

**Ambedkar University Delhi  
Course Outline  
Monsoon Semester (July-December 2017)**

**Course Code:** SES202107

**Title:** Inclusion of young children with disabilities

**Type of Course:** Core course

**Cohort for which it is compulsory:** MA Education (ECCE) and PG Diploma (ECCE)

**Cohort for which it is elective:** MA Education 3<sup>rd</sup> Semester

**No of Credits:** 4

**Semester and Year Offered:** 3rd Semester (Monsoon Semester 2017)

**Course Coordinator and Team:** Dr. Monimalika Day

**Email of course coordinator:** [monimalika@aud.ac.in](mailto:monimalika@aud.ac.in)

**Pre-requisites:** None

**AIM:**

1. Critically examine how disability is defined in different communities and how social, cultural, financial, and historical factors influence the process.
2. Develop an interest to know and understand the young learners who have disabilities, and their families.
3. Understand the intent of various laws written to ensure equity in access, participation and educational opportunities for children with disabilities.
4. Begin to acquire the knowledge, skills and attitudes needed to create inclusive learning environments for children with different types of abilities.
5. Begin to understand evidence based instruction and critically examine existing research on young children with disabilities.

**Brief description of modules/ Main modules:**

**Unit 1: Understanding Children with special needs (5 weeks)**

This unit introduces different approaches to defining disability and encourages students to consider how these approaches limit or facilitate participation of young children with disabilities in education programs. It introduces students to the International Classification of Functioning, Disability, and Health for Children and Youth developed by WHO. Students will have the opportunity to learn how some of the high incidence disabilities affect young children's ability to learn and socialize in various settings. They will apply the concept of micro identity to examine the nature of disadvantages experienced by young children in India.

1. Deconstructing disability: Approaches to defining disability

2. Prejudice, discrimination and marginalization
3. Nature of disabilities (high incidence disabilities)
4. Early identification and early intervention

### **Unit 2 : Rights of children with special needs (3 Weeks)**

This unit extends the discussion and encourages students to examine the states approach to defining and responding to the needs of young children with special needs by reviewing some of the existing legislations and policies. In small groups students will review one of the legislations. Persons with disabilities, parents of children with special needs, and professionals working with children will be invited to class to discuss and critique the implementation of the laws.

1. The Mental Health Act, 1987
2. The Rehabilitation Council of India Act, 1992
3. The Persons with Disabilities Act 1995
4. The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, & Multiple Disabilities Act, 1999
5. The Right to Information Act, 2005
6. The Right of Children to Free and Compulsory Education Act, 2009
7. The Rights of Persons with Disabilities Bill, 2014

### **Unit 3: Developing inclusive programs (6 weeks)**

Developing inclusive programs requires individuals to be creative and scientific in their approach. This unit introduces students to the various efforts to include young children with special needs, and the research studies conducted to document the effects of these initiatives. The unit is designed to engage students in evidence based practice.

1. Inclusion of young children: Access, participation and support
2. Identifying goals for children with special needs
3. Curriculum planning and modifications
4. Supporting children in their natural environments
5. Designing the learning environments
6. Embedded learning opportunities
7. Assistive technology
8. Individualized supports

### **Assessment Details with weights:**

- |  |     |
|--|-----|
| 1. Class Participation                   | 15% |
| 2. Paper on specific disability          | 30% |
| 3. Review and critique of legislation    | 25% |
| 4. Profile of a child with special needs | 30% |

### **Readings list:**

Batshaw, M., Roizen, N., Lotrecchiano, G (2013). *Children with disabilities*. Baltimore: Paul. H Brookes  
Chapter 14: Patterns in development and disability by Louis Pellegrino (pg.231-243)

Kalyanpur, M & Harry, B. (2012). *Cultural reciprocity in special education: Building*

*family –professional relationship*. Baltimore: Paul. H Brooks  
Chapter 2: Legal and epistemological underpinnings of the construction of disability (pg. 15-32)

National Council for Educational Research and Teaching (NCERT). (2006). Position Paper National Focus Group on Education of Children with Special Needs.

Meyer, L.H., Park, H-S, Grenot- Scheyer, M., Schwartz, I.S., Harry, B. (1998). *Making friends: The influences of culture and development*. Baltimore: Paul. H. Brooks  
Chapter 6: Promoting inclusive behaviour in inclusive classrooms (pgs 105-132)

Plous, S.(2002). *Understanding prejudice and discrimination*. McGraw Hill  
The Psychology of prejudice, stereotyping and discrimination: An overview (p.1-27)

National Early Childhood Technical Assistance Center NECTAC (2011). The importance of early intervention for infants and toddlers. Retrieved from  
<http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf> on 3/8/2015 (2 pages)

Simpson, S., Spencer, V., Warner, L. (2010). *Successful inclusion strategies*. Texas: Prefrock Press Inc.

Chapter 3: “Sam: A child with autism spectrum disorder” (p.35-60)

Chapter 8: “Emily: A child with visual impairment” (p.129-142)

Chapter 9: “Jose: A child with orthopedic impairment” (p. 113-128)

Stepanek, M. (2002). *Heartsongs*. New York: Hachette Books  
(A few poems from this book written by a child with special needs).

Stepanek, J. (2010). *Messenger: The legacy of Mattie J.T Stepanek and Heartsongs*. NAL Trade.  
(Excerpts from a book written by mother of Mattie Stepanek, a child with special needs)

WHO. (2007). International Classification of functioning, disability and health: Children and youth version. Retrieved from  
[http://apps.who.int/iris/bitstream/10665/43737/1/9789241547321\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/43737/1/9789241547321_eng.pdf).

WHO. (2011).World report on disability. Retrieved from  
[http://www.who.int/disabilities/world\\_report/2011/report.pdf](http://www.who.int/disabilities/world_report/2011/report.pdf) (pg.1-19)

#### **Supplementary Readings:**

Batshaw, M., Roizen, N., Lotrecchiano, G (2013). *Children with disabilities*. Baltimore: Paul. H Brooks

Simpson,S., Spencer,V., Warner,L. (2010). *Successful inclusion strategies*. Texas: Prefrock Press Inc.

Harry, B. (2010). *Melanie bird with broken wings: A mother’s story*. Baltimore: Paul. H Brookes.

Haddon, M. (2003). *Curious incident of the dog in the nighttime*. Great Britain: David Fickling Books

Alkazi, R. M. & Agarwal, S. (2014-2015). Fourth Annual Report: The Status of Inclusive Education of Children with Disabilities Under the Right to Education Act 2009

Hegarty, S., & Alur, M. (2002) Education and children with special needs. Sage: New Delhi  
Chapter 2: Special Needs Policy in India by M. Alur (pgs. 51-66)

Bhattacharya, T. (2010). Re-examining issue of inclusion in education. *Economic and Political Weekly*, XIV(16), 17-25.

Mehrotra, N. (2011). Disability Rights Movements in India : Politics and Practice, *Economic and Political Weekly*, XLVI No.6: 65:72, 2011.

Sharma, N. (2008). Research as intervention. In S. Anandalakshmy, N. Chaudhary, & N. Sharma, (Eds.). (2008). *Researching families and children: Culturally appropriate methods*. SAGE Publications India.

The Mental Health Act. (1987). Retrieved from  
<https://sadm.maharashtra.gov.in/sadm/GRs/Mental%20health%20act.pdf>

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act. (1995). Retrieved from <http://socialjustice.nic.in/pwdact1995.php>.

The Rehabilitation Council of India Act. (1992). Retrieved from  
[http://www.rehabcouncil.nic.in/writereaddata/RCI\\_Amendments\\_ACT.pdf](http://www.rehabcouncil.nic.in/writereaddata/RCI_Amendments_ACT.pdf).

The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, & Multiple Disabilities Act. (1999). Retrieved from <http://socialjustice.nic.in/pdf/ntact1999.pdf>

The Right to Information Act, 2005. Retrieved from <http://www.righttoinformation.gov.in/>

The Right of Children to Free and Compulsory Education Act (2009). Retrieved from  
<http://mhrd.gov.in/rte>.

UNESCO (1994). The Salamanca statement and framework for action on special needs education. Retrieved from [http://www.unesco.org/education/pdf/SALAMA\\_E.PDF](http://www.unesco.org/education/pdf/SALAMA_E.PDF) on 31/7/2015

### **Supplementary Readings:**

Sarva Siksha Abhyan (2006). Discovering New Paths in Inclusion: A documentation of home based education for CWSN in SSA . Retrieved from <http://vikaspedia.in/education/policies-and-schemes/inclusion-discovering-new-paths>.

Hegarty, S., & Alur, M. (2002) Education and children with special needs. Sage: New Delhi  
DEC and NAEYC. (2009). A joint position statement of Division for Early Childhood (DEC) and the National Association for Education of Young Children (NAEYC). Retrieved from  
[http://www.naeyc.org/files/naeyc/file/positions/DEC\\_NAEYC\\_EC\\_updatedKS.pdf](http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf) (5 pages)

Sen, R., & Goldbart, J. (2005). Partnerships in action: introducing family based intervention for children with disability in urban slums of Kolkata, India. *International Journal of Disability, Development, and Education*, 52(4), 275-311.

Bartan, E.E., & Smith, B.J. (2014). Brief Summary: Fact Sheet on research on preschool inclusion. Retrieved from <http://ectacenter.org/topics/inclusion/default.asp>. (5 pages)

Dunst, C. J., Bruder, M. B., Trivette, C.M., Hamley, D., McLean, M. (2001). Characteristics and consequences of everyday natural learning opportunities, *Topics in Early childhood special Education*, 21(68), 68-92. Retrieved from <http://www.uconnuceed.org/pdfs/CharacConsequen-2001.pdf>.

National Council for Educational Research and Teaching (NCERT). (2014). Including Children with Special Needs. Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/specialneeds.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/specialneeds.pdf) (Excerpts from the document)

Strain, P. (2014). *Inclusion of children with disabilities: What we know and what we should be doing*. Retrieved from <http://ectacenter.org/topics/inclusion/default.asp> (2 pages)

Grisham-Brown, J., Hemmeter, M. L., Pretti-Frontczak. (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore: Paul. H Brooks  
Chapter 6: Curriculum planning (pp. 157-185)  
Chapter 8: Individualizing instruction to support children's learning (pp. 215-242)

Noonan, M., & McCormick, L. (2014). *Teaching young children with disabilities in their natural environments*. Baltimore: Paul. H Brookes  
Chapter 13: Environmental arrangements, adaptations, assistive technologies (pp. 149-176)

WHO. (2011). World report on disability. Increasing the use and affordability of technology. (pg. 117-118)

### **Supplementary Readings**

Bricker, D., Clifford, J., Yovanoff, P., Pretti-Frontczak, K., Waddell, M., Allen, D., & Hoselton, R. (2008). Eligibility determination using a curriculum-based assessment: A further examination. *Journal of Early Intervention*, 31(1), 3-21. DOI: 10.1177/1053815108324422

Cook, R. E. (2011). *Adapting early childhood curricula for children with special needs*. NJ: Pearson

Noonan, M., & McCormick, L. (2014). *Teaching young children with disabilities in their natural environments*. Baltimore: Paul. H Brookes

Moore, L. O. (2009). *Inclusion strategies for young children: a resource guide for teachers, childcare providers, and parents* (Second Edition). CA: Corwin