B.Ed. Special Education – Intellectual Disability / Visual Impairment

C-16 PSYCHO SOCIAL AND FAMILY ISSUES

Semester - III

**Credits: 02**

**Marks: 50 (External 35, Internal 15)**

**Contact Hours: 15 Weeks**

**Introduction of the Course**

Children with Visual Impairment belong to families. It is important to explore family backgrounds and their influence on how visually impaired are perceived and how children perceive themselves, and how they behave in consequence. The learners need to develop an insight into the plethora of emotions the family goes through at the birth of a special child, the challenges they face throughout the life of the visually impaired, and the roles and responsibilities of the family and the community.

**Learning Outcomes**

After completing the course student-teachers will be able to

* Describe the effect of birth of a child with visual impairment on the family.
* Analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood.
* Explain the role of parent community partnership in the rehabilitation of a person with visual impairment.
* Develop different skills to empower families in meeting the challenges of having a child with visual impairment.

**Unit 1: Family of a Child with Visual Impairment (10 hours)**

1. Birth of a child with visual impairment and its effect on parents and family dynamics
	1. Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting

1.3 Attitudes of parents, siblings and society related to visual impairment and attitude modification

1.4 Role of family in early stimulation, early intervention and concept development 1.5 Need for family involvement in educational programme and participation in community based rehabilitation programme

**Unit 2: Parental Issues and Concerns (10 hours)**

2.1 Informed choices regarding educational placement and facilities available

2.2 Issues related to transition to adulthood- sexuality, employment, marriage

* 1. Gender and disability
	2. Formation of parent self-help groups and family support networking

 2.5 Awareness of Legal provisions, concessions and advocacy

**Unit 3: Involving families to meet the challenges of children with visual impairment (10 hours)**

* 1. Encouraging families to enhance pro social behaviour
	2. Supporting children with visual impairment to cope with stress.

3.3 Involving families in fostering and developing recreation and leisure time activities

3.4 Providing support to meet with the challenges of adventitious visual impairment.

3.5 Soft skills and social skills training

**Course Work/ Practical/ Field Engagement (Any Two)**

* Interview family members of three children with visual impairment (congenital/
adventitious and blind, low vision and VIMD) and analyze their reactions and attitude
towards the child
* Prepare and present a list of activities how parents, siblings, and grandparents can be
engaged with the child with visual impairment
* Prepare charts/ conduct street plays/ make oral presentations to remove myths related
to visual impairment
* Visit schools for the visually impaired and make presentations before the parents on
Government concessions and auxiliary services available

**Essential Readings**

* Bhandari, R., & Narayan, J. (2009).Creating learning opportunities: a step by step
guide to teaching students with vision impairment and additional disabilities,
including deafblindness. India: Voice and vision.
* Hansen, J. C., Rossberg, R.H., & Cramer, S.H. (1994). Counselling Theory and
Process. Allyn and Bacon: USA
* Lowenfeld, B. (1969). Blind children learn to read. Springfield: Charles C. Thomas.
* Lowenfeld, B. (1973).Visually Handicapped Child in School; New York: American
Foundation for the Blind.
* Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to
Integration.Springfield: Charles C. Thomas.
* Mani, M. N. G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling
publishers Pvt. Ltd.
* Narayan, J., & Riggio, M. (2005). Creating play environment for children. USA:
Hilton/ Perkins.
* Shah, A. (2008). Basics in guidance and Counselling. New Delhi:Global Vision
Publishing House.
* Smith, D. D., & Luckasson, R. (1995). Introduction to Special Education - Teaching
in an age of Challenge.(2Ed).USA: Allyn & Bacon.

**Suggested Readings**

* Bhan, S. (2014). Understanding learners-A handbook for teachers. Prasad Psycho
 Corporation, New Delhi.
* Early Support for children, young people and families (2012). Information about
 Visual Impairment, Retrieved from
 http://www.ncb.org.uk/media/875236/earlysupportvisimppart1final.pdf
* Kundu, C. L. (2000). Status of Disability in India. New Delhi: RCI.
* Lowenfeld, B. (1971). Psychological problems of children with impaired vision,
 Prentice-Hall.

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| Examination Scheme and Mode:Total Marks: 50Internal Assessment: 15 marksEnd semester University Examination: 35 marksThe internal assessment of the course may include class participation, assignments, class tests, projects, field work, presentations, or any other as decided by the faculty  |