No. of Printed Pages : 4

BCD–107

CERTIFICATE IN EARLY CHILDHOOD SPECIAL EDUCATION ENABLING INCLUSION–INTELLECTUAL DISABILITY (CESEIID)

Term-End Examination

December, 2025

BCD-107 : EARLY INTERVENTION AND EARLY CHILDHOOD EDUCATION FOR CHILDREN WITH INTELLECTUAL DISABILITY

Time : 3 Hours *Maximum Marks : 100*

Note : *(i) Attempt any* ***five*** *questions.*

(ii) Each question carries equal marks.

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1. (a) Explain the term 'assessment'. List its *four* purposes. Describe the use of assessment for diagnosis, including who can do diagnosis and when and how to do it. 15

   (b) Differentiate between 'direct teaching' and 'discovery learning'. 5

2. (a) List the steps involved in planning an Individualized Education Programme (IEP). Explain the step 'Converting Short-term Goals into Objectives' in detail. 15

   (b) Describe in brief any *two* study skills that help children in learning. 5

3. (a) Define the term 'learning'. Explain the following principle of learning giving examples : 2+8

   "Learning proceeds from known to unknown."

   (b) Describe the key components of functional academics and how these help individuals to apply academic skills to everyday life. 5+5

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4. (a) Explain the term 'reinforcement'. Explain how you will use the strategy of reinforcement to teach a task to a child with intellectual disability. 15

   (b) Describe *one* blowing and *one* sucking exercise. State the specific aspect of speech they improve. 5

5. (a) Explain the Whole Word Approach in functional reading and its benefits in teaching individuals to recognize and understand words. 15

   (b) Describe any *two* common types of communication difficulties faced by individuals with intellectual disabilities and their impact on daily interactions. 5

6. (a) State the changes that the child needs to adjust to when she makes the transition from the preschool to the primary school. 10

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(b) Suggest *one* activity for each of the following to be carried out with a child with intellectual disability : 10

(i) Encouraging the child to roll over

(ii) Encourage the child to stand

(iii) Fostering reaching for objects

(iv) Fostering sense of balance

7. (a) Explain the following *two* techniques and their application in modifying the behaviour of a child with intellectual disability : 7+7

(i) Changing the situation

(ii) Over correction

(b) How will you decide what are priority goals for the child ? 6

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