

# **THE TAMIL NADU DR. M.G.R. MEDICAL UNIVERSITY**

## **POST GRADUATE DIPLOMA COURSE IN LEARNING DISABILITIES**

### **OBJECTIVES:**

#### **The primary objectives of the Post Graduate Diploma are:**

1. To enable students to have an understanding of the basics of learning and the role of the human brain in learning and comprehension.
2. To impart knowledge regarding normal stages of child development and child psychology.
3. To help students understanding learning disabilities in children, their causes, manifestations and methods of screening and assessing children with learning disabilities.
4. To impart knowledgement of the concepts involved in remedial training.
5. To train them in remedial education strategies and in methods of organizing and working in a special education program / center for children with learning disabilities.
6. To give hands on experience through internship in schools where children with learning disabilities study towards planning and implementing individualized training for children with learning disabilities.

### **1. ELIGIBILITY FOR ADMISSION TO THE COURSE**

(a) A graduate in any field with a degree from a recognized university shall be eligible for admission to the course leading to the Post Graduate Diploma in Learning Disabilities (excluding engineering, Law, any other technical profession).

The candidate's age should be 40 years or less at the time of submission of application.

### **2. DURATION OF THE COURSE**

This one year course (PG Diploma in Learning Disabilities) is of a minimum duration of 240 hours duration of teaching and practical whichever applicable.

**Maximum Duration**

**12 months**

### 3. ATTENDANCE

A candidate shall be permitted to appear for the Examinations only if he/she secures not less than 80% of attendance of each Subject/Paper or as prescribed by the Syndicate from time to time.

### 4. COURSE OF STUDY

The course of study for the Post Graduate Diploma shall consist of 4 papers and two practicals.

### 5. SCHEME OF EXAMINATION

#### SEMESTER – I

Paper	Name of The Paper	Unvi. Exam	Internal Marks	Max. Marks	Hours	Credits
Paper I	Basic Psychology	80	20	100	3 hours	5
Paper II	Learning Disabilities	80	20	100	3 hours	5
Paper III	Learning Disabilities and Management	80	20	100	3 hours	5
<b>SEMESTER – II</b>						
Paper IV	Development and Medical Aspects in Children & Adolescents	80	20	100	3 hours	5
Paper V	Case Studies (Diagnosis)	80	20	100	3 hours	5
Paper VI	Remedial Measures – Practical Case work (Intervention)	80	20	100	3 hours	5

### 6. PASSING MINIMUM

A candidate shall be declare to have passed in each Paper / Subject, if he/she secures NOT LESS THAN 40% of the marks prescribed for the examinations.

### 7. CLASSIFICATION OF SUCCESSFUL CANDIDATE

Successful candidates passing the whole examinations and securing the marks (i) 60 percent and above (ii) 50 percent and above but below 60 percent in the aggregate of the marks prescribed for the course shall be declared to have passed the examination in the FIRST and SECOND Class respectively. All other successful candidates shall be declared to have passed the examinations in the THIRD Class.

## 8. QUESTION PAPER DESIGN

Pattern of Question Paper for the maximum of 80 marks for Written Examination and 20 Marks for Internal Marks / Viva-Voce / Practicals if any.

		Marks	Total
Part-I	Very Short Answer	10x2	20
Part-II	Short Answer	5x6	30
Part-III	Essay	2x15	<u>30</u>
<b>Grand Total</b>			<b><u>80 Marks</u></b>

The break up of marks for paper V and VI are as follows:

### **PAPER-V**

Internal Assessment	20 Marks
Intervention Report	60 Marks
Viva/voce	<u>20 Marks</u>
<b>Total Marks</b>	<b><u>100 Marks</u></b>

### **PAPER-VI**

Internal Assessment	20 Marks
Case Study Report	60 Marks
Viva/voce	<u>20 Marks</u>
<b>Total Marks</b>	<b><u>100 Marks</u></b>

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**2007-2008**  
**SEMESTER – I**

**PAPER I – BASIC PSYCHOLOGY**

**OBJECTIVES:**

1. To enable the students to understand the basics of Psychology.
2. To get to know the concept of intelligence theories. I.Q. intelligence tests assessment and interpretation.
3. To understand what is memory, learning and creativity. To know the learning theories and the development of creativity.
4. To enable the students to have some idea on motivation and emotion which are vital in human life.
5. To know about personality, theories of personality and personality assessment.
6. To enable the students the meaning and role of play in child's development.
7. To get an understanding of the term counselling and guidance, its types and characteristics of the counselling and the Counselor.

**UNIT – I INTRODUCTION TO PSYCHOLOGY**

- Definition of Psychology
- Scope of Psychology
- Branches of Psychology

**UNIT – II PERCEPTION**

- Definition
- Attention – Subjective & Objective Factors.
- Organization
- Movement
- Depth Perception

**UNIT – III LEARNING AND MEMORY**

- Definition of Learning
- Conditioning – Classical and Operant
- Social Learning
- Structure and Memory Span
- Remembering and Forgetting
- Strategies to improve Memory

#### **UNIT – IV INTELLIGENCE AND CREATIVITY**

- Definition of Intelligence
- Types of Intelligence – Verbal, Multiple & EQ (Emotional Quotient)
- Theories of Intelligence
- I.Q. Intelligence Tests, Assessment
- Meaning of Creativity
- Values and Development of Creativity
- Expression of Creativity
- Barriers / Hazards to Creativity

#### **UNIT – V MOTIVATION AND EMOTION**

- Definition of Motivation
- Types of Motives
- Definition of Emotion
- Theories of Emotion
- Role of Emotion in Development

#### **UNIT – VI PERSONALITY**

- Definition
- Brief Review of Personality Theories
- Types of Personality
- Assessment of Personality and Personality Tests

#### **References:**

1. Rosenzweig, Breedlove, Leiman; Biological Psychology, Third edition, Sinauer Associates, Sunderland, 2002.
2. Robert A, Baron; Psychology, Fifth edition, Pearson Education, Singapore, 2002.

## PAPER II – LEARNING DISABILITIES

### OBJECTIVES:

1. To enable the students to understand the Basic concepts of Learning Disabilities and historical aspects of Learning Disabilities.
2. To get an understanding of the various types of Learning Disabilities. The classification of Learning Disabilities and the causes and manifestations of reading, writing, spelling and arithmetic disorders.
3. To enable the students to understand the concepts of assessment of Learning Disabilities and various assessment techniques of Learning Disabilities.
4. To enable the students to know about the assessment of attitudes of parents and teachers of Learning Disability and ADHD children.
5. To get an understanding of the various tests and scales those are used in screening of Learning Disability children.

### **UNIT – I LEARNING DISABILITY**

- Definition
- Historical Aspects of Learning Disability

### **UNIT-II TYPES OF LEARNING DISABILITY**

- Definition: Different Types of Learning Disability
- Slow Learner
- ADGD with Learning Disability
- Non-verbal Learning Disability (Differential Diagnosis between nonverbal L.D. and L.D. for reading and maths).
- Gifted Learning Disability.

### **UNIT-III CLASSIFICATION OF LEARNING DISABILITY**

- Reading Disorder, Writing Disorder, Spelling Disorder & Arithmetic Disorder
- Causes & Manifestation of Reading, Writing, Spelling, Arithmetic Disorders.

### **UNIT-IV ASSESSMENT OF LEARNING DISABILITIES**

- Learning Disability – Informal assessment by teachers and formal assessment.
- Slow Learner
- ADHD with Learning Disability
- Non-verbal Learning Disability
- Gifted students with Learning Disability.

**UNIT-V ASSESSMENT TECHNIQUES IN LEARNING DISABILITY**

- Clinical (Motor, Speech, Neuro development)
- Psychological (Intelligence, Attention & Concentration, Visual Motor, Social Maturity, Personality, Emotional Stress, Memory)
- Educational (Reading, Writing, Spelling, Mathematics)

**UNIT-VI ASSESSMENT OF ATTITUDE OF PARENTS & TEACHERS**

- Assessment of Attitude of Parents / Caregivers - Teachers – Siblings
- Assessment of Learning Disability in ADHD Children

**UNIT-VII VARIOUS TESTS AND SCALES FOR LEARNING DISABILITY**

- TR. MILES Dyslexia Scale
- Eastern and Western Scale
- Other LD screening scale

**References:**

1. Jim Ysseldyke, Bob Algozzine; Teaching Students with Learning Disabilities; Corwin Press, A Sage Publication Company California, 2006.
2. Jim Ysseldyke, Bob Algozzine; Effective Assessment for Students with Special Needs; Corwin Press, A Sage Publication Company California, 2006.
3. Betty B. Osman; Learning Disabilities and ADHD, Second edition, 1997.

## **PAPER III – LEARNING DISABILITIES AND MANAGEMENT**

### **OBJECTIVES:**

1. To enable the students to understand the meaning of Remedial Teaching.
2. To enable the students to have knowledge of various types of Remedial Measures for various disabilities like reading, writing, spelling and arithmetic.
3. To enable the students to understand the teaching basic concepts of language and enhancement of writing skills.
4. To help the students to know the meaning of phonetics and phonetic methods relevant to Learning Disabilities.
5. To help the students to know the application of computer aided methods of learning and other forms of therapy like music therapy, sensory motor integration, occupational therapy and behaviour therapy.
6. To help the students have knowledge of counseling for parents / caregivers, teachers and various alternate educational agencies like National Open Schooling.
7. To enable the students to know about the facilities available for Learning Disability children and the various Non-Government organizations for Learning Disability and support groups for Learning Disability children.

### **UNIT – I IDENTIFICATION & MANAGEMENT**

- Meaning of Remedial Teaching
- Types of Remedial Measures for various disorder Like Reading, Writing, Spelling & Arithmetic.
- Teaching Basic Concepts of Language
- Enhancement of Writing Skills.

### **UNIT – II DEFINITION OF PHONETICS & OTHER REMEDIAL MEASURES**

- Meaning of Phonetics
- Phonetic Methods Relevant to Learning Disability
- Spelling rules
- Paragraph writing
- Error monitoring
- Study skills
- Sentence writing strategies
- Spelling strategies
- Reading strategies



### **UNIT – III OTHER FORMS OF MANAGEMENT METHODS**

- Application of Computer Methods
- Sensory Motor Integration – Definition, Uses and its Application for Learning Disability
- Occupation Therapy – Definition, Uses and its Application for Learning Disability
- Meaning of Behaviour Therapy, Behaviour Therapy Techniques and its uses in Learning Disability
- Thinking skills – Feuerstein

### **UNIT – IV COUNSELING AND GUIDANCE**

- Counseling for Learning Disability Parents and Children
- Guidance for Teachers of Learning Disability Children

### **UNIT – V FACILITIES FOR LEARNING DISABILITY CHILDREN**

- Definition & Uses of Alternate Educational Agencies like NOS (National Open Schooling) Distance Education
- Facilities Available for Learning Disability Children in Board Examinations of State and Central Governments
- Support Groups, NGO's for Learning Disability. Remedial Education Centers and Organizations Working for Learning Disabilities.

#### **References:**

1. Gilbert Guerin & Mary C. Male; Addressing Learning Disabilities and Difficulties, Second edition, Corwin Press, A Sage Publication Company California 2006
2. Prathibha Karanth, Joe Rozario; Learning Disabilities in India, First edition, Sage Publication, New Delhi.2003

**PAPER IV – DEVELOPMENT AND MEDICAL ASPECTS  
IN CHILDREN AND ADOLESCENTS**

**OBJECTIVES:**

- To Give An Insight Into The Basic Of Child Development.
- To familiarize the student with fundamentals of antenatal, prenatal and postnatal factors affecting development.
- To give them an outline of common medical conditions occurring in children and associated with LD.
- To expose them to the basics of anatomy, physiology, endocrinology, metabolism and other allied medical sciences related to LD and its remedy.

**UNIT I**

**FUNDAMENTALS OF DEVELOPMENT**

- Development of young child (up to 1 year)
- Development of The Pre-School child (1 to 5 years)
- Development of The School going child (5 to 12 years)
- Development of The adolescent child (13 to 18 years)

**UNIT II**

**FETAL DEVELOPMENT**

- Stages of fetal development
- Antenatal and prenatal factors (maternal anemia, diabetes, hypertension and premature of the infant)
- Natal and postnatal factors (prolonged labour)
- Intra-uterine and neonatal infections affecting the Brain (like rubella, meningitis)

**UNIT III**

**MEDICAL BASICS RELATED TO LEARNING DISORDERS**

- Anatomy and physiology (brain structure & function of brain)
- Immunology (preventive aspects)
- Endocrinology (thyroid disorder)
- Metabolism (diabetes)
- Nutrition (anemia , malnutrition)

**UNIT IV**

**BASICS OF GENETICS**

- Medical genetics
- Genetic disorders associated with LD
- Genetic basis of LD

## **UNIT V**

### **DEVELOPMENTAL DISORDERS**

- Attention Deficit Hyperactivity Disorder
- Autism Spectrum Disorders
- Neurological Disorders
- Communication Defects
- Behavioural Disorders
- Importance of Medical interventions (Drugs, speech and occupational therapy)

### **Reference:**

1. Parthasarathy A (Ed), IAP Textbook of pediatrics, 3<sup>rd</sup> Edition, 2006
2. Illingworth RS, The Normal Child, 10<sup>th</sup> Edition, 2002
3. The Pediatric Clinics of North America – The Child with Developmental Disabilities, Volume 40, Number 3, June 1993
4. Thacker N Sha NK (Eds), Immunisation in Clinical Practice, 1<sup>st</sup> Edition 2005
5. Gupte S (Ed), Recent Advance in Pediatrics-Nutrition growth and development, 1<sup>st</sup> Edition 1997.

## **PRACTICALS**

1. Assignment cum Seminar Presentation. The assignment will be based on the hands on experience during internship in the institution for learning disabilities.
2. Identification children with special learning disabilities through classroom screening.
3. Case studies- Five cases of learning disabilities – Each case study has to be comprehensive including presenting problems, assessment using standard tools, investigation, clinical descriptions and suggestions for intervention and rehabilitation strategies.

### **SEMESTER –II**

#### **PAPER V CASE STUDIES (DIAGNOSIS)**

1. Case studies- Five cases of learning disabilities – Each case study has to be comprehensive including presenting problems, assessment using standard tools, investigation, clinical descriptions and suggestions for intervention and rehabilitation strategies.
2. Assignment cum Seminar Presentation. The assignment will be based on the hands on experience during internship in the institution for learning disabilities.
3. Identification children with special learning disabilities through classroom screening.

#### **PAPER VI REMEDIAL MANAGEMENT – PRACTICAL CASE WORK (INTERVENTION)**

Five cases of learning disability children to be given remedial coaching in reading, writing, spelling and arithmetic.

