

BHARATHIYAR UNIVERSITY, COIMBATORE 641046

For the candidates admitted from the academic year 2022-23 onwards

Minimum qualification for admission to Diploma in Teaching Children with Autism and ADHD is pass in Standard X.

Scheme of Examinations

S. no	Title of the course	Credits	Maximum Marks
1	Recognizing children with Autism and ADHD	4	100
2	Behaviours of Children with Autism & ADHD	4	100
3	Principles of Teaching Children with ADHD	4	100
4	Strategies to Teach Students with Autism & ADHD	4	100
5	Classroom practice - TEACHH	4	100
6	Case Study – Learning Behaviors	4	100
7	Report Writing – Addressing Children with Autism & ADHD	4	100
8	Internship	4	100
	Total	32	800

Course Duration – 12 months

Question paper Pattern: Theory

Section A: (10 x 2=20 Marks)

Answer ALL the questions

Section B: (5 x 6 = 30 Marks)

Answer ALL the questions either (a) or (b)

Section C: (5 x 10 = 50)

Answer ALL the questions either (a) or (b)

Duration of examinations for all papers is three hours.

*Minimum Pass Mark: 40 Marks

DIPLOMA IN TEACHING CHILDREN WITH AUTISM AND ADHD

Paper I – Recognizing children with Autism and ADHD

Unit: 1	Introduction to Autism
Introduction to Autism-Identification and causes of ADHD and Autism – effects of Autism - risk factors of developing autism - genetics and environmental - causes of autism in children-	
Unit: 2	Symptoms and Indicators of Autism
Understanding the symptom and Indicators of autism- the impact of Triad of impairments- social communication – social interaction – social imagination and sensory issues at different stages in child 's development.	
Unit:3	Sensory and other issues connected with Autism
Recognising the sensory issues experienced by people with Autism- hypo-sensitivity, hypersensitivity- medical disorders linked to Autism- behavioural disorders linked to Autism	
Unit:4	Stages of development
Comparison of Normal Child Development & Development in children with autism- Stages of development – understanding Stage Theories – Sigmund Freud (1856-1939)- Jean Piaget (Switzerland 1896-1980)- John H Flavell (USA 1928 till date)- explanation of how social and emotional and language development are delayed in children with Autism	
Unit:5	Types of Autism
Introduction to types of Autism- understanding the effects, identification of autism in children	
Reference Books	
1	Gillian Boot, Ruth Golton (2022). - <i>Course Manual</i> . Good Word Communication Services PVT Ltd: New Delhi
2	Grandin T,(1995). Thinking In Pictures. London, Bloomsbury Publishing. (<i>Also available as an E-Book and an audiobook.</i>)
3	Haddon Mark, (2003). The Curious Incident of the Dog In The Nighttime Jonathan Cape (UK)
4	Higashida N Mitchell D, (2013). The Reason I Jump: One Boy's Voice From The Silence Of Autism. London, Hodder & Stoughton
5	http://autismsocietyofindia.org/about-autism/
6	http://rsrr.in/2020/09/29/new-education-policy-inclusive-education-india/
7	http://www.autism-india.org/about-autism.php
8	http://www.autism-india.org/government-schemes-programmes.php

Paper – II – Behaviours of Children with Autism & ADHD

Unit: 1	Understanding mental states	
Introduction to behaviour in Autism –understanding mental states – memory and emotions		
Unit: 2	Factors affecting behaviour	
Understanding the factors affecting behaviour in children-temperament, attachment, parenting styles, mental health.		
Unit: 3	Why? Children with autism behave differently	
Understanding why children with autism behave differently – mental states, rigidity, memory and emotions, social development -understanding communication and language in children with autism – getting meaning across, teaching children with autism how to communicate -what echolalia is and how it affects children with autism -Sensory integration in children with autism – overloads, meltdowns and how to manage them -Six stages of a crisis and how to manage them		
Unit: 4	Modifying behaviour	
Learning how to Modify the behaviour – what affects the Children's behaviour - how neuro-typical children behave?		
Unit:5	Active Styles of Autism	
Modifying behaviour in a child with Autism- reward systems, ABC charts- reinforcing positive behaviours -- how behaviour differs in children with who have withdrawn, passive or active styles of autism		
Reference Books		
1	Gillian Boot, Ruth Golton (2022). - <i>Course Manual</i> . Good Word Communication Services PVT Ltd: New Delhi	
2	https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf	
3	https://www.orfonline.org/expert-speak/assessing-the-level-of-inclusive-education-at-theschool-level-in-india/	
4	https://www.thebetterindia.com/21315/20-organizations-that-cater-to-autistic-children-andadults-in-india/	
5	https://www.ukfiet.org/2020/examining-disability-inclusion-in-indias-new-national-educationpolicy/	
6	https://www.youtube.com/watch?v=f6u7B4xSXwQ&ab_channel=AshokaIndia	

Paper – III –Principles of Teaching Children with ADHD

Unit: 1	Recognising ADHD	
Definition of ADHD- differences between ADD and ADHD – 3 types of ADHD – history and causes -		
Unit: 2	Development in children with ADHD	
Comparison of Normal Child Development & Development in children with ADHD		
Unit:3	Developmental Coordination Disorder	
Identification of DCD-		
Unit:4	Factors affecting behaviour	
Difficulties children with ADHD face with writing		
Unit: 5	Strategies for supporting a child with ADHD	
Strategies to improve misbehaviour, to help a child work independently...		
Reference Books		
1	Gillian Boot, Ruth Golton (2022). - <i>Course Manual</i> . Good Word Communication Services PVT Ltd: New Delhi	
2	https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf	
3	https://www.orfonline.org/expert-speak/assessing-the-level-of-inclusive-education-at-thescchool-level-in-india/	
4	https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf	
5	https://www.thebetterindia.com/21315/20-organizations-that-cater-to-autistic-children-andadults-in-india/	
6	https://www.youtube.com/watch?v=f6u7B4xSXwQ&ab_channel=AshokaIndia	
7	Verdick, Elizabeth., Reeve, Elizabeth. (2012) The survival guide for kids with autistic spectrum disorder. Minneapolis, Free spirit publishing inc.	
8	https://yourstory.com/socialstory/2019/04/organisations-india-awareness-autism-educationgbw039jmqw?utm_pageloadtype=scroll	
9	https://www.ukfiet.org/2020/examining-disability-inclusion-in-indias-new-national-educationpolicy/	

Paper – IV-Strategies to Teach Students with Autism & ADHD

Unit: 1	Strategies for catering for a child with Autism	
Teaching social rules, sensory integration, dealing with meltdowns		
Unit: 2	Strategies for catering for a child with ADHD	
Strategies to help a child with ADHD in the class – misbehaving; work independently		
Unit:3	Managing a crisis	
Six stages of a crisis and managing them		
Unit:4	Learning styles	
Learning styles of children with Autism and ADHD – incorporating multi-sensory activities		
Unit:5	TEACHH approach	
Introduction to TEACHH approach- creating a TEACHH workstation		
Reference Books		
1	Gillian Boot, Ruth Golton (2022). - <i>Course Manual</i> . Good Word Communication Services PVT Ltd: New Delhi	
2	https://www.thebetterindia.com/21315/20-organizations-that-cater-to-autistic-children-andadults-in-india/	
3	https://www.youtube.com/watch?v=f6u7B4xSXwQ&ab_channel=AshokaIndia	
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6	https://www.ukfiet.org/2020/examining-disability-inclusion-in-indias-new-national-educationpolicy/	

PAPER V - Classroom practice - TEACCH
Practical 1

1	Classroom practice design a workstation for a child with ASD/ADHD using TEACCH approach
2	Classroom practice- using schedules written or symbolic schedules – low stimulation areas- providing sensory breaks
3	understanding the TEACCH method

PAPER VI – Case Study - Learning Behaviors
Practical 2

1	Case Study - Recognizing learning styles of children with ASD/ADHD
2	Show how you adapt teaching methods to cater for their needs

PAPER VII
Practical 3- Addressing Children with Autism & ADHD

Report writing	
1	Prepare a report on school readiness for addressing children with Autism and ADHD
Note: Each student undergo practical in the given practical components of Paper I, II & III and submit report in the form of record on the completion of the practical.	

PAPER VIII
INTERNSHIP

1	Prepare a report on school readiness for addressing children with Autism and ADHD	
Each student has to undergo an Internship in selected School for a period of 20 hours. Select a student for the case study and submit an Internship Report on the completion of the internship training.		
For the case study, the details of the student, level of disability and other information should be collected and recorded.		
He/ She has to observe the overall activities i.e., administration, curricular and co-curricular activities, teaching – learning method, structure of the classroom, available resources etc., of the educational institution.		
Hundred marks will be awarded for both record submission (40 marks) and evaluation (60 marks).		
Evaluation procedure for Practical and Internship		
The following break up of marks will be followed for assessment of practical papers I, II, III and Internship.		
1	Submission of report	40 marks
2	Valuation by internal examiner	60 marks
Total		100 marks