination**16.0 Certification as Registered Personnel**

It is mandatory for every rehabilitation professional / personnel to obtain a “Registered Personnel / Professional Certificate” from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the rehabilitation professional / personnel should undergo in-service programme periodically to update their professional knowledge.

17.0 Scheme of papers (Theory and Practical) for both the years**Table I: Course Structure & Scheme of Examination**

Sl. No.	Name of Paper	Hours	Internal Marks	External Marks	Total
A. COMMON PAPERS (First Year)					
1	Introduction to Disabilities	90	40	60	100
2	Educational Psychology	90	40	60	100
B. DISABILITY SPECIFIC PAPERS (First Year)					
5	Assessment and Communication	90	40	60	100
6	Augmentation and Alternative Communication	90	40	60	100
7	Educational Strategies and Intervention	90	40	60	100
8	Partnerships with Families and Early Intervention	90	40	60	100
C. COMMON PAPERS (Second Year)					
1	Education in the emerging Indian society and school administration	90	40	60	100
2	Inclusive Education for Children with Disabilities	90	40	60	100
D. DISABILITY SPECIFIC PAPERS (Second Year)					
3	Integrating Activities Into Practice	90	40	60	100
4	Play and Leisure	90	40	60	100
5	Preparing For Adult Life	90	40	60	100
6	Strategies and Settings for Education	90	40	60	100
	Total	1080	400	600	1000
D	PRACTICAL AND PRACTICUM (First Year)				

1	Communication	250	120	80	200
2	Practice Teaching	200	120	80	200
3	Orientation and Mobility	150	90	60	150
4	Use of aids and appliances	130	60	40	100
5	Preparing Needs based Teaching-Learning Material (TLM)	200	120	80	200
E	PRACTICAL AND PRACTICUM (Second Year)				
1.	Case Study	200	120	80	200
2.	Assessment and Evaluation	180	120	80	200
3.	Developing IEP	250	150	100	250
	Total	1560	900	600	1500
	TOTAL (THEORY + PRACTICUM)	2640			2500

Practical

- a) Full time teaching practice
- b) Teaching practice (school based, home based, CBR & inclusive setups)
- c) Individualized teaching
- d) Skill development clinical practicum.

1st Year—(COMMON PAPER)

THEORY PAPER I: Introduction to Disabilities

Total Marks: 75

Total hours: 90

Objectives:

After completion of this paper, the learner is expected to:

1. Understand the differences disability and functioning
2. Understand the educational needs of various categories of persons with disabilities.
3. Know the common causes and preventive aspects of different kinds of disabilities
4. Know the importance of early identification and intervention
5. Understand the importance of different agencies in human resource development

Unit 1: Understanding Disability

(15 Hours)

- 1.1 Historical development in understanding disability
- 1.2 Emerging trends: Concept and Definition of Impairment, Disability, Handicap(ICIDH) and Functioning(ICF)
- 1.3 Definition and Categories of Disability as per National laws
- 1.4 Prevalence and demographic profile
- 1.5 Causes and prevention of disability

Unit 2: Definition, types and educational needs of children with disabilities

(15 Hours)

- 2.1. Hearing Impairment: Definition and types
- 2.2. Visual Impairment: Definition and types
- 2.3. Mental Retardation: Definition and types
- 2.4. Neuro–muscular: Definition and types
- 2.5. Autism Spectrum Disorder: Definition and types

Unit 3: Definition, types and educational needs of children with disabilities

(15 Hours)

- 3.1. Mental Illness: Definition and types
- 3.2. Specific Learning Disabilities / Difficulties: Definition and types
- 3.3. Deafblindness: Definition and types
- 3.4. Locomotor Disabilities: Definition and types
- 3.5. Multiple Disabilities: Definition and types

Unit 4: Early Identification and intervention

(15 Hours)

- 4.1 Concept and need of early identification
- 4.2 Screening and referral
- 4.3 Involvement of parents and the community
- 4.4 Role of special teacher/ educator in Early Intervention and related matters
- 4.5 Models of Early Intervention- Home based and centre based

Unit 5: Human Resource in Disability Sector

(15 Hours)

- 5.1 Concept and need of Human Resource in disability sector
- 5.2 Role of National Institutes
- 5.3 Role of International bodies
- 5.4 Role of NGOs and the Community
- 5.5 Status of Human Resource in India

Experiential Learning

(15 Hours)

1. Prepare a checklist for identification of at least one disability.
2. The students are expected to visit at least two institutes for disabilities and observe children with disabilities learning, and submit a report of their observation.

Reference material:

1. Madhavan, T. Kayla, M. Naidu, S. Peshawaria, R and Narayan, J (1989) Mental Retardation – A Manual for Psychologists
2. Wallace, P.M. and Goldstein, J.M. (1944) An Introduction to Psychology (3rd Edition) Madison: Brown and Benchmark Publishing
3. Lindgren H (1988) Educational Psychology in the Classroom, Harper and Row
4. Panda, KC (1997) Education and Exceptional Children, Vikas Publishing House, New Delhi
5. Smith, D.D, and Luckasan, R.(1992), Introduction to Special Education, Allyn and Bacon, Boston
6. Alan H. and Ravic R. (1998). Best and promising Practices in Developmental Disabilities, Texas, PRO – ED, Inc
7. Hegarty S. (2002). Education and Children with Special Needs in India: Sage Publications, India Pvt. Ltd.
8. Myron G. Eisenberg, Robert L. Glueckauf, Herbert H. Zaretsky (1999) Medical Aspects of Disability: A Handbook for the Rehabilitation
9. Arthur E. Dell Orto, Paul W. Power (2007) The Psychological and Social Impact of Illness and Disability
10. Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of Exceptional Children
11. Seamus Hegarty, Mithu Alur (2002) Education and Children with Special Needs: From Segregation to Inclusion
12. S.S. Chauhan (2002) Education of Exceptional Children

1st Year—(COMMON PAPER)

PAPER–II: Educational Psychology

Total Marks: 75

Total Hours: 90

Objectives: After completion of this paper, the students are expected to:

1. Clearly delineate the nature of child development including delayed development.
2. Gain insights into various aspects of growth and development including personality development.
3. Acquire and apply knowledge about cognition and intelligence.
4. Demonstrate clear comprehension of different perspectives of learning.
5. Acquire knowledge of different behavior problems among children and their management.

Unit I: Psychology and Theories of Learning (15 Hours)

- 1.1 Educational Psychology – Nature, Importance and Scope.
- 1.2 Individual differences and methods of dealing with the differences
- 1.3 Importance of principles of psychology for the educators of children with disabilities.
- 1.4 Theories of Learning: Behaviorist (Classical & Operant), Social Learning (Bandura), Cognitive Learning (Information Processing).
- 1.5 Role of teacher and learner in different teaching-learning situations- Learning Styles and Learning in Constructivist Perspective

Unit II: Nature of Child Development (15 hours)

- 2.1 Child Development: meaning and nature
- 2.2 Principles of growth and development
- 2.3 Significance of child development for special educators in understanding the learner with disability
- 2.4 Concept of developmental delay and / differences
- 2.5 Factors influencing development: heredity and environmental

Unit III: Major Aspects of Development (20 hours)

- 3.1 Physical and Motor Development: meaning, growth and maturation, gross and fine motor development skills in infancy and pre-school children
- 3.2 Social Development: meaning, significance, stages, psycho-social development
- 3.3 Emotional Development: meaning, development of emotions at different stages
- 3.4 Personality Development: meaning, definition and factors affecting
- 3.5 Language Development: meaning and significance, bilingual and multilingual language situations, implications for teachers

Unit IV: Cognition and Intelligence (15 hours)

- 4.1 Cognitive Development: Concept, Piaget's stages of cognitive development
- 4.2 Understanding socio-cultural difficulties and factors influencing cognition
- 4.3 Role of cognition in learning
- 4.4 Intelligence: meaning, definition and measurement of IQ.
- 4.5 Howard Gardner's theory of Multiple Intelligence

Unit V: Behaviour Problems and Management

(10 hours)

- 5.1 Common behaviour problems in children
- 5.2 Assessment of problem behaviour
- 5.3 Functional analysis
- 5.4 Behaviour management techniques
- 5.5 Planning, Implementation and Evaluation of Behavioural Management Programme

Experiential Learning (15 Hours)

The student learner is expected to observe problem behaviour of two children with disability and write a report.

Reference material:

1. Kaul, V (1993) Early Childhood Education Programme, New Delhi, NCERT
2. Madhavan, T. Kalyan, M. Naidu, S. Peshawaria, R and Narayan, J (1989) Mental Retardation – A Manual for Psychologists,
3. Muralidharan R (1990) Early Stimulation Activities for Young Children, New Delhi NCERT
4. Panda, KC (2001) Elements of Child Development (Sixth Revised Edition), Ludhiana Kalyani Publishers.
5. Sharma, P (1995) Basics on Development and Growth of a Child. New Delhi: Reliance Publishing House.
6. Sharma, R and Sharma, R (2002) Child Psychology Atlantic: New Delhi.
7. Mohan Mathew (1972) Child Psychology in Indian Perspective
8. Jan Borms (1984) Human Growth and Development
9. Madhavan, T. Kayla, M. Naidu, S. Peshawaria, R and Narayan, J (1989) Mental Retardation – A Manual for Psychologists
10. Wallace, P.M. and Goldstein, J.M. (1944) An Introduction to Psychology (3rd Edition) Madison: Brown and Benchmark Publishing
11. Lindgren H (1988) Educational Psychology in the Classroom, Harper and Raw
12. Panda, KC (1997) Education and Exceptional Children, Vikas Publishing House, New Delhi
13. Arthur E. Dell Orto, Paul W. Power (2007) The Psychological and Social Impact of Illness and Disability
14. Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of Exceptional Children

First Year (Disability Specific Paper)

Paper -III: Assessment and Communication

Total Marks: 75

Total Theory Hours: 90

Total Practical Hours:160

Objectives:

On completion of this paper the trainee shall:

1. Demonstrate understanding of observation techniques and consideration, various types of assessment, and factors responsible for behaviours.
2. Develop an understanding of the development of communication in a normal and Deafblind individual as well as its impact
3. Be able to conduct an assessment of communication for a Deafblind child and will be able to develop a communication plan for the child
4. Have information about the different modes of communication (Linguistic, non-linguistic, using technology) and be able to apply them with Deafblind
5. Understanding of functional assessment of communication
6. Knowledge of techniques of assessment and principles of intervention

Unit -1: Assessment Approaches

15 Hours

- 1.1 Introduction to Assessment, Concept and definition - Approaches to assessment
- 1.2 Purpose of Assessment - Limitation of Assessment - Various tool for assessment
- 1.3 Different forms of assessment- norm reference tests and criterion reference test and informal measures
- 1.4 Observational, ecological, behavioural, Clinical, functional and vocational assessment
- 1.5 Interview strategies for parents and significant others.
- 1.6 Assessment of child's likes and dislikes, strengths and challenges, what works and what does not work.
- 1.7 Strategies to be considered before assessment, during assessment after assessment (e.g., positioning, materials, environment, persons).
- 1.8 Challenges in assessment of children with deafblind and children with vision impairment with additional disabilities.
- 1.9 Observation of child interaction with different people.
- 1.10 Van Dijk and Robbie Blaha approaches for children with deafblindness.
- 1.11 Methods and techniques of observation and recording (e.g., video, notes).
- 1.12 Identifying and assessing delayed development
 - Ecological assessments
 - Callier Azuza scale for assessment
 - Oregon Project Inventory
 - INSITE Model
- 1.13 Normal developmental assessment (e.g., Upanayan, Portage Guide, BASIC MR)
- 1.14 Assessing needs across different areas – Personal, Motor, Social, Communication, Sensory, O and M, Academics.

Practicum**50 hours**

1. Conduct assessment of two children with deafblindness of different ages. Write and present assessment report of these children.
2. Develop a profile and develop an IEP for one child.
3. Develop low cost assessment kit to be used in homes, schools and community.
4. Do an observational assessment of two children's likes, dislikes, strengths, challenges and what works and what does not work.
5. Make recommendations
6. Use the Nelson and Van Dijk's protocol on assessment on two children.

Unit – 2: Functional Vision Assessment**15 hours**

- 2.1 Vision Screening – Need – Purpose – Methodology – Risk factor
- 2.2 Observation and appearance of eyes – Observations of visual behaviours and reading & Writing behaviour– History from parents and family members.
- 2.3 Losses of vision – Visual Acuity – Visual Field – Contrast Sensitivity – Oculomotor movements – Visual processing.
- 2.4 Various visual functions – Reflexive behaviour- Awareness of light – Visual Focus – Visual Fixation – Visual Tracking – Visual Scanning – Shift of Gaze – Visual Discrimination – Object Recognition – Visual Closure – Visual Memory & Imagery – Figure/Ground Perception – Eye hand coordination, Visual response continuum
- 2.5 Vision testing – Clinical and Functional
- 2.6 Preparations before assessment – Review of medical and other records – Environmental considerations – Developmental stage and milestones.
- 2.7 Factors considered during functional assessment/Philosophy of assessment – Rapport - Involvement of parents – Time consideration – Team work – Child's need and level – Qualitative and quantitative visual skill development.
- 2.8 Training of deafblind child before vision testing – accommodating
- 2.9 Assessing environment related to visual functioning
- 2.10 Steps in functional vision assessment (FVA).
- 2.11 Material and aids for conducting assessment

Practicum**30 hours**

1. Conduct functional vision assessment for 2 children with deafblindness of different ages, characteristics and level. Write and present assessment report of these children.
2. Prepare vision profile for at least two children based on observation and assessment findings. Give details like cause of VI, result of last ophthalmologic assessment, prescribed aids, effect of visual condition on the child, inference from FVA, effect on visual skills and effect of environment on visual functions, recommendations.
3. Assess current environment of these children and its impact on visual skills; suggest modifications in position, materials and illumination and other factors in environment.

Unit – 3: Functional Hearing Assessment**15 hours**

- 3.1 Hearing Screening – Need – Purpose – Methodology – Risk factors
- 3.2 Observation and appearance of ears – Observations of auditory behaviours – History taking from parents and family members.

Losses of Hearing – Categories and types.

Various auditory functions – Reflexive behaviour- Awareness of Sound – localisation of sound – auditory Discrimination (Gross & Fine)– Identification through sound – Auditory Closure – Auditory Perception – Auditory response continuum.

3.4 Hearing testing – Clinical and Functional

3.5 Preparations before assessment – Review of medical and other records – Environmental considerations – Developmental stage and milestones.

Factors considered during functional assessment/Philosophy of assessment – Rapport - Involvement of parents – Time consideration – Team work – Child’s need and level – Qualitative and quantitative auditory and speech skill development.

Routine based functional assessment – Auditory responses – General Guidelines – Behavioural State and Temperament – Behaviour Descriptions (Breathing patterns, startle, muscle tone, eyes, activity, motor response, vocalization or Quieting, Search/Localisation, Smiling/laughing/frowning/crying, Habituation, Anticipation, or latency of response).

Training of deafblind child before hearing testing – accommodating

Assessing environment related to hearing functioning

Steps in functional hearing assessment (FHA).

3.10 Material and aids for conducting assessment

Practicum

30 hours

1. Conduct functional hearing assessment for 2 children with deafblindness of different ages, characteristics and level. Write and present assessment report of these children.
2. Prepare auditory profile for at least two children based on observation and assessment findings. Give details like cause of HI, result of last audiological assessment, prescribed hearing aids, effect of hearing impairment on the child, inference from FHA, Effect of environment, noise and reverberation on use of hearing, Recommendations.
3. Assess current environment of these children and its impact on hearing; suggest modifications in these factors in environment.
4. Read an eye and ear report and interpret it in simple terms to parents

Unit – 4: Motor Assessment

30 Hours

Placing communication devices so they are accessible in different environments.

Motor Development (e.g., head to foot, centre to periphery)

Normal postural control mechanism and movement control mechanism

- Tone
- Reflexes
- Types of gait
- Balance Reactions

Abnormal Motor development

Causes of abnormal motor development (e.g., cerebral palsy, polio, accidents, infections, syndromes).

Types of muscle tone

- Hypertonic
- Hypotonic
- Fluctuating tone
- Reflexes

Types of Cerebral Palsy

Current approaches for treatment of neuro-developmental disorders

Basic principles of Neuro Developmental Therapy/Bobath

Hydrotherapy

4.11 Basic strategies for positioning

4.12 Basic strategies for handling the child and its importance

- Lifting
- Carrying
- Transferring

4.13 Functional Assessment Guidelines

4.14 Assessing Priorities

4.15 Goal setting in a class room

4.16 Identifying compensated patterns and applying various reasons behind neurodevelopment approaches.

4.17 Importance of integrating normal movements in functional activities

4.18 Handling /Helping the children in different environments

4.18 Making the child safe and comfortable to encourage communication and learning

4.19 Massage techniques

4.20 Sitting, standing, walking

4.21 Importance of changing the child's position

4.22 Use of equipments to support posture and movement (e.g., chair, wheelchair, walker, standing frames).

4.23 Basic Exercises depending on needs that can be incorporated in homes/classroom for different motor disabilities.

4.24 Simple Do's and Don'ts

4.25 Using indigenous materials for appropriate positioning (e.g., pillows, blanket, bolsters, hammocks)

Practicum

15 Hours

1. Suggest handling, positioning, and postural corrections for a deafblind child.
2. Suggest environmental and equipment support for a given child.
3. Suggest appropriate position for the child to access communication devices.

Unit – 5: Communication Assessment

20 hours

5.1 Child guided strategies for assessment

5.2 Why do we assess communication

- Selection of communication modes,
- Factors that lead to change of communication modes,
- Use of different approaches
- Using the assessment results to develop communication goals and objectives
- Making communication profiles and personal/communication passports.

5.3 Assessment of receptive and expressive communication, modes child uses and modes child understands.

5.4 Assess child's topics of interest

5.5 Assessment of communication skills – Methods of communication used – Functions of communication and Environment of communication.

5.6 Modes child uses to gain attention.

- 5.7 Expression of feelings – How the child expresses feelings?
- 5.8 Assessment of levels of communication (Pre symbolic to symbolic)
- 5.9 Child's use of body language, facial expressions and vocalisations to communicate.
- 5.10 Child's use of natural gestures (e.g., pulling and tugging behaviour, directing person's hand to desired objects, pointing towards object and people).
- 5.11 Child's preferred communication partners
- 5.12 Child's receptive and expressive vocabulary.
- 5.13 Grammatical structures in language – Use of word or combination of words for communication.
- 5.14 Assessing activities for opportunities for communication (e.g., motivating, opportunities for initiation, turn taking).

Practicum

35 hours

1. Conduct communication assessment for one deafblind child in different settings (e.g., home, school, community).
2. Write and present assessment report of the child with recommendations.
3. Prepare communication profile for one child based on assessment findings. Recommend intervention approaches for the child.
4. Assess current educational activities for at least three children in terms of opportunities for communication. Recommend modification for these activities to increase opportunities for communication.

References:

1. A Resource Manual for Understanding and Interacting with Infants, Toddlers and Preschool Age Children with Deaf-Blindness. By the Ski-Hi Institute. Published in 1993 by HOPE Publishing, North Logan, Utah.
2. A Resource Manual for Understanding and Interacting with Infants, Toddlers and Preschool Age Children with Deaf-Blindness. by the Ski-Hi Institute. Published in 1993 by HOPE Publishing, North Logan, Utah.
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4. Analyzing Teacher/Child Interactions: What Makes Communication Successful? --Amaral, Isabel. DBI REVIEW, vol. 32, July-December 2003, pp. 12-18. (2003)
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22. Making the Most of Early Communication. By Deborah Chen. Published in 1995 by the California State University at Northridge, Northridge, California. 34-minute VHS tape.
23. Stremel, K., & Wilson, R. (1988) providing services for learners with severe handicaps: Module for developing communication. Hattiesburg: The University of Southern Mississippi.

Learner’s Outcome: On completion of this paper the trainee will have following

1. Skills in undertaking communication assessment for children with deafblindness.
2. Proficiency in writing assessment report for communication.
3. The trainee will understand what is communication and factors responsible for enhancing communication among children with deafblindness.
4. The trainee will appreciate the various methods for developing communication in children with deafblindness
5. Learners will develop skills for communication assessment and programme planning

First Year (Disability Specific Paper)
Paper -IV: Augmentation and Alternative Communication

Total Marks: 75
Total Theory Hours: 90
Total Practical Hours: 240

Objectives:

On completion of this paper the trainee shall:

1. Develop an understanding of the development of communication in a person without a disability and a deafblind individual as well as its impact.
2. Understand augmentative communication and apply it to children with deafblindness
3. Understand the meaning of behaviours and related needs
4. Acquaintance with the different modes of communication
5. Knowledge about different ways to develop effective communication
6. Importance of literacy for deafblind and different approaches to promote it

Unit – 1: Developing Early Communication

15 hours

- 1.1 Normal development of communication – Birth to 1 year
- 1.2 Deafblindness and its implications on communication.
- 1.3 Definition of communication, levels of communication from pre symbolic to symbolic.
- 1.4 Communication: receptive and expressive, modes (How), reasons (Why), and context (when and where) and content (What).
- 1.5 Elements of a good conversation
- 1.6 Having conversations without words
- 1.7 Role of hands in developing trust with communication partners.
- 1.8 Use of hand under hand versus hand over hand.
- 1.9 Introduction to communication and influence of deafblindness on communication
- 1.10 What does communication mean to a deafblind child?
- 1.11 How to respond to a deafblind child's communication.
- 1.12 Communication development in a congenitally Deafblind child and adventitiously Deafblind individual
- 1.13 Modelling higher level of communication and developing anticipation with touch and object cues by using the learner's modes
- 1.14 Importance of relationship, conversations and using conventional approaches
- 1.15 Environment and experiences

Practicum

30 hours

1. Trainees will practice a conversational approach with the students of all ages in dormitory and in the school on an ongoing basis throughout the two years
2. They will do weekly reflection papers on their conversations
3. At least twice during the two years the trainees will make a video tape for the portfolio of them practicing a conversational approach

Unit – 2: Communication Processes

15 hours

- 2.1 Communication and language development – 1 to 5 years
 - o Components and functions of language.
 - o Language anomalies in children

- 2.2 Guiding principles for interactions with children with deafblindness which would include
- Interactions with Children with deafblindness turn taking, etc.
 - How to make interactions successful,
 - Rules for interactions with children with deafblindness, taking turns.
 - Using objects naturally throughout the day.

2.3 Importance of routines

2.4 Types of Calendars and schedule systems – Anticipation, Daily, Weekly, Monthly, Yearly

2.5 Encouraging literacy through:

- Early reading for children (e.g., calendars, meanings of objects)
- Exposure to print and/or Braille for children
- Exposure, perception, understanding and expression
- Different approaches for teaching reading (e.g., whole language, phonetics)
- Need for experiential learning as a basis for reading (e.g., making shopping lists, stories about their families)
- Creating diaries to encourage reading and support for the child's memory

Practicum

35 hours

- 1) Trainee will work with the child to make a diary on a daily basis for a month. The diary will be based on the child's interests and experiences.
- 2) Trainee will provide opportunities for a group of children to share their diaries with each other
- 3) Trainee will make recipe books for cooking with the child, memory boxes and experience stories
- 4) Trainees will use a conversational approach and reflect the child's thoughts and emotions

Practicum

30 hours

1. Design a schedule system for a child who is at the object level of communication
2. Design a schedule system for a child who is at the picture level of communication
3. Routine based assessment of interaction of children with deafblindness with family and teachers and make recommendations for changes.
4. How would you work with families or significant others so children understand anticipation and when an activity is finished.

Unit – 3: Sign Language

15 hours

Introduction to Sign Language and nature of Sign Language

- Introducing Sign Language to Deafblind and modifications to person specifics
- Different methods of Sign Language such as Visual Frame Signing, Tactile Sign Language, etc.

3.2 Overview of manual systems

- Effective communication with people with deafblindness: Becoming a good signer
- Manual communication systems (Pidgin sign, Signed English/Hindi, ISL, ASL).
- Various methods of manual alphabets.

3.3 Basic concept of interpreting

- Characteristics of good interpreters.
- Categories/techniques of interpreting

- Professional attitudes and ethics
- Particulars of sign language interpreting
- Issues of communication access and accessibility

Practicum

55 hours (Will extend over two years)

1. Throughout the year teacher trainee will use their sign language skills in meaningful situations, in and out of the classroom with children.
2. Trainees will be given sign language proficiency tests at regular intervals during the training.

Unit – 4: Augmentative and Alternative Communication

15 hours

- Introduction to Augmentative and Alternative Communication (AAC)
- Difference between aided communication (a device) and unaided communication (body).
- No technology, low technology and high technology, choosing the right devices and making changes on ongoing basis.
- Designing low technology communication devices (e.g., communication boards, communication cards, objects, pictures).
- Organising vocabulary (people, verbs, things, feelings, places, time).
- Overview of high technology.

Practicum

35 hours

1. Make an AAC device (low technology) for a child.
2. Observe a child using a communication system and make recommendations for changes.

Unit – 5: Braille

15 hours

5.1 Introduction to Braille

5.2 Pre-Braille Skills

- Tactile skills
- Gross discrimination
- Fine discrimination

5.3 Who is good candidate for learning Braille?

- Readiness of a Deafblind person for Braille?

5.4 Teaching of Braille

- Strategies for reading readiness
- Methods of teaching Braille reading (Letter, words, sentence method) use of flash cards
- Introduction of Braille writing
- Teaching of Braille contractions

5.5 Use of assistive devices

- Taylor's Frame and Abacus
- Braille Writing Devices
- Geometry Devices

- Low cost/No cost teaching - learning materials and tactile maps and diagrams and three dimensional models

5.6 Learning media assessment

Practical: Braille (over two years)

30 hours

1. Make communication cards, stories in Braille
2. Transcription exercises (Braille to print and print to Braille)
3. Trainees will demonstrate proficiency in Braille at regular intervals.
4. Use the learning media assessment to find who can use Braille and who can use large print.

Unit – 6: Challenging Behaviours and Communication

15 hours

Assessing challenging behaviour (e.g., medical reason, need for more or less stimulation, communication functions).

Communication basis of challenging behaviours.

Assessing the adequacy and appropriateness of AAC (aided and unaided).

Principles of behaviour management and positive behaviour support.

Need for behaviour management - Steps involved in behaviour management – Assessing communication function.

Ethics of behaviour management - Re-enforcement strategies and inappropriateness of aversive techniques.

Behaviour management - a team approach

Gather information and Antecedent, Behaviour and Consequence analysis.

Make a consistent behaviour plan with the team.

6.10 Developing communication strategies for behaviour management.

Practicum

30 hours

- 1) Assessment of function of behaviour and communication intent related with a challenging behaviour.
- 2) Behaviour assessment and planning for two cases.

References

1. Augmenting Basic Communication in Natural Contexts. By Jeanie M. Johnson, Diane Baumgart, Edwin Hemstitcher and Chris Curry. Published in 1996 by Paul H. Brookes, Baltimore, Maryland.
2. Understanding Deafblindness: Issues, Perspectives, and Strategies - Alsop, Linda, M.Ed. (Ed.) — SKI-HI Institute, Utah State University: 2002.
3. What Do I Do Now? Communication Skills and Strategies for Individuals Working with Young Children Who Have Sensory Impairments - SKI*HI. HOPE Inc. 1997, various paginations. Reichle, J., York, J., & Sigafoos, J. (1991). Implementing augmentative and alternative communication strategies for learners with sever disabilities. Baltimore: Paul H. Brooks.
4. Remarkable Conversations. By Barbara Miles and Marianne Riggio, Perkins School for the Blind. Published in 1999 by the Hilton Foundation, Massachusetts.

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8. Braille Teaching Course – Book – 1 (for Beginners only) by Anand S. Athalekar, NAB, India, Mumbai.
9. Teaching Braille to Deafblind students, by Denise Ford, Sense East.
10. Joy of Signing, learning ASL
11. Talking Hands by HKIDB.
12. Motor Development in Children by Britta & Holle, Black Well Scientist

Learner’s Outcome: *On completion of this paper the trainee will have following:*

1. Learners will be aware of communication technologies used with children with deafblindness
2. Learners will be able to assess and manage and record various challenging behaviours among children with deafblindness.
3. Able to use abacus, Taylor frame and Brailier and able to teach children with deafblindness using these appliances.
4. Able to write grade – I Braille in English and/or regional languages
5. Develop skills for teaching reading, writing to children
6. Able to interpret Sign Language fluently with Deafblind persons at semi professional levels.
7. Develop understanding of Augmentative & Alternative Communication.
8. Trainee will be able to integrate normal movement pattern in to the functional activities

First Year (Disability Specific Paper)

Paper -V: Educational Strategies and Intervention

Total Marks: 75

Total Theory Hours: 90

Total Practical Hours: 150

Objectives:

On completion of this paper the trainee shall:

1. Develop an understanding of the concept of an Individualised educational programme and skills required to develop an IEP
2. Develop an understanding of a wide range of teaching strategies to work with children with deafblindness in different settings.
3. Develop an understanding of basic curriculum and adaptations and instructional strategies required to teach children who are deafblind.
4. Demonstrate understanding of learning process, motivation, emotional development
5. Understanding about the techniques for orientation and mobility for deafblind

Unit – 1: Effective Teaching Strategies

15 hours

1.1 Teaching strategies considerations

- Developing trusting relationships
- Involving the child in the entire process of the activity
- Activities and interactions must have clear beginnings, middles and ends.
- Anticipation and importance of routines
- Concept development through real life experiences
- Offering choices
- Pause and response time
- Use of calendars for conversation
- Responding to child's initiation
- Individual and group teaching
- Hand over hand and hand under hand
- Meaningful repetition
- Task analysis
- Shaping
- Chaining
- Cues and prompts
- Turn taking
- Consistency
- Positive reinforcement
- Meaningful and motivating schedule

1.2 Multi-sensory approach – Using multi-sensory approach in a variety of activities of daily living and classroom participation

Practicum

40 hours

1. Develop and implement lesson plans detailing teaching strategies used and evaluate what worked and what did not work.
2. Assess timetables for different classes and make recommendations.

3. Make activity based timetables.

Unit – 2: Individualised Educational Plan

10 hours

IEP- Concept, Definition, Importance and legal implication

Developing an IEP – Current level, Goals and Objectives, Reinforcement, Strategies, recording and evaluation

Implementing IEP -Planning activities based on IEP; Using IEPs across a range of educational settings (centre based, CBR, inclusive education, home based, Vocational, residential) and ages (young babies to adulthood)

Understanding components – Skills, behaviour, goals, objectives, tasks, activity, task analysis, SMART goals, etc.

Write a profile beginning with one positive statement about the child.

IEP and team and effective team practices – role of child, families, therapists, community people etc.

Practicum

35 hours

1. Develop complete IEPs for at least two children of different ages based on your assessment results.
2. Role play of IEP team

Unit – 3: Curriculum Development and Implementation

20 hours

Definition and components of a curriculum.

Types of curricula (e.g., Developmental, Spiral, Academic, Expanded core curriculum and Functional).

Functional Curriculum

To live, to love, to play, to work.

Need for children to have meaningful age appropriate activities.

Need for children to have functional activities to benefit them throughout life.

Age appropriate materials

Implemented in natural environment

Rationale of functional curriculum is appropriate for all ages

Implement opportunities for daily living skills, social relationships, leisure activities, and chores for all children through functional curriculum.

Assess and access the community for functional learning opportunities.

3.12 Consider how functional activities can address the regular school curriculum.

3.13 Thematic curricula.

3.14 Curriculum adaptations for learning in regular schools.

3.15 Academic curriculum for high functioning deafblind students

3.16 Developing language and communication

3.17 Developing basic language forms

3.18 Access to language and experience, concepts and vocabulary

3.19 Increasing language, language activities

3.20 Provide the learner with access to regular curriculum, peers and life of the school.

3.21 Developing language and concepts related to academic curriculum.

3.22 Teaching regular school academics

3.23 Use of computers to access the curriculum when appropriate.

3.24 Advocate for adequate and appropriate support for the child in regular schools.

Practicum

35 hours

1. Trainees will complete activities and assignments that will demonstrate the trainee's ability to show how functional curriculum activities address the regular curriculum areas (e.g., How does washing clothes address science, maths, language and Social Science).
2. Develop functional individualised schedule for a child that covers a week.
3. Develop a thematic curricula related to Diwali, or Monsoon season for a 5 year old children and a 14 year old child.

Unit 4: Curricular adaptations for inclusive settings

15 hours

Familiarizing with regular curriculum (National/ state)

Identifying corresponding skill levels in the child

Developing the core learning concepts of matching, sorting, sequencing and counting

Using the core learning concepts for skill acquisition/ development

Aligning the regular curriculum goals with goals identified in the IEP

Continuous, comprehensive evaluation

Unit – 5: Orientation and Mobility

30 hours (15 Days)

5.1 Introduction to O&M

- Definition of orientation and mobility
- Concept development and O&M for deafblind (e.g., body awareness, awareness of other persons, directions, spaces)
- Importance of all areas in O&M (e.g., motor, cognitive, communication, social, senses)
- Conditions impacting orientation and mobility (e.g., Cerebral Palsy, health problems, mental retardation).

5.2 Basics of O&M

- Orientation and Mobility for Infants and young children
- Sighted guide skills
 - Establishing contact, grip, speed control
 - Transferring sides, turns, narrow spaces
 - Ascending and descending stair ways
 - Doorways, seating, walking in crowded areas with guide and travelling in train/Bus.
- Rural mobility
- O & M for wheelchair bound children with Deafblindness
- Pre-cane skills
- Protective skills
 - Upper body/lower body protection and combined techniques
- Trailing and room familiarising

5.3 Pre cane Skills

- Pushing chairs, carts, walkers etc.

5.4 Cane skills

- Introduction of cane and its parts
- Grip, Arc, Rhythm, Pop ups,

- Touch, tap, drag technique
- Use of a cane to ascend and descend stairs and explore
- Features of good white and red cane

5.5 Outdoors travel skills

- Landmark and Clues
- Shoreline – line up and square up
- Sound masking and sound shadow situation
- Clock direction
- Road/Street crossing
- Residential area orientation
- Use of public transportation
- City travel

5.6 Aids for mobility training

- Primary and Secondary Aids
- Communication devices and use of communication cards for mobility

5.7 Mobility training in rural areas

- Orientation in large open spaces
- Use of long cane in marshy places
- Methods of identifying different objects
- Use of cane in protective techniques
- Changing landmarks

5.8 Daily living skills and home management

- Brushing teeth – using toilet – bathing dressing- hair, face and body
- Bed making – folding
- Washing – clothes/utensils, ironing, folding
- Eating – stitching – shoe polishing etc
- Home management – orientation to kitchen, use of kitchen equipment
- Cooking – gas/fire/stove etc.
- Domestic tasks
- Table manners/Services
- Cleaning dining tables/vessels and sweeping of floors.
- Safety issues

Practicum

40 hours

1. Under blind fold the trainee will have simulation sessions, practice and demonstrate competency in the following

- Sighted guide
- Long cane skills
- Outdoor travel skills
- Mobility for low vision persons
- Rural mobility
- Application of devices and aids (e.g., uses of communication devices and cards)

References:

1. A Sensory Approach for very special people: a practical approach to curriculum planning by Flo Longhorn
2. Alsop, Linda. Understanding deafblindness: issues, perspectives, and strategies - Vol I & II, Logan, UT: SKI-HI Institute, Utah State University, 2002. (Available from Hope Publishing, Inc., and 1856 North 1200 East, Logan, UT 84321.
3. An educational curriculum for deafblind multiply handicapped persons by Van Dijk J.
4. An orientation and mobility primer for families and young children by Dodson Burk and Everett W. Hill : American Foundation for the Blind, New York
5. Education of children with Deafblindness and Additional Disabilities – Source book for Master Trainers – National Institute for the Mentally Handicapped, Secunderabad, India
6. Hand in Hand – Essentials of Communication and Orientation and Mobility for your students who are Deafblind - Volume II by Kathleen Mary, Jeanne Glidden, Therese Welch and Elga Joffe : American Foundation for the Blind, New York
7. Resources for Teaching Children with Diverse Abilities - Birth through Eight by Penny Row Deiner
8. Teaching children who are deafblind – Contact communication and learning edited by Stuart Aitken, Marianna Buultjens, Catherine Clark, Jane Eyre and Laura Pease
9. The Education of Dual Sensory Impaired Children: recognising and developing ability by Etheridge D.
10. Handbook of educational psychology / edited by Patricia A. Alexander, Philip H. Winne, 2nd ed., Mahwah, N.J.: Lawrence Erlbaum, 2006.(paper V)
11. Learning through doing- A manual for parents and care givers of children who are visually impaired with additional disabilities, BPA and NIVH, Dehradun, 2002.

Learner's Outcome: *On completion of this paper the trainee will have following*

1. Develop skills of teaching basic O & M, protection skills, indoor skills to children with deafblindness.
2. Develop skills to teach outdoor mobility to a deafblind person.
3. The trainee teacher will get skills for assessing a deafblind child for educational planning
4. The trainee teacher will develop appropriate IEPs for children across different ages and educational settings
5. Comprehensive understanding of various principles of learning and its application in the deafblind field.
6. The trainee teacher will get information and experience of using a combination of teaching strategies to teach children with deafblindness.

First Year (Disability Specific Paper)

Paper -VI: Partnerships with Families and Early Intervention

Total Marks: 75

Total Theory Hours: 90

Total Practical Hours: 140

Objectives: *On completion of this paper the trainee shall:*

1. Develop knowledge of development of infants and young children
2. Develop skills to partner effectively with families and determine family needs
3. Inculcate expertise to intervene appropriately with infants and young children in a variety of settings.
4. Develop understanding of the ethics, standards, and guidelines for special teachers
5. Importance of the role of the family and community in the life of a deafblind person

Unit – 1: Developing Family Partnerships

25 hours

1.1 Families in the Indian context

o Family beliefs

o Impact of parent's beliefs on child rearing (e.g., beliefs about education, acceptance of the child with disability in the family and community)

1.2 Respect for acceptable family beliefs while giving them information about support services (e.g., medical, CBR, education).

1.3 Help families to look at the child's strengths.

o Help families go through the process of coping (e.g., denial to adjustment).

1.4 Assessing family needs and respect their priorities.

Unit – 2: Strategies to create partnerships with family members

20 hours

2.1 Parents as partners – strategies and challenges

2.2 Support parents for creating dreams for their child (e.g., person centred planning).

2.3 Overview of national networks that support families (e.g., PRAYAAS, UDAAN, and ABHI-PRERNA).

2.4 Empowering families to advocate for their and their child's rights.

Practicum

35 hours

1 Presentation by family members and discussion with trainees.

2 Reflection paper on presentation and discussion.

3 Observation of an intake interview with family members.

4 Role-play and to demonstrate strategies of creating partnerships (e.g., active listening, sharing feelings, coping with conflicts).

5 Home visits and conversations with family members.

6 Empathise with family members

7 Celebrate child's strengths

8 Create person centred plan.

9 Participate in family groups/family network meetings.

10 Provide respite care to families.

Unit – 3: Early Intervention

15 hours

3.1 Definition of early Intervention

3.2 Importance of early intervention

3.3 Understanding neonatal screening

3.4 Principles of early intervention with young children

3.5 Service delivery models

- Hospital
- Home
- Community
- Centres

Assessment and goal setting for infants and young children across all settings.

Promoting parent child interaction (e.g., to facilitate bonding, communication, social relationships, play and independence).

Practical

25 hours

1. Integrate intervention plans into the child's and family routines through case studies.
2. Reflection paper after placement in early intervention programmes.

Unit – 4: Creating Enabling Environments

15 hours

4.1 Principles of enabling participation

4.2 Accessibility

4.3 Partial participation

4.4 Creating a communication rich environment

- Environmental adaptations to promote interaction

Designing classrooms to enable learning (e.g., learning areas, play area, snack area).

Creating low cost indigenous and age appropriate materials.

Environmental adaptations to promote independence

Practical

25 hours

1. Assess a classroom
2. Design classroom for children (three to five)
3. Develop low cost materials

Unit – 5: Ethics and Best Practices

15 hours

5.1 What are ethics?

5.2 What are best practices in education?

5.3 What is child and family focused education?

5.4 What are the issues concerning abuse?

5.5 What qualities should a teacher who works with children with deafblindness and children with vision impairments with additional disabilities possess?

Practical

55 hours

For Ethics the practical will be throughout the course and must get reflected in all the practical work and submissions of the student teacher, in his conduct and approach to work.

1. Review of articles, assignment on some specific deafblind case studies/literatures for ethics and best practises point of view throughout the course.
2. A case study to be developed throughout the course, which addresses a process of not only evaluating the progress of the child, but also self-evaluates the skills of the teacher as well.

References:

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6. Child Development by Murray Krantz, Wadsworth Publication.
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8. Infants in crisis by Glenn Affleck H. T., Springer Ver Leg.
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10. Muralidharan R (1990) Early Stimulation Activities for Young Children – NCERT, New Delhi.
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14. Breach Of Ethics-Teacher's code of Ethics by A.Osobka.

Learner's Outcome: *On completion of this paper the trainee will have following*

1. Comprehensive understanding among learners regarding child development and variations.
2. Sensitivity towards the impact of sensory impairment on learning and development of deafblind child and orientation towards the various ways of supporting the child in early years involving families.
3. Skills on developmental assessment and knowledge of principles of goal setting for young deafblind child.
4. Understanding of the families, their needs and determine support areas
5. Expertise to intervene appropriately with infants and young children in any given settings.
6. .Comprehend ethics, standards& guidelines for special teachers.

2nd Year—(COMMON PAPER)

THEORY PAPER I: Education in the Emerging Indian Society and School Administration

Total Marks: 75

Total hours: 90

Objectives: After completion of this paper, the students are expected to:

1. Understand the different facets of education in India.
2. Describe various philosophies and their educational implications.
3. Appreciate the role of various agencies of education.
4. Know various significant legal policies initiative concerning education of children with disabilities.
5. Acquire proficiency in school-administration and documentation matters.

Unit I: Nature and Emerging Priorities of Education (15 Hours)

- 1.1. Meaning, Definition and Scope of Education
- 1.2. Aims and objectives of general education and special education with reference to pre-primary and elementary level(Primary and upper primary)
- 1.3. Value education
- 1.4. Gender-equity (women's education) with particular reference to special education
- 1.5. Prevocational education

Unit II: Philosophies and Educational Implications (15 Hours)

- 2.1. Idealism
- 2.2. Naturalism
- 2.3. Pragmatism
- 2.4. Humanism
- 2.5. Implications of Educational Philosophies in special education

Unit III: Agencies of Education (15 Hours)

- 3.1. Formal – special and regular schools
- 3.2. Informal – family, community and mass media
- 3.3. Open and distance education with reference to special education
- 3.4. Roles of governmental and non-governmental agencies in general and special education
- 3.5. Equalization of educational opportunities

Unit IV: Significant Legal/Policy Initiatives Concerning Education of Children with Disabilities (15 Hours)

- 4.1. United Nations Convention on the rights of Persons with Disabilities (UNCRPD) and Incheon Strategy
- 4.2. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995/ Replacement Legislation

- 4.3. National Trust Act for Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities (1999)
- 4.4. National Policy for Persons with Disabilities (2006)
- 4.5. The Right of Children to Free and Compulsory Education Act (RTE) (2009) along with Amendment

Unit V: Introduction to School Administration and Documentation: (15 Hours)

- 5.1. Definition and principles of school organization and administration
- 5.2. Organization of Special School and Inclusive School
- 5.3. Duties and responsibilities of the head of school
- 5.4. Annual school plan and Preparation of time-table
- 5.5. Maintenance of school-record--progress report, cumulative record, case histories, Continuous and Comprehensive Evaluation (CCE)

Experiential Learning

(15 Hours)

The student is expected to take up one of the important facets of education such as gender-equity, value education, prevocational education or any of the legal initiatives and develop a review of literature.

Reference material:

1. Ashok Kumar (1991) Current Trends in Indian Education. New Delhi: Ashish Pub. House
2. Garg, V.P. (1990) Development of Perspectives in India education. New Delhi: Metropolitan Pub.
3. Agrawal, S.P. and J.C. (1994) Third Historical Survey of Educational Development of India. New Delhi: Concept Pub. Co.
4. Sharma, S.N. (1995) Philosophical and Sociological Foundation of Education. New Delhi: Kanishka.
5. Smt, D.D. and Luckasson (1992) Introduction to Special Education. Boston: Allyn and Bacon.
6. Nanda, V.K Education Emerging Indian Society
7. B.N. Dash (2004) Theories of Education and Education in the Emerging Indian Society

2nd Year—(COMMON PAPER)

THEORY PAPER II: Inclusive Education for Children with Disabilities

Total Marks: 75

Total hours: 90

Objectives:

On completion of this paper, the student-teachers will be able to:

1. Define inclusion
2. Relate inclusion to all aspects of life and service delivery
3. Discuss the advantages and potential challenges of inclusion
4. Understand and use the methods and strategies of enhancing/promoting inclusion
5. Describe the roles of the community and society in general for successful inclusion

Unit I: Introduction to Inclusive Education (15 hours)

- 1.1. Understanding Inclusive Education: Meaning and Definition
- 1.2. Benefits of Inclusion
- 1.3. Difference between special, integrated and inclusive education
- 1.4. SSA, IEDSS and RMSA
- 1.5. Barriers to Inclusion: Systemic barriers, Societal barriers and Pedagogical barriers

Unit II: Accessing Inclusive Education (15 hours)

- 2.1. Fundamental elements of inclusive school
- 2.2. Strategies for making schools inclusive
- 2.3. Need for Curriculum differentiations and assessment
- 2.4. Classroom Management and Teaching Strategies – Cooperative Learning and Peer Tutoring
- 2.5. Physical accessibility of schools and Universal Design Model

Unit III: Including Children with Disabilities in Education (15 hours)

- 3.1. Identifying special needs of children with disabilities
- 3.2. Curriculum Adaptations
- 3.3. Use of Technology, Teaching Learning Material and Educational Aids
- 3.4. Continuous and Comprehensive Evaluation in Disabilities
- 3.5. Developing resource room and resource facilities

Unit IV: Networking for Inclusive Education (10 hours)

- 4.1. Developing partnerships with family
- 4.2. Developing partnership with school functionaries and peer group
- 4.3. Collaborative Teaching and team work
- 4.4. Mobilizing support for learners-role of voluntary organizations, community, special school, Health care professional and local bodies
- 4.5. Understanding the role of BRCs, CRCs and school management committees

Unit V: Major components of successful change toward Inclusion

(10 hours)

- 5.1 Communication
- 5.2 Interpersonal skills
- 5.3 Positive attitudes
- 5.4 Flexibility
- 5.5 Success Stories, Financial Resources and Infrastructure.

Experiential Learning

(15 Hours)

(The students are expected to visit one inclusive setting and observe classroom teaching and prepare case studies of students with disabilities in this school.)

Reference material:

1. Fernandez, G., Koenig, C., Mani M.N.G., and Tensi, S. (1999). See with the Blind. Bangalore: Books for Change and CBM International.
2. ICEVI (1995). Proceedings of the Asia Regional Conference on “Reaching the Unreached”. Organized by the International Council for Education of People with Visual Impairment at Ahmedabad, India.
3. Jangira, N.K. and Mani, M.N.G. (1990). Integrated Education for the Visually Handicapped: Management Perspective. Gurgaon: Academic Press Rehabilitation Council of India (2000). Status Report on disability 2000.
4. Mani, M.N.G. (2001). Inclusive Education in Indian Context. Coimbatore, IHRDC
5. Murickan S.J.J, and Kareparampil, G. (1995). Persons with Disabilities in Society. Trivandrum: Kerala Federation of the Blind.
6. Mukhopadhyay, S. and Mani. M.N.G. (1999). Education of Children with Special Needs, Country Report, New Delhi: National Institute of Educational Planning and Administration.
7. Punani, B., and Rawal, N. (1993). Handbook: Visual Impairment. New Delhi: Asish Publishing House.
8. Awareness Package for Upper Primary teachers: NCERT, New Delhi, 2003
9. Inclusive Education : An Orientation Package for Teacher Educators. Department of Education of Groups with Special Needs, NCERT, New Delhi, 2002 (both in Hindi & English).
10. Planning and Managing Inclusive Education in the Indian Context. Department of Education of Groups with Special Needs, NCERT and UNESCO, 2004.
11. Assessment of Needs for Inclusive Education: Report of the First Regional Workshop of NCERT and UNESCO, 2000.

2nd Year- Disability Specific Paper

THEORY PAPER III: Integrating Activities Into Practice

Total Marks: 75

Total Theory hours: 90

Total Practical hours: 150

Objectives:

On completion of this paper the trainee shall:

1. Expand their knowledge and understanding of motor development, sensory systems
2. Understand the importance of integrating therapy into practice
3. Develop basic knowledge of occupational therapy through study and observation.
4. Develop understanding of language and speech rehabilitation for people with deafblindness.
5. Expand knowledge and understanding of development of language and speech and plan activities to encourage development of speech and language by children with deafblindness

Unit – 1: Occupational Therapy

20 Hours

- 1.1 Introduction to Occupational Therapy and Physiotherapy and its importance in special education.
- 1.2 Hand and its importance
- 1.3 Types of grasps: reach and release.
- 1.4 Hand function.
- 1.5 Use of hands and its importance for children who are deafblind (e.g., they are eyes, ears and tools of communication for deafblind)
- 1.6 Normal development of upper extremity and role of proximal control over distal dexterity
- 1.7 Introduction to sensory systems of proprioception, vestibular, kinaesthetic and haptic senses and their links with hearing and vision.
- 1.8 Importance of sensory systems and their role in learning
- 1.9 Functional movements and methods to take meaningful OT activities in class room routine.
- 1.10 Feeding techniques.
- 1.11 Massage, types and techniques
- 1.12 Appropriate seating

Practical

30 hours

- Planning and creating play activities in classroom.
- Planning and creating play activities in home environment.
- Assess hand function and dexterity of upper extremities for a deafblind child and make functional recommendations to promote use.
- Assess sensory abilities of a child and identify sensory factors affecting learning and movement. Develop a sensory profile for the child.
- Task analysis of functional movements

Unit – 2: Speech, Language and Audiology

20 Hours

- 2.1 Overview of speech mechanism.
- 2.2 Speech as an overlaid function

- 2.3 Classification of speech sounds
- 2.4 Children at risk for developing speech
- 2.5 Need to implement AAC as soon as possible
- 2.6 Use of AAC – myths (e.g., Use of AAC will not affect speech development)
- 2.7 What is language, theories of language development, definition and structure of language (form, content, and use), components of language, receptive and expressive language, stages of language development, critical period of language acquisition, assessment of levels of language development, development of receptive and expressive language in people with deafblindness.
- 2.8 What is oral communication – Oral, Aural, Oral-Aural, Auditory-Verbal (AVT).
- 2.9 Cochlear implants

Audiology

- 2.10 Overview of audiometry (e.g., tuning fork, pure tone, impedance, free field, BERA)
- 2.11 The hearing aid
- 2.11 Types of hearing aids,
- 2.12 Parts of a hearing aid,
- 2.13 How to maintain a hearing aid,
- 2.14 How to use a hearing aid,
- 2.15 Trouble shooting with hearing aids.
- 2.16 Ear moulds – the basics of making ear moulds
- 2.17 Auditory training (developing listening skills).
- 2.17 Maximising the use of residual hearing
- 2.18 Different types of assistive and amplification devices.

Practicum

30 Hours

- Observe a learner with hearing aid and demonstrate competency in hearing aid maintenance, troubleshooting and hearing aid trial activities.
- Make a ear mould for a child
- Interpret an audiogram in understandable terms for families.
- Plan functional hearing activities to promote use of residual hearing

Unit – 3: Additional Meaningful Activities

15 hours

- 3.1 What are ‘additional meaningful activities’ and importance for teachers to integrate them into curriculum?
- 3.2 A basic idea of the following activities
- 3.3 Music
- 3.4 Dance
- 3.5 Drama
- 3.6 Play
- 3.7 Art & Craft
- 3.8 Yoga
- 3.9 Swimming.
- 3.10 Aromatherapy

Practicum

25 Hours

- 1) Plan and implement meaningful activities with group of children.

Unit – 4: Sensory Integration

20 Hours

- 4.1 Introduction to sensory integration, sensory modulation and its dysfunctions
- 4.2 Sensory problems in children with multiple disabilities
- 4.3 Skills assessment for sensory integration
- 4.4 Suggestions for teachers and parents for helping children with sensory integration issues
- 4.5 Sensory profile of children/Sensory portrait
- 4.6 Sensory responsiveness – Hypo sensitivities or hypersensitivities
- 4.7 Sensory Diet & Sensory integration training and therapy
- 4.8 Sensory Stimulation versus Sensory integration----when, where and how?
- 4.9 Body awareness through interactive games and activities of daily living.
- 4.10 Understand bio behavioural states (e.g., from deep sleep to high alert state)

Practicum

50 Hours

- 1) Develop a functional sensory integration activity.
- 2) Assess bio behavioural state during different times of the day.

Unit – 5: Creating Environments that encourage use of senses

15 Hours

- Visual
- Auditory
- Tactual
- Sensory stimulation room
- Need for individualised approaches in natural settings (e.g., home, school, and community).

Practicum

15 Hours

- Plan a sensory motor activity through a case study for home, school and community setting.

References:

1. Ayres. J-Sensory Integration and the Child, 1979. Los Angeles, CA. Western Psychological Services.
2. Bly, L. -Components of Normal Movements during the First Year of Life and Abnormal Motor Development, 1983. Therapy Skill Builders.
3. Management of Children with deafblindness with cerebral palsy-I (developing Fine Motor Skills)
4. Management of Children with deafblindness with cerebral palsy-II (developing Gross Motor Skills)
5. Schumway, Cook & Woollacott. Motor Control Theory and Practical Applications, 1995. Williams and Wilkins, Baltimore.
6. Fischer, A. Bundy---Sensory Integration Theory and Practice, 1991. F. A. Davis, Philadelphia.
7. Case-Smith J,-Development of Hand Skills in the Child, 1992. AOTA, Inc., Rockville.
8. Handbook on Deafblindness, Sense International (India)
9. Hogan L, Uditsky. Fabrication and Clinical Application of Upper Extremity Splints, 1987. Churchill Livingstone.

10. Kohli, T. (1987). Portage basic training course for early stimulation of pre-school children in India. Delhi: UNICEF.
11. Music Therapy for Handicapped Children: Volume I Music Therapy for Hearing Impaired Children Visually Impaired Children Deaf-Blind Children by Wanda B. Lathom and Charles T. Eagle (Paperback - 1 Jul 2001)
12. Robbins, C. & Robbins, C. (1980). *Music for the Hearing Impaired: A Resource Manual and Curriculum Guide*. St.Louis: MMB Music.
13. Wigram, Tony (2004). *Improvisation - Methods and Techniques for Music Therapy Clinicians, Educators and Students*.
14. Janet Bush - The Handbook of School Art Therapy: Introducing Art Therapy into a School System
15. "Dance/Movement Therapy Opens Communication Pathways." Brown University Long-Term Quality Advisor (July 15, 1996).
16. The Yoga Review Vol.V, No 1 & 2 1985- Krishnamacharya Yoga Mandiram-Chennai. Yoga for the Special Child: A Therapeutic Approach for Infants and Children with Down Syndrome, Cerebral Palsy, and learning disabilities by Sonia Sumar

Learner's Outcome:

On completion of this paper the trainee will have following:

- 1) Comprehensive knowledge of additional meaningful activities and their application for people with deafblindness.
- 2) Comprehensive understanding of language and speech issues for people with deafblindness.
- 3) Good understanding of development of language and speech and its utilization by children with deafblindness.
- 4) Understand speech and language needs of children with deafblindness and ability/skills for speech and language intervention with deafblind child.
- 5) Comprehension of audiological rehabilitation needs of children with deafblindness.

2nd Year- Disability Specific Paper
THEORY PAPER IV: Play and Leisure

Total Marks: 75
Total Theory hours: 90
Total Practical hours: 150

Objectives:

- Understand the development of play and its importance in learning
- Understanding role of social and physical environment in promoting play
- Develop awareness of techniques of promoting learning and development through play
- Learn to plan activities to promote group play in inclusive settings
- Exposure to different indigenous material for recreation and leisure for deafblind

Unit – 1: Learning Through Play

18 Hours

- 1.1 Importance of play in all learning and development
- 1.2 Stages and forms of play – Various sensory plays
- 1.3 Enhancing sensory development through play
- 1.4 Enhancing communication interactions through play
- 1.5 Characteristics of play: Birth through early childhood (who they play with, where they play, what they play with, how this helps in learning about self and the world)
- 1.6 Characteristics of play: through school age (who they play with, where they play, what they play with, how this helps in learning about self and the world)

Practicum

20 Hours

Trainee will write reflection paper on play on different ages of their lives.

Unit 2: Play for children with deafblindness and vision impairment with additional disabilities

18 Hours

- 2.1 How do children without disabilities learn to play?
- 2.2 Impact of vision loss on play.
- 2.3 Impact of hearing loss on play.
- 2.4 Impact of other disabilities (e.g., cerebral palsy, mental retardation, autism) on play.
- 2.5 Impact of deafblindness on play.
- 2.6 Elements to encourage play
 - a. Mutual attention
 - b. Turn taking
 - c. Using body in playful interaction
 - d. Start stop games
 - e. Introduce objects to play with child
 - f. Assess interests of child using various materials
 - g. Using indigenous material
 - h. Enjoy playing with child
- 2.7 Assess the child's level of play (e.g., use of own body, interaction with other persons, interaction with objects, interaction with objects and person, interaction with more than one person).

Practicum

15 Hours

- Observe and assess the child's motivators.
- Assess the child's level of play and make recommendations.

Unit – 3: Play and Fun Material

18 Hours

- 3.1 Overview of games (indoors and outdoors) adapted for children with deafblindness and children with vision impairment with additional impairment.

Consider safety

Adapt and teach traditional games

Adapt and teach existing games

- Use and/or adapt indigenous no cost materials for play
- Use and/or adapt indigenous low cost materials for play
- Include play in the curriculum
- Create new materials of interest
- Develop games that can be used by family members in home.

3.10 Supporting families to play with their child in natural environment with household items.

Practicum **45 Hours**

- Develop play kit with natural materials.

Unit – 4: Recreation and Leisure **18 Hours**

4.1 Need for recreation and leisure for people with deafblindness

4.2 Decreases the isolation

4.3 Builds self esteem

4.4 Encourage choice making in recreational and leisure activities.

4.5 Overview of recreational/leisure opportunities – A suggestive list:

a. Gardening b. Swimming c. Taking a walk with another person.

d. Shopping e. Music f. Dancing

g. Going to fairs h. Arts & Crafts i. Drama

j. Going to restaurants, beauty parlour.

4.6 Providing recreation and leisure opportunities

a. During school

b. After school

c. At home

Practicum **40 Hours**

- Design plan and implement recreational activities for children of different ages – after school and at home

Unit – 5: Facilitating Group Play in inclusive settings **18 Hours**

5.1 Importance of play/ leisure activities with non-disabled peers

5.2 Strategies for facilitating play with non-disabled peers

○ Sensitise the non-disabled children

○ Create opportunities to make the relationship between a child and a non disabled child

○ Gradually increase more non disabled peers as appropriate

5.3 Provide the child access to the social environment of the school

5.4 Involve the child in school activities like music class, short plays, birthday parties

5.5 Facilitating group play with non disabled peers

○ Adapting board games

○ Adapting out door games

○ Involve the child in competitive sports – eg. abilympics, special Olympics

○ Consider safety issues

Practicum **30 Hours**

- Plan group activities in an inclusive environment with different age groups
- Plan a de sensitising activity for non-disabled peers – for different age groups

References:

1. Nafstad, Anne; Rodbroe, Inger. (1999). Co-creating communication: perspectives on diagnostic education for individuals who are congenitally deafblind and individuals whose impairments may have similar effects. Dronninglund, Denmark: Forlaget Nord-Press.
2. Smith, Theresa B. (1994). Guidelines: practical tips for working and socializing with deaf-blind people. Maryland: Sign Media, Inc.
3. Learning through Touch: Supporting Children with Visual Impairments and Additional Difficulties, by Mike McLinden and Stephen McCall. Published in 2002 by David Fulton Publishers, London.
4. Handbook on Deafblindness, Sense International (India)
5. Project SALUTE (Successful Adaptations for Learning to Use Touch Effectively). Northridge, CA: California State University. www.projectsalute.net
6. Tactile strategies for children who are Deaf-blind: Considerations and concerns from Project SALUTE, by Deborah Chen, June Downing, and Gloria Rodriguez-Gil. Published in 2001 in the journal Deaf-Blind Perspectives, 8(2), 1–6. www.projectsalute.net/Learned/Learnedhtml/TactileLearningStrategies.html
7. Talking the language of the hands to the hands, by Barbara Miles. Fact sheet published in 1999 by D-B Link. www.tr.wou.edu/dblink/hands.htm
8. Touch, by Barbara Miles. In Understanding Deafblindness, edited by Linda Alsop. Published in 2001 by SKI-HI Institute, Logan, Utah.
9. Using tactile strategies with students who are blind and have severe disabilities, by June Downing and Deborah Chen. Published in 2003 in the journal Teaching Exceptional Children, 36(2), 56–60.
10. Where Do I Begin? Developing Communication with Children, Who are Born Deafblind. Published in 2001 by the West Australia Deaf blind Association, Maylands, West Australia.
11. Narayan & Riggio, (2005). Creating play environment for children with sensory impairment and additional disabilities. Hilton/Perkins Program, USA

Learner's Outcome:

On completion of this paper the trainee will have following:

1. The student will understand the importance of play and play development among children with deafblindness.
2. The learners will be able to stimulate learning and development among children with deafblindness using play
3. Students will have adequate skills for play assessment and planning play situations for learning goals.
4. Students will understand the importance of enabling environment for children with deafblindness and will be able to create such environment based on individual and group needs.
5. The students will be able to plan leisure and recreational activities for the children with deafblindness and adults.
6. Development of IEP and lesson plans for play and recreational activities for children with deafblindness of different age group and different severity.

2nd Year- Disability Specific Paper
THEORY PAPER V: Preparing For Adult Life

Total Marks: 75
Total Theory hours: 90
Total Practical hours: 160

Objectives:

1. Expand understanding of transitional planning as a process which equips a deafblind adult to acquire skills that will make him or her self-reliant and a contributing member of the community
2. Build knowledge of vocational rehabilitation and its different aspects
3. Develop a thought of the importance of empowering adults who are deafblind so that they become equal and participating members of the community
4. Construct skills of supporting deafblind person in his/her self advocacy
5. Increase knowledge and attitude towards work related skills of deafblind persons

Unit – 1: Transition Planning

20 Hours

- 1.1 Introduction, Definition and Overview
- 1.2 Understand the issues of young adults (eg. Sexual, social, emotional)
- 1.3 Impact of Deafblindness during adolescent period
- 1.4 Need for Functional curriculum, Community based curriculum,
- 1.5 Person Centred Planning.
- 1.6 Involvement of families and the young adult
- 1.7 Need to involve young adults in a variety of work settings
- 1.8 Strategies to develop a transition portfolio for the young adult:
 - a. Student's preferences
 - b. Strengths and positive attitudes
 - c. Medical needs
 - d. Language and communication profile
 - e. Work interests, leisure interests
 - f. Current abilities in independent living and work
 - g. Enjoyable leisure/ recreational activities
 - h. Access and adaptation support
 - i. Supports needed
 - j. Home and family environment

Practicum

30 Hours

- Develop a portfolio for at least one young adult.

Unit – 2: Preparing the young adult for work

10 Hours

- 2.1 Introduction, Definition, Overview
- 2.2 Developing skills in the following areas:
 - a. Communication
 - b. Mobility
 - c. Interpersonal skills and appropriate social behaviour
 - d. Independent living skills
 - e. Recognising and respecting authority
 - f. Appropriate dress
 - g. Money & Time management
 - h. Safety
 - i. Other work related skills
- 2.3 Work related skills (e.g., communication, independence in self care and mobility, interpersonal skills, general work performance, safety skills, maintenance (e.g. sweeping, cleaning, sorting, watering,)), use of tools (e.g., painting, garden tools, needle and thread, candle-making, weaving), vocational courses – (food, horticulture, laundry, work activities), assembly line work, operate a machine that fills containers, hand package materials & products, sell tickets, put grocery items in a bag, stock shelves, deliver mail, use a computer, hand stamp addresses, seal envelopes, select & buy food for kitchen, greet customers, serve meals, rural based vocations – (farming, cattle, poultry, pottery, sericulture) etc.

Practicum**30 Hours**

- Conduct vocational assessment for two young adults and make recommendations

Unit – 3: Employment**20 Hours**

3.1 Types of employment:

- | | |
|---------------------------------|-------------------------|
| a. Sheltered workshops | b. Self employment |
| c. Open employment | d. Supported employment |
| e. Volunteer – work without pay | |

3.2 Accessibility and adaptations at work

3.3 Sensitising potential employers

3.4 Sharing information with employers about supports and how to access those supports (e.g. Assistants, interpreters, mobility assistants)

3.5 Entrepreneurship, preparing a loan application, managing money, use of public services – transport, post office, bank, restaurant, park, museum, etc.

3.6 Special Vocational Services – District Rehabilitation Center, Vocational Rehabilitation Center, Special Employment Exchanges.

3.7 Government laws, legislation & schemes that support vocational rehabilitation.

3.8 National Housing and Finance Development Corporation, FICCI and Confederation of Indian Industries and other funding agencies

Practicum**30 Hours**

- Case studies of currently employed deafblind person in various settings/ places/ jobs.
- Reflection paper on case studies
- Outline a presentation for family members on the NHFDC and how a deafblind person can utilise the benefits of NHFDC.

Unit – 4: Quality of Life**20 Hours**

4.1 Quality of life indicators leading to happiness:

- | | |
|--------------------------|-------------------------------------|
| a. Good health | b. Place to live |
| c. Social relationships | d. Work |
| e. Leisure activities | f. Being able to make own decisions |
| g. Pride and self esteem | |

4.2 Empowerment or Self-Determination.

- a. Understanding rights and responsibilities
- b. Advocating for one's self and other people who are deafblind

4.3 Strategies that support the growth of self-determination & self-esteem

- | | |
|----------------------------------------------|--------------------------------------|
| a. Choice making | b. Interaction with role models |
| c. Exposure to various life experiences | d. Participate in deafblind networks |
| e. Serve as role models for younger children | |

4.4 Basic Understanding of law

4.5 Sexuality/Sex Education –

- Understanding oneself, bodily functions, understanding relationship with others, sex education, concepts of appropriate /inappropriate touch public/private, Safe sexual practices, myth and misconception related to sex.

4.6 Marriage and responsibilities.

- Creating a partnership

4.7 Decision making regarding starting a family – genetic counselling

4.8 Protection against abuse from partners and family members

4.9 Faith and religion

Practicum

35 Hours

- Prepare sex education training for a pre symbolic deafblind adult and a deafblind adult who has language.
- Prior to the lecture, trainees will make a list of what makes a good quality of life for them and why.
- Reaction paper to DVD presentation on ‘marriage and deafblindness’.

Unit – 5: Self-Advocacy

20 Hours

5.1 Successful People with deafblindness, Essential characteristic for becoming effective self advocate.

5.2 Educating, networking, supporting, communicating, sharing, and improving quality of life.

5.3 Promoting respect and dignity, network, Association, Coalition and Lobbying

5.4 Knowledge of Laws, Rights, and Responsibilities- knowledge of resources and the system, knowledge of available options, self-knowledge, advocating one’s needs effectively & politely.

Practicum

35 Hours

- Submission of written assignment on self-advocacy movement in country by the disabled leaders.
- Prepare a deafblind adult for self-advocacy, write the plan of support.

References:

1. Kappen, B. (1992). Independent living: Presentation. In J. Reiman & P. Johnson (Eds.), Proceedings of the National Symposium on Children and Youth who are Deaf/Blind (pp. 187–196). Monmouth, OR: Teaching Research Publications.
2. Handbook on Deafblindness, Sense International (India)
3. Ingraham, C. L., Carey, A., Vernon, M., & Berry P. (1994). Deaf-blind clients and vocational rehabilitation: Practical guidelines for counselors. Journal of Visual Impairment and Blindness, 88, 117-127.
4. Thousand, J. & Villa, R., (1990). Strategies for educating learners with severe disabilities within their local home schools and communities. Focus on exceptional Children, 23, 1-24.
5. 2002 Family Transition Notebook --Carnes, Sylvia; Crepeaux, Dennis. Oregon Deafblind Project. (2002)
6. As Your Child Grows --Ohio Center for Deafblind Education. Columbus, OH: Ohio Center for Deafblind Education, University of Dayton-Columbus. (2004)
7. Assessing the Transition Needs of Young Adults with Dual Sensory and Multiple Impairments --Everson, Jane M. Columbus, OH: GLARCDB. Assessment Guidelines Volume 3. (1992)
8. "Could You Please Tell My New Teacher?" A Parent/Teacher Guide to Successful Transitions --Demchak, MaryAnn; Elquist, Marty. Reno, NV: Nevada Dual Sensory Impairment Project. (2002)
9. DB Step-Up Guide for New Jersey Interagency Transition Teams --Scott, E.; Ruetsch, C.L. New Jersey: New Jersey Technical Assistance Project (N.J. TAP) (1999).
10. Focus on Transition: A Guide for Parents --Georgia Sensory Assistance Project Stakeholders Transition Committee. Atlanta: Georgia Sensory Assistance Project. (2004)

11. Transition Resource Notebook: For Families of Individuals with Deaf-Blindness --Wiley, David; Moss, Kate. Austin: Outreach Services Texas School for the Blind and Visually Impaired. (1995)
12. Dybwad, G., & Bersani, H. Eds. (1996). New voices: Self-advocacy by people with disabilities. Available through Brookline Books, P.O. Box 1047, Cambridge, MA.
13. Kennedy, M. (1996). Self-determination and trust: My experiences and thoughts. In D. J. Sands & M. L. Wehmeyer, Self-determination across the lifespan: Theory and practice (pp. 45-46). Available from Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD.

Learner's Outcome:

On completion of this paper the trainee will have following:To be changed

1. The students will understand the importance of transition planning & will be able to plan for young adults to make them self reliant.
2. Students will have Knowledge of vocational rehabilitation & its various aspects.
3. Develop skills to partner effectively with families and determine their needs
4. Knowledge of techniques of assessment and principles of goal setting for young adults.
5. Will have skills of supporting Deafblind persons in his\her self advocacy.

2nd Year- Disability Specific Paper

THEORY PAPER VI: Strategies and Settings for Education

Total Marks: 75

Total Theory hours: 90

Total Practical hours: 135

Objectives:

1. Develop a detailed understanding of different models of service delivery in both urban and rural settings
2. Develop an understanding of inclusion, its importance and teaching strategies used to make inclusion successful for children who are deafblind
3. Acquaintance with advantages and disadvantages of different service delivery models
4. Practical exposure to home based and center based models

Unit – 1: Inclusive Education

10 hours

- 1.1 Definition, Concept of integration/inclusion (partial and full)
- 1.2 Benefits of inclusion
 - a. Peer relationships
 - b. Friendships
 - c. Language models for children
 - d. Attending schools in their home community
 - e. Building self-esteem
- 1.3 Challenges to inclusion (e.g., non-acceptance, qualification of personnel, materials, isolation)

Unit – 2: Steps in preparing for inclusion

10 hours

- 2.1 Sensitizing families, peers and regular education teachers
- 2.2 Preparing the child for inclusion
- 2.3 Providing necessary supports
 - a. Accessibility to social and physical environments
 - b. Need for itinerant teacher
 - c. One on one support (e.g., assistant, intervenors, interpreter)
 - d. Aids and appliances
 - e. Adaptations, accommodations
 - f. Adapting the curriculum
 - g. Evaluation - CCE
- 2.4 Need for resource rooms and/or therapy rooms

Practicum

35 hours

- Do a sensitisation outline and presentation through role play
- Reflection paper after viewing a video on inclusion

Unit – 3: Community Based Rehabilitation

25 hours

- 3.1 CBR Services
 - a. Definition, Concept, meaning, components and process
 - b. Utilization of local resources
 - c. Service delivery & educational placement.
 - d. Advantages and challenges
- 3.2 Home based Services –
 - a. Definition, concept, meaning
 - b. Service delivery & educational placement
 - c. Advantages and challenges

Practicum

20 hours

- a. Trainees will prepare an in-service or a workshop for CBR workers on communication for children who are deafblind and children with vision impairments and additional disabilities

- b. Trainees will prepare an overview of Deafblindness for CBR workers to create awareness and identify persons with Deafblindness and person with vision impairments and additional disabilities

Unit – 4: School Based Program

25 hours

- 4.1 Centre based Services: Definition, Concept, Meaning and Service delivery
4.2 Educational placement (e.g., classroom, children of similar ages, teacher)
4.3 Advantages of school based
a. Qualified teachers
b. Services under one roof
c. Team approach
d. Parents Networking
4.4 Challenges of a school based program
a. Lack of non-disabled peers
b. Balance of individual and group interactions
c. Lack of access to child's home community for experiential learning
d. Family involvement (e.g., distance of family home from school)
e. Cost

Practicum

25 hours

Trainees will plan educational activities for a group of children keeping in mind their individual education plans.

Unit – 5: Residential Program

20 hours

- 5.1 Residential Services
5.2 Advantages
a. 24 hour program provides consistency
b. Transportation
c. Follow up of the educational program in dormitories
d. Peer tutoring
e. Interaction with other children who have similar needs
f. Accessibility
g. Rich communication environment
h. Peers and personnel have proficient communication skills
5.3 Challenges
a. Connection to families
b. Lack of opportunities for interactions with non-disabled peers
c. Lack of opportunities to interact with people and the environments of their home community
d. Lack of qualified personnel and burn out

Practicum

45 hours

Trainees will develop quality indicators for a quality residential program/what makes a good residential program

References:

1. David Werner, Community based Rehabilitation (Orientation & Mobility).
2. Dr.S.K.Srivastava Training manual for the trainer of Community.
3. E.Helander, P.Mendes, G.Nelson, A.Goerat, (1989)
4. David Werner, (1995). Training in the community for the people with disabilities, Gramin Vikalang Bache (Hindi),
5. Swarna Ahuja (2001.)Dristihin Aur Somai Adharit Punarvas (Hindi).
6. Integrated & Inclusive Education- RCI
7. Handbook on Deafblindness, Sense International (India)

8. Werner David (1994) Disabled village Children – A guide for community health workers, rehabilitation worker and families, New Delhi: Voluntary Health Association of India.
9. WHO (1989) Training in the community for people with disabilities. Geneva, World Health Organization.
10. Punani, B. & Rawal Nandini, S. (1997) Manual: Community based rehabilitation Mumbai: National Association for the Blind.
11. Disability, Human Rights and Education - Cross Cultural Perspective by Felicity Armstrong and Len Barton, published by Open University Press, Buckingham

Learner's Outcome:

On completion of this paper the trainee will have following:

1. Comprehend the importance of inclusion & it's different intervention strategies & challenges.
2. Knowledge of different service delivery models both in the urban & rural setting.
3. Develop an appreciation of a holistic approach to Rehabilitation.
4. Skills to intervene appropriately with children in any given settings
5. Appreciate contemporary trends in rehabilitation perspectives and rehabilitation service of disabled peoples in country.

PRACTICALS

Year-1

I) Communication

250 hours

200 marks

Aims:

- 1) To introduce sign language and finger spelling to the trainees to communicate effectively with deafblind students.
- 2) To expose them to the different materials used for teaching language and communication to the deafblind students.
- 3) To introduce them to Hindi and English Braille and basic Braille mathematical signs.

Objectives:

On completion of this practical and trainee will:

- 1) Learn the use of finger spelling and sign language for communicating with the deafblind students.
- 2) They would be able to make picture cards and symbols to enhance and aid communication and language development in the students according to the needs of the individual student.
- 3) They will be able to use Hindi as well as English Braille to develop written communication in the students.

II) Practice Teaching

200 hours

200 marks

Aims:

To inform the trainees about :

- 1) The process of planning, i.e. selecting the right instructional objectives in the different skill areas such as self-help, motor, language and communication, cognitive, mobility and arts and craft.
- 2) The use of appropriate teaching techniques, teaching aids and learning environment to enhance training.

Objectives:

On completion of this practical and trainee teacher is expected to :

- 1) Plan a lesson; i.e. select aims, objectives, students, strategies, methods, techniques, teaching aids, time and place, for instructing students with deafblindness in the different skill areas.
- 2) Implement the planned lesson in the classroom for developing different skills in the students.
- 3) Evaluate the teaching in terms of the performance of the student, checking if the instructional objectives have been met and self-evaluation.
- 4) Suggest changes to improvise the learning experience.

III) Orientation and Mobility

150 hours

150 marks

Aims:

- 1) To acquaint the trainees with the different techniques used for indoor and outdoor mobility by the deafblind individuals.

- 2) To make them aware of the use of special materials used and the adaptations required for teaching mobility to the deafblind students.

Objectives:

On completion of this practical the trainee will be able to:

- 1) Enumerate the different techniques to be used for indoor and outdoor mobility for persons with deafblindness.
- 2) Plan (i.e., select appropriate objectives and techniques), and implement in consultation with the mobility instructor the mobility program required for an individual child.
- 3) Understand the unique requirements of the student for mobility and provide for the same.
- 4) Preparing low-cost mobility aids.

IV) Use of aids and appliances

**130 hours
100 marks**

Aims:

To familiarize the trainee with:

1. The use and importance of different aids and appliances to assist independent functioning and learning amongst the deafblind individuals.
2. The operation of different aids and applications while instructing the students with deafblindness.

Objectives:

On completion of practical, the trainees are expected to:

- 1) Enumerate the different aids and appliances used by students for effective learning and independent functioning.
- 2) Know the use and functions of the different aids and appliances.
- 3) Know how to operate the different aids and appliances and use them while working with deafblind students.

V) Preparing Needs based Teaching-Learning Material (TLM)

**200 hours
200 marks**

Aims:

To familiarize the trainee with:

1. The development of low cost, needs-based, indigenous TLM to encourage learning of skills across developmental areas.
2. The selection of appropriate materials as per the preferences of the child.

Objectives:

On completion of practical, the trainees are expected to:

1. Develop competencies to prepare TLM to match the needs with skills to be taught.
2. Using low-cost and locally available materials to develop TLM
3. Demonstrate the use of TLM

Second Year Practical

VI) Case Study

**200 hours
200 marks**

Aims:

To acquaint the trainees with:

- 1) The process of assessment and instructional planning for a specific child based upon his needs and skill level.
- 2) The evaluation of the program planned for the student in terms of the needs of the family and the skills acquired by the student.

Objectives:

On completion of casework the trainee teacher will be able to :

- 1) Plan a program for a specific child after having done an assessment of his needs and the needs of the family.
- 2) Execute the planned program to teach the specific skills identified for the individual child.
- 3) Prepare a report about the child regarding the assessment, planned program, evaluation and suggestions for future planning.

VII) Assessment and Evaluation

**180 hours
200 marks**

Aims:

- 1) To inform the trainees about the process of informal assessment and evaluation.
- 2) To expose them to different checklists or assessment tools for functional assessment of deafblind individuals.

Objectives:

On completion of the practical the trainee is expected to:

- 1) Conduct an informal assessment of a deafblind individual.
- 2) Prepare an assessment report of the functioning level of the deafblind student in the different areas of development such as vision, hearing, motor, etc.
- 3) Formulate a remedial program for the deafblind student based on the assessment results.
- 4) Plan a work program for the student in co-ordination with his / her teacher based on his / her skill, level and need.

VIII) Developing IEP

**250 hours
250 marks**

Aims:

To familiarize the trainee with:

1. The use and importance of preparing an IEP.
2. The implementation of IEP.

Objectives:

On completion of practical, the trainees are expected to:

- 1) Develop complete IEPs for at least two children of different ages based on assessment results.
2. Role play of IEP team
