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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.*

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

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

- (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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