MIER COLLEGE OF EDUCATION (AUTONOMOUS)

(Accredited by NAAC with 'A+' Grade)

B.Ed. SPECIAL EDUCATION (ID)

SESSION 2020-2022

Semester 3rd

Individualized Education Programme

NAME : MANMEET KOUR

ROLL NO : 2003029

CLASS : B.Ed. Special Education (ID)

SUPERVISOR: Mr. Kuldeep Singh *K. Singh*

HOD

ACKNOWLEDGEMENT

Firstly, I would like to thank Dr. Rohmika Sharma H.O.D B.Ed (Special Education) department and Mr. Kuldeep Singh for their guidance, motivation and support. Their expertise in the field of Special Education made this IEP journey easy for me. I would like to highlight that the critical observations made them on this programme helped me Improve my shortcomings.

I take this opportunity to thank MIER College of Education. Dr. Renu Gupta (Vice-Chairperson) and Dr. Adit Gupta (Principal) for their Constant Support and guidance.

Finally, I would like to express my sense of gratitude to my family and friends for their Support and Understanding.

Harmeet Kour
Signature

INDEX

SPECIAL EDUCATION

INTRODUCTION OF SPECIAL EDUCATION

Special Education is a branch of education which studies of individuals who are different from average normal persons. Special Education is especially designed instruction for students with special learning needs. The field of Special Education addresses the needs of students who have disabilities and students who are indefined as 'gifted' or 'talented'. Special Education is the education of students with special needs in a way that addresses the students individual differences and needs. This process involves the individually planned and systematically moni--tored arrangement of teaching procedures, adapted equip--ment and materials, accessible settings and others.

The term 'Special Education' includes all aspects of education which are applied to exceptional children - physical, mental and gifted children.

DEFINITIONS OF SPECIAL EDUCATION

* <u>According to Rowane Smith, 1973</u>, "Special Education is instruction that is individually tailored to meet

the unique learning needs of a child with disabilities."

* <u>In the words of Hallahan and Kauffman, 1978,</u> "Special Education means especially designed instruction which meets the unus. needs of an exceptional student. Special materials, teaching techniques, equipment and/or facilities may be required.

* <u>According to Prof. Janguia, 1986,</u> "Special Education is the process of making educational provision to meet special needs of children, which cannot be satisfied by the present arrangements available in ordinary Schools.

AIMS AND OBJECTIVES OF SPECIAL EDUCATION

→ To develop basic living skills for personal independence (activities of daily living such as eating, grooming, toileting, bathing skills etc.)

→ To develop Social adequacy (Social-Communication)

→ To develop Occupational adequacy (thinking, coordination and psycho-motor activity)

→ To develop all need based skills (such as Social, Communication, Vocational skills etc) of persons with disability.

→ To fulfill / focus their Unique needs of the Child.

→ To highlight individual attention to / for each child.

→ To become vocationally independent.

BENEFITS OF SPECIAL EDUCATION

1) Helps children focus on their challenges.

2) Helps children grow Comfortable in seeking help.

3) Easily match students with educators who understand their disabilities.

4) Help to identify individual learning styles.

5) Help to identify the best test taking strategies.

6) Alleviate testing Anxiety.

7) Builds Confidence

8) Prepares Students for life long Success.

INTRODUCTION

TO

INTELLECTUAL

DISABILITY

INTELLECTUAL DISABILITY

Meaning of Intellectual Disability

The term Intellectual disability, Mental Retardation, Mental Deficiency, Mental Sub Normality and Mental Handicap used to refer to the same conditions. The term used in the past such as Amentia, Idiocy, Feeble Minded, Moron, Imbecile and Oilgophrenia are now obsolete.

Definition of Intellectual Disability

* According to American Association on Intellectual Developmental Disability (AAIDD), 2008, "Intellectual Disability is a disability characterised by significant limitations both in intellectual functioning and in adaptive behaviour as expressed in conceptual, social and practical adaptive skills. This disability originates before age 18."

* According to Persons with Disabilities (Equal Opportunities, Protection of Rights and full participation) Act, 1995, "Mental Retardation means a condition of arrested or incomplete development of mind of a person which is specially characterised by Sub-normality of Intelligence."

Characteristics of Intellectual Disability

1. Physical Characteristics

a.) Microphally - abnormally small head.

b.) Kydrocephally - filled with cerebrospinal fluid.

Introduction

Of

Individualized

Education

Program [IEP]

INDIVIDUALISED EDUCATION PROGRAMME [IEP]

MEANING OF INDIVIDUALISED EDUCATION PROGRAMME

Intellectual Impairment in MR is characterised by poor or less ability to understand and learn. The individual differences between people with MR are varied to such an extent that every child needs can only be met through a well planned IEP.
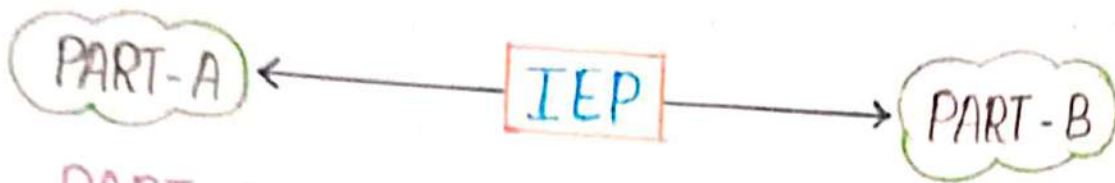
Special Educator, Principal, teachers, Parents and other professionals as per requirements of the multi-disciplinary team (Social worker, nurses, psychologist, Occupational therapist, physiotherapist etc) who are concerned with the needs of the students need to participate in the meetings to develop and evaluate the IEP.

The well-formatted written IEP document serves as a management tool for intervention.

Depending upon the child's needs the IEP should have progr-

-amme in PT, OT, ST along with the aspecial Education programme. In totality, the IEP helps in implementing, monitoring and evaluating the programme.

COMPONENTS OF IEP

PART-A ← IEP → PART-B

PART-A

1. DEMOGRAPHIC DATA

It includes child's name, age, sex, education, mother-tongue, address, parents name, occupation, income, date of filling the IEP, class and Roll no. etc. on aspecific heads on which information is required.

2. SIGNIFICANT INFORMATION ABOUT THE "PERSON WITH MENTAL RETARDATION"

Any asignificant and aspecific information in relation to the child may be documented.

EXAMPLE:

Sensory preference, learning time preference, attention aspan, rate of learning etc.

3. GOALS

Goals selected on annual basis which the teachers expect the astudents to achieve over a period of one year as per curricular content is documented.

4. ASSOCIATED CONDITION

Many person with Mental Retardation have an additional disability 'or' more are technically referred to as multiple impairment / disability.

FOR EXAMPLE:

Mental Retardation and Visual Impairment, Mental Retardation and Hearing Impairment, Mental Retardation and Cerebral Palsy, Mental Retardation and Autism etc.

Curricular strategies and Planning may differ in cases with additional impairments.

5. STAFF RESPONSIBLE

The person responsible for implementation of the IEP is documented for administrative and clinical reasons.

PART-B

1. SKILL

Specific statements of what skill / task / activity to be taught is documented in the specific terms.

FOR EXAMPLE:

Writing names of months of year.

2. BASELINE 'OR' CURRENT LEVEL

The Current level or baseline performance level of the

INTRODUCTION

TO

FUNCTIONAL

ASSESSMENT

CHECKLIST

FOR

PROGRAMMING

FUNCTIONAL ASSESSMENT CHECKLIST FOR PROGRAMMING [FACP]

The trend in special educational assessment and programming has changed from IQ based grouping to functional level based grouping without compromising on age appropriate programming. Any educational assessment tool should ideally lead to appropriate programming for the child. It should also provide inbuilt periodic evaluation facility for monitoring progress and modifying programme. The tool also should provide for qualitative and quantitative measurement of the child's progress. It should also help in homogeneously grouping children and provide for promotion of children objectively to next level. The items listed in the tool should be such that they are:

1. easy to understand,
2. activities necessary for daily living,
3. easily observable,
4. age appropriate as far as possible,
5. ultimately contribute to living competently in the