## Title of Paper: Identification & Assessment of Persons with Mental Retardation

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<th>Unit</th>
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| I Mental Retardation - Nature, needs and Identification | **Historical perspective of the concept of mental retardation. Updating nomenclature regarding terminology in Mental Retardation**  
**Definition of mental retardation - ICD - 10, AAIDD, WHO, Legal definition (PWD Act) in India used for certification; incidence and prevalence.**  
**Classification of MR (medical, educational, psychological).**  
**Characteristics of People with mild, moderate, severe and profound MR**  
**Screening and identification of mental retardation in pre-school, school, adolescence and adulthood.** | |
| II Mental Retardation - Additional impairments and Social Perspectives | **Introduction to associated conditions and educational implications**  
**Sensory impairments - vision, hearing, Motor impairments - cerebral palsy, congenital deformities, muscular dysfunction**  
**Epilepsy, Emotional disorders and Autism**  
**Mental Retardation and Mental Illness – Differences, Mental retardation and its Psycho-Social aspects - exploitation, delinquency, Child Labour, child abuse.**  
**Rights and advocacy, Misconceptions and social practice, Sex Education and Marriage** | |
| III Assessment and Evaluation | **Assessment: concept and definition, purpose**  
**Tools of assessment: tests (NRT, CRT, teacher made) observation and interview**  
**Areas of Assessment – psychological, educational, behavioral ecological and clinical, assessment for varied ages and severity levels (Pre-School, School Level & Vocational).**  
**Evaluation methods – formative and summative**  
**Interpretation of assessment results and program, reporting.** | |
| IV Assessment of Adaptive Behaviour | **Tools for assessment of Adaptive Behaviour**  
**Assessment tools with reference to Indian context**  
**Documentation and recording**  
**Assessment and interpretation of results in order to formulate a functional plan**  
**Evaluation and Follow up** | |
| V Transitional and Vocational Assessment | **Support Intensity Scale**  
**Vocational assessment**  
**Transition from School to Work**  
**Vocational training**  
**Employment Models: Supported, Sheltered, Home - Based, Self - Employment, Inclusive** | |
Basic Text & Reference Books:-

- Narayan, J. Graduate Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
- Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.