

ALLAMA IQBAL OPEN UNIVERSITY
(Department of Special Education)

WARNING

1. PLAGIARISM OR HIRING OF GHOST WRITER(S) FOR SOLVING THE ASSIGNMENT(S) WILL DEBAR THE STUDENT FROM AWARD OF DEGREE/CERTIFICATE IF FOUND AT ANY STAGE.
2. SUBMITTING ASSIGNMENTS BORROWED OR STOLEN FROM OTHER(S) AS ONE'S OWN WILL BE PENALIZED AS DEFINED IN "AIOU PLAGIARISM POLICY".

Course: Instructional Material Development in Special Education (8321)

Semester: Spring, 2026

Level: B.Ed. (ADE Based/4 Years) Special Education

Total Marks: 100

Pass Marks: 50

ASSIGNMENT No. 1
(Unit 1–5)

Note: Attempt all questions. Please avoid reproducing from books; your own analysis would be appreciated.

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| Q.1 | Define instructional materials in special education. Explain how accessible, individualized, engaging, and culturally relevant materials support students with disabilities in Pakistani classrooms. | 20 |
| Q.2 | Discuss the historical development of instructional materials for learners with disabilities. How have inclusion, Universal Design for Learning, technology, and evidence-based practice changed current material development trends? | 20 |
| Q.3 | Analyze the learning needs of students with visual impairment, hearing impairment, intellectual disability, physical disability, and autism spectrum disorder. Suggest one suitable instructional material adaptation for each category. | 20 |
| Q.4 | Explain how ADDIE, Backward Design, and Bloom's Taxonomy can guide the development of instructional materials for special education. Support your answer with classroom examples. | 20 |
| Q.5 | What criteria should a teacher use while selecting and adapting instructional materials for students with special needs? Discuss accessibility, cultural responsiveness, cost, durability, learner engagement, and alignment with IEP goals. | 20 |

ASSIGNMENT No. 2
(Unit 6–9)

Total Marks: 100

Pass Marks: 50

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| Q.1 | Differentiate among no-tech, low-tech, and high-tech assistive tools. Explain how the SETT framework can help teachers select appropriate technology for learners with disabilities. | 20 |
| Q.2 | How can instructional materials be adapted for assessment in special education? Discuss formative assessment, summative assessment, alternative response formats, extended time, observation checklists, and progress monitoring. | 20 |
| Q.3 | Describe the role of collaboration in the development and implementation of instructional materials. How can special educators, general teachers, therapists, parents, students, and community members work together? | 20 |
| Q.4 | Discuss ethical issues in instructional material development for special education. Include privacy, confidentiality, dignity, avoidance of stereotypes, accessibility, and informed use of student data. | 20 |
| Q.5 | Design a culturally responsive instructional material for a Pakistani learner with a disability. Mention the disability, learning objective, local materials, language support, accessibility features, and method of evaluation. | 20 |