No. of Printed Pages : 4

BCD–107

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

Term-End Examination

June, 2025

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

Time : 3 Hours *Maximum Marks : 100*

Note : *Answer any* ***five*** *questions. All questions carry equal marks.*

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

   (b) Differentiate between 'experiential learning' and 'guided 'learning'. 5

2. (a) List the steps involved in planning an Individualized Education Programme (IEP). Explain the step 'Identifying Annual Goals' in detail. 15

   (b) Why is it important to teach the child in an appropriate context ? 5

3. (a) Define the term 'learning'. Explain the 'maintenance' and 'generalization' stages of learning. Explain how intellectual disability affects learning during these stages. 2+8+4

   (b) Describe in brief about case history. 6

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4. (a) Explain what is task analysis. How is it performed and how it do support the educator in teaching a child with intellectual disability ? 15

   (b) Define reinforcement. List any *three* types of reinforcers. 2+3

5. (a) Explain the strategies you will use to teach the child how to read and write numerals upto 10. 15

   (b) What are the key factors to consider when teaching concepts ? 5

6. (a) What are the essential readiness skills for a child's transition to primary school ? 6+6

   (b) Explain about forward chaining and backward chaining. 4+4

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

   (i) Ignoring

   (ii) Physical restraint

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(b) Suggest *one* activity for each of the following that can be carried out with a child with intellectual disability : 6

(i) Fostering concept of space

(ii) Fostering concept of size

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