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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.

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

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

(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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