Handbook
of
Inclusive Education

CENTRAL BOARD OF SECONDARY EDUCATION

UN Convention on the Rights of the Child

in child-friendly language.

Article 1 : Everyone under 18 has these rights.

Article 2 : All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 : All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4 : The government has a responsibility to make sure your rights are protected. They must help your family protect your rights and create an environment where you can grow and reach your potential.

Article 5 : Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6 : You have the right to be alive.

Article 7 : You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8 : You have the right to an identity - an official record of who you are. No one should take this away from you.

Article 9 : You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10 : If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11 : You have the right to be protected from kidnapping.

Article 12 : You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13 : You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14 : You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15 : You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16 : You have the right to privacy.

Article 17 : You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18 : You have the right to be raised by your parent(s) if possible.

Article 19 : You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20 : You have the right to special care and help if you cannot live with your parents.

Article 21 : You have the right to care and protection if you are adopted or in foster care.

Article 22 : You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23 : You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24 : You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25 : If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26 : You have the right to help from the government if you are poor or in need.

Article 27 : You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28 : You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29 : Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30 : You have the right to practice your own culture, language and religion- or any you choose. Minority and indigenous groups need special protection of this right.

Article 31 : You have the right to play and rest.

Article 32 : You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33 : You have the right to protection from harmful drugs and from the drug trade.

Article 34 : You have the right to be free from sexual abuse.

Article 35 : No one is allowed to kidnap or sell you.

Article 36 : You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37 : No one is allowed to punish you in a cruel or harmful way.

Article 38 : You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39 : You have the right to help if you've been hurt, neglected or badly treated.

Article 40 : You have the right to legal help and fair treatment in a justice system that respects your rights.

Article 41 : If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42 : You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Article 43-44 : These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

HANDBOOK
OF
INCLUSIVE EDUCATION

CENTRAL BOARD OF SECONDARY EDUCATION
DELHI

Handbook for Teachers on Inclusive Education

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण 'प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

²और राष्ट्र की एकता और अखंडता

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई॰ को एतद्द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्त्तव्य

51 क. मूल कर्त्तव्य - भारत के प्रत्येक नागरिक का यह कर्त्तव्य होगा कि वह -

(क)   संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;

(ख)   स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;

(ग)   भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;

(घ)   देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;

(ङ)   भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;

(च)   हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;

(छ)   प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;

(ज)   वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;

(झ)   सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;

(ञ)   व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;

¹(ट)   यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 द्वारा प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

> **JUSTICE,** social, economic and political;
>
> **LIBERTY** of thought, expression, belief, faith and worship;
>
> **EQUALITY** of status and of opportunity; and to promote among them all
>
> **FRATERNITY** assuring the dignity of the individual and the[2] unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

[1](k) to provide opportunities for education to his/her child or, as the case may be, ward between age of 6 and 14 years.

1. Subs, by the Constitution (Eighty-Sixth Amendment) Act. 2002.

ACKNOWLEDGEMENTS

Preface

The Constitution of India has laid a strong foundation to ensure equality of status and opportunity to all its citizens and as an auxiliary organ of state, institutions like CBSE are duty-bound to advise schools to welcome and respect all students, parents, and other people from the community and to support and inspire each child to succeed in an environment of high expectation as per their individual ability. CBSE has, thus, made mandatory provisions for schools to accommodate children with special needs by stipulating provisions on disability-specific learning aids, adoption of alternate pedagogies as per the need of the child, and concessions in the scheme of studies and examinations for all categories of disabilities stipulated in the Persons with Disabilities Act 2016.

Since it is critical to disseminate authentic information to all stakeholders for optimizing the impact of the inclusive provisions, the Board planned multiple measures to sensitise schools and the present handbook happens to be a part of this series. Apart from information on various issues related to inclusion in schools, the handbook aims at supporting teachers in the identification of children with special needs, putting the idea of a barrier-free environment into perspective, letting them know about different instructional designs, lesson plans, assistive technologies, documentation, information on special provisions available to special children, and techniques of assessment to help them as they create meaningful student learning experiences.

As the Handbook follows a generic approach describing the content, process, strategies, and methodologies, hence, while using the different sections of the handbook, it is necessary to adapt the information provided in it as per the need of the context in which a school/teacher wishes to use it and that of the needs of the target groups.

CBSE believes that the tools and techniques included in the Handbook will prove to be practical and useful to all teachers and will lead to increasing access, equity, and participation of all children in the learning process as per their needs.

Suggestions for further improvement are welcome.

TABLE OF CONTENTS

Inclusion :
Equitable Education

Inclusion : Equitable Education

Inclusion is a philosophy which embraces the idea that everyone has something of value to contribute and that everyone has the right to belong.— Lisa Friedman, *Removing the Stumbling Block*

1.1 Introduction

Inclusion in education is based on the belief that every child can learn and realise her full potential if provided equal opportunities to participate in school, supported with resources required as per her condition and taught in a manner appropriate to her needs.

Ideally, a child must receive education in an environment that is the least restrictive and is most conducive to his/her needs. This means that general education is the placement of first choice for all wherein a child with disabilities is with her/his peers without disabilities to the maximum degree possible. Such an education is called Inclusive Education. It is the most effective and equitable of the various models of education for the overall growth and development of all children in both curricular and co-curricular domains. Children studying in an Inclusive school develop confidence and imbibe values of sharing and participation. Thus, **inclusion is a basic human right and not a privilege.**

Throughout the 19th century, children with special needs were institutionalised, segregated and blithely discriminated. The term inclusive education appeared in literature in the late 1980s as an alternative to special education, to give access to children with special needs coming from diverse background. In early history of education, children with disabilities were

considered as uneducable and it was believed that they require special set ups for education and there was hardly any societal acceptance. Special education was introduced for those students who did not fit the normal rigid system and terms like congenital disabilities, inabilities, low IQ etc. were introduced and justified with the help of medical and neurological sciences. Exclusive Education systems were built across world and the term 'disabilities' for a large number of children (30 to 40 percent) was artificially manufactured.

Concept of Inclusion

The concept of inclusion first gained recognition in Canada followed by the USA and Great Britain. In India the government of India launched the Integrated Education for Disabled Children (IEDC) programme in 1974. This was the first formal step towards inclusion. In fact, even as early as 1966, the Kothari Commission had highlighted the importance of educating children with disabilities in regular schools. The Salamanca Statement, UNESCO 1994, for action on special needs education, has been identified as the International breakthrough for inclusion leading to a paradigm shift in education.

To understand inclusion, it is important to acknowledge that each child is unique in terms of physical ability and mental capacity and has a preferential learning style. Additionally, each human being responds to her/his experience and environment in her/his own individual way. Diversity refers to this range of human differences, including differences in race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values, nationality, political beliefs and disabilities. Inclusion aims at bringing all

these children with their different abilities and needs together to learn under one roof. The basic philosophy of inclusion is based upon addressing this diversity present in learning environments that are effective and beneficial for all.

Inclusion is involvement and empowerment, where the inherent worth and dignity of all learners is recognized. An inclusive learning environment promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds and ways of living of its members.

CONCEPT OF INCLUSION

All Students learn together	Teachers collaborate get support	Focus on abilities rather disabilities
Teachers get regular training to develop skills for inclusive classroom	Cater to individual learning styles	Honour the needs of all students equitably
Value alternative thoughts and perspectives	Celebrate diversity and individuality	Nurture shared respect and empathy
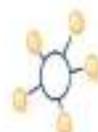
To summarize, *"Inclusion is a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best work."* (Miller and Katz).

1.2 Difference between Impairment, Disability and Handicap

Though the terms impairment, disability, and handicap are often used interchangeably it is important to understand the difference in their nature and scope.

The conceptual difference between Impairment, Disability, and Handicap

Condition	Definition	Concerned with	Represents
Impairment	ICIDH defines impairment as any loss or abnormality of a psychological, physiological or anatomical structure or functions, generally taken to be at the organ level.	Abnormalities of body structure, organs, appearance, and system functioning.	Disturbance at organ/tissue level.
Disability	Disability is defined as any restriction or lack of ability (due to an impairment) in performing an activity in a manner or range considered normal for a human being.	Limitation/ loss of functional performance and activities.	Disturbance at a personal level.
Handicap	According to ICIDH, handicap is the result of an impairment or disability that limits or prevents the fulfilment of one or several roles regarded as normal, depending on age, sex and socio- cultural factors.	Disadvantages resulting from impairment or disabilities.	Situation specific limitations.

1.3 What is Inclusive Education?

Inclusive education is an umbrella term that encompasses considerations and strategies to support the diversity of learners in a given context by minimising barriers to learning, as this may impact an individual's ability to achieve her/his full potential.

Inclusive educational setup refers to equitable and non-discriminatory arrangement where each child is valued, accepted and respected. Every child gets equal opportunity of participation in all those activities that suits her capability. Schools conduct curricular/co-curricular activities necessary for developmental needs of all students as per their interest. An Inclusive set up helps in building a community, nurturing and comforting environment where each child can acquire academic and socials skills with a positive attitude and values.

United Nations General Comment No. 4(GC4) (Paragraph 11)was adopted in 2016 by the Convention on the Rights of Persons with Disabilities (CRPD) Committee to take the steps necessary
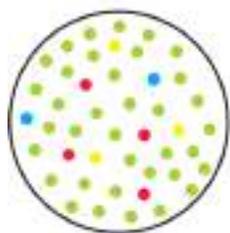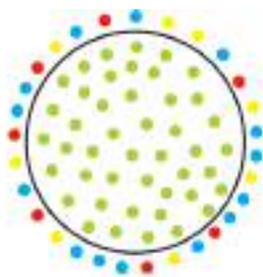
Inclusion   Exclusion   Separation   Integration
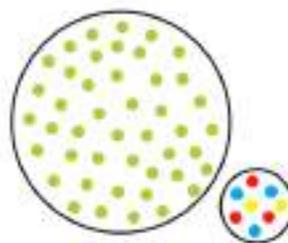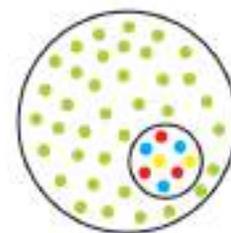
to achieve realisation by ratifying nations like India. Inclusion is defined in GC4 as: *a process of systemic reform embodying changes and modifications incontent, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an **equitable** and **participatory** learning experience and environment that best corresponds to their **requirements** and preferences.*

- All teachers should be the teachers of students with disability.

- Equitable does not mean the equal. It refers to compensation by giving more to those who have less to equalise opportunity and redress disadvantage.

- Participatory refers to discussion with parents and students and considering their opinions in decision-making.

- Requirements is a rights-based term that replaces the word 'needs'.

The Rights of Persons with Disabilities Act, 2016 in its clause 2(m) defines inclusive education by emphasising on the condition that all students (except severe cases) should learn together in the same school and teaching there should be appropriately adapted to meet the needs of different types of special students.

1.4 Plausible Practices Related to Inclusion

Some of the practices generate a false semblance of inclusion in schools and therefore should be clearly understood:

1.4.1 Integrated Education

1.4.2 Special Education

1.4.3 Mainstreaming

1.4.1 Integrated Education

Integrated Education means persons with disabilities of all ages and/or those learners, identified with 'Special Educational Needs' are being placed in regular education settings with some adaptations and resources. There is, however, the expectation that persons with disabilities and/or 'special educational needs' must fit into the pre-existing structures, attitudes and an unaltered environment that already exists in the school.

1.4.2 Special Education

Special Education is the practice of educating students in an exclusive set up and in a way that addresses their differences and needs through individualised teaching. Ideally, this process involves individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, collaborative teaching, involvement of parents and accessible settings.

1.4.3 Mainstreaming

Mainstreaming is the practice of placing students with special education services in a regular classroom during specific periods based on their skills.

Certain changes are required in the classroom through mainstreaming. These are:

➢ Mainstreamed students often require support and assistance in keeping up with the demands of a general education classroom. e.g., a student with hearing impairment may require an artificial augmenting device that helps her/him interact with her/his peers in the classroom, or there may be a special seating arrangement for a student with attention deficit and hyperactive disorder or a specially designed desk that is inbuilt/attached with the wheelchair.

➢ Some of these students may need modifications on assignments or tests.
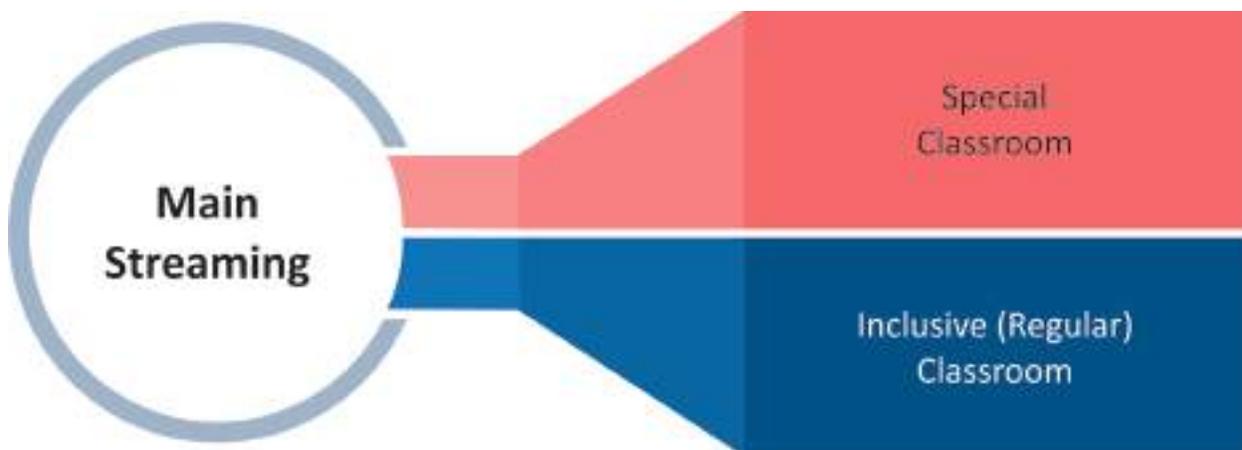
1.5 Common Myths and Facts about Inclusion

Myth	Fact
Segregation is better	Inclusion is the best educational programme since it allows individuals to develop as per their abilities. It also inculcates values like caring and sharing.
Inclusion is an expensive option	It is an affordable way to provide the most equitable solution to the learners.
Inclusive education is just another fad	It is a concrete way of understanding the individual differences and reaching out to them.
Inclusion is difficult in regular school	It is practised in regular schools by modification of learning strategies and ways of delivering them.
Non-cooperative parents	When parents see a visible change in the children, they are ready to render their full support and help.
People with disability are an unfortunate drain on society	They contribute substantially to the society by excelling in their areas.
Inclusive education good ONLY for students with disabilities	Under this system, all children get an equal opportunity to live, learn and play together thereby enhancing their talent and personalities.

1.6 Benefits of Inclusion

Inclusive education results in superior social and developmental outcomes (Baker et al. 1995; Carlberg & Kavale 1980; Oh-Young & Filler 2015; Salend & Garrick Duhaney 1999). A study compared the quality of school life of special students in segregated and inclusive settings and found that students in the inclusive settings were less lonely (Wiener & Tardif 2004). Special students who had inclusive education demonstrate improved outcomes in specific skill areas, such as their social competencies (Fisher & Meyer 2002; McGregor & Vogelsberg 1998), communication skills and even motor skills (Katz & Mirenda 2002).

Special Students who had inclusive education achieved better academic outcomes when compared with their counterparts in segregated settings (Cosier et al. 2013; Hehir et al. 2012; Jackson et al. 2008; Ruijs & Peetsma 2009).Academic outcomes include the results of standardised testing or grade-point averages (Alper & Ryndak 1992; Carlberg & Kavale 1980; Cole et al. 2004; Hehir et al. 2016; Kim et al. 2018; Oh-Young & Filler 2015; Salend & Garrick Duhaney 1999), Students' literacy and language skills (Cole et al. 2004; Cosier et al. 2013; Dessemontet et al. 2012; Hehir et al. 2012; Kim et al. 2018; Rea et al. 2002; Salend& Garrick Duhaney 1999) and skills in other subjects, including mathematics (Cole et al. 2004; Cosier et al. 2013; Hehir et al. 2012; Rea et al. 2002).

Special Students who have had education in inclusive settings tends to have higher chances of engaging in postsecondary education/employment and living independently (Haber et al. 2016; Salend& Garrick Duhaney 1999; Test et al. 2009,Rojewski et al. 2015). They are also much more likely to gain employment and earn higher wages, to be actively contributing members of their community and to be involved in long-term and stable relationships (Mazzotti et al. 2016; Salend & Garrick Duhaney 1999; Test et al. 2009; Wagner et al. 1993; White & Weiner 2004).

Students without disability tend to hold fewer prejudices about people with disability and are more open to socially interacting with them (Ruijs & Peetsma 2009). The myth that students without disability are held back or have their education compromised by the presence of students with disability have been refuted by the compelling evidence produced by Szumski et al. (2017).

Summary

- *Inclusive Education eliminates all forms of discrimination in the learning environment*
- *Inclusive education gives access to all and promotes best outcomes for all.*
- *There are different terms related to inclusion, namely Integrated Education, Special Education and Mainstream.*
- *There are some common myths busted and facts given about inclusion.*
- *Inclusive education benefits all by developing a sense of belonging, respecting people of different culture and accepting individual differences.*

Hallmarks of an Inclusive School

2

Hallmarks of an Inclusive School

2.1 Introduction

An Inclusive School has a facilitative and responsive environment with activities focussing on strengths and interest of students and designed to encourage all students tobuild mutual respect by learning and participating together. The objective is to cater to the needs of each student irrespective of her/his individual pace to draw out to maximum potential. Thus, an inclusive school can be successful only when all students feel they are valued and are truly a part of the school community. This can happen through an honest discussion about individual differences and respecting people with diverse abilities and backgrounds by adjusting school system according to their needs.

2.2 Making Schools Inclusive

It is important to note that an inclusive school must adopt changes in its overall structure in such a way that it becomes a part of the school's culture. These changes are at various level i.e*. infrastructural, curriculum-based, pedagogical, or in classroom management, sports and cultural events, community-level programmes, and assessment*. Let's have a look at each in detail:

Role of School Leader	Vision & Mission of the School	Cultural Climate Building
Barrier Free Environment	Continuous Teacher Training & Orientation Programmes	Adaptation / Accommodation / Modification of Curriculum & Classroom Management
Pedagogical Plan with a focus on UDL, Differentiated Instructions	Use of Assisstive Devices	Multimodel Assessment
Health and Physical Fitness	Vocational Education along with Interfacing with Industries/ internship	Life Skills
Role of Counsellor	Parents as Partners	Ensuring Full Participation in all School activities
IEP design by Special Educator in Collaboration with Parents and Teachers	Networking with Community	

2.2.1 Role of School Leader for an Inclusive School

"*As schools are challenged to effectively serve an increasingly diverse student population, the concern is not whether to provide Inclusive education, but how to implement Inclusive education in ways that are both feasible and effective in ensuring schooling success for all children, especially those with special needs*."– Baker, Wang and Walberg explain (1994)

It is the core responsibility of a school leader to build an inclusive culture in school through:

➢ Adopting a *Zero Refusal Policy* – School must categorically announce the number of seats reserved for CWNS and admit all such children if they approach it for the admission.

Once admitted, each child should be equally welcomed, accepted, valued and respected.

➢ Organizing continuous orientation/ sensitisation programmes on inclusive practices for all the stakeholders including conservancy staff.

➢ Building a culture for inclusion in the school by adopting changes in curriculum, pedagogy, co-curricular activities and assessment to implement inclusion as a basic right to each child.

    - create a well defined age appropriate, child-centered differentiated curriculum at the primary level for the differently abled learners such that a lot of emphasis is on self help skills. The academic goals could be based on how beneficial it would be for the individuals in future life.

➢ Providing the least restrictive environment for achieving maximum learning outcomes by following all infrastructural and pedagogical norms

➢ Involving all stakeholders including professionals, social workers and organizations and parents in the education of their wards

    - it is very important to include the parents at every step of planning as they are the permanents in the child's life. Their priorities, strengths and competencies would determine the success/failure of the plans made for the child.

➢ Designing well-structured wellness /skill development programmes to prepare each child for the future. Any skill development programme starts with independence in self help skills.

2.2.2 VISION and MISSION of the School

VISION

❖ Envisioning an education system where needs, experiences, values and perspectives of all learners, teachers and parents are respected.

❖ Ensuring equity to all students by supporting and inspiring to success and fostering an enabling environment and a culture of high expectation for learning.

❖ Promoting interdependence and independence by conducting group as well as individual activities.

❖ Following Universal Design of Learning by bringing flexibility in curriculum, pedagogies and assessment.

❖ Incorporating socio-emotional learning by involving all stakeholders.

MISSION

❖ Catalysing meaningful and successful inclusion of all students by accepting diverse learners and letting them assimilate with all children.

❖ Connecting classrooms to real life through focus on Differentiated, Experiential and Reflective teaching learning methodology.

❖ Nurturing young minds to gain Life Skills, 21st Century soft skills and values by partnering with parents.

❖ Developing teachers professionally through Continuous Capacity Building Programmes for imparting quality education.

2.2.3 Cultural Climate Building

Creating an inclusive approach through continuous efforts of the teachers, administrators, staff, parents and students, is important to establish a positive school culture.

Inculcating empathy, respect and generosity amongst the students by treating them the way they want and need to be treated.

Orienting all stakeholders for successful implementation of the programme by organizing capacity building workshops, seminars for sensitising teachers, students and parents.

Strategies to promote inclusive culture in schools

Designing and implementing inclusive classroom practices and curriculum.

Fostering full participation in all school activities identifying and removing barriers.

2.2.4 Capacity Building Programmes Enriching Professional Competencies

To ensure a basic set of knowledge, understanding and professional skills about children with disabilities in participating teachers, Teacher Training courses must specify a process for calculation of *Standard Teaching Quotient* (STQ) for catering to the learning needs of a diverse group of students. Some of the advantages for trainings may be:

01 Increasing awareness and attitudinal change through advocacy

02 Creating competent professionals through trainings to ensure requisite knowledge and skills to work in an inclusive environment.

03 Community members can be made aware of issues related to inclusive education practices in schools

04 Good partnership between Special Educators and general teachers can be achieved through combined programmes

2.2.5 Vocational Education with Interfacing with Industries/Internship

Inclusive Education must also strive to make the child self-sufficient by developing additional vocational skills for employment or self-employment. However, a suitable vocational trade for the child must be decided after proper assessment of her/ his aptitude, interest and physical and mental capabilities. Children could be given the option in fields like computer science, cookery, music, beauty culture and hair dressing, tailoring etc. Information aboutGovernment schemes for availing loans may be shared. Vertical mobility option through VRCs or ITIs after secondary or higher secondary level of education for formal professional skill training in different areas, may also be shared with scholarship schemes for persons with disabilities for availing such training courses.

2.2.6 Role of Counsellor in Inclusive School

Counsellor ensure access to appropriate support and interventions to improve achievement of Children with Special Needs (CWSN). Counsellor also raises awareness in teachers and staff about the needs of CWSN and the strategies required to deal with them. This not only involves academic growth but also ensures total wellbeing in terms of social, emotional and behavioural areas.

Sensitising Teachers: Counsellors collaboratively work with other teachers to instila better understanding of the needs of CWSN by putting forth the child's point of view and needs, and helping teachers develop more effective support services for the child. Counsellorsact like a bridge in providing effective communication lines between CWSN and teachers or their parents.

Working with families: Counsellors work with families and peers to build positive relationships and enhance optimism. They help families understand school policies and procedures by providing information about concessions, facilities, programmes and vocational opportunities. They work with families to improve its ability to meet child's needs at home. This involve offering parents insight into strategies for behaviour modification to improve child's performance. It may also involve referring families to outside resources, such as child counsellors, vocational training experts or other specialists.

Holistic Wellness Programme (Mental & Physical): It aims at holistic wellbeing of students through a structured programme for prevention, intervention and management of students' health issues. Role of young student leaders as peer educators should be encouraged as they can be effective role models for the juniors by promoting health enhancing changes. Interactive sessions should be organized to address all kinds of issues related to Holistic wellbeing and equipping students with 21st century skills

2.2.7 Parent as Partners

Parent should take an active role in facilitating a learning environment at home and maintain a constant communication with teachers in order to gain insight into their learning growth.

Overcoming Hesitation : Parents should shed all their apprehensions about school as their role as student advocate is paramount and they should display trust in the institution and work together to draw out best in the child.

Parents can provide critical information about their children: They can provide information on the child's strengths and weaknesses at home, background information on the child's history and

development, and information on any family factors that may affect the child's learning.

Parents' feedback provides insights to the school*: Parents should offer insight and suggestions for improvement on instructional strategies school offer to help child learn (even when not specifically asked).

2.2.8 Special Educator: Fortifying Lives from Behind

The Special Educator's role is to build positive culture and plan with teachers the referral, assessment and evaluation of students. The key responsibilities are:

➢ Providing appropriate information to teachers in advance to assist them in effective lesson planning,execution and assessment.

➢ Conducting sessions with teachers, peers and parents to equip them with knowledge regarding disabilities and strategies.

➢ Making recommendation for IEP's considering the individual needs of the students.

The special educator should, thus, possess requisite professional qualification laid down by RCI notified by CBSE with detailed knowledge on all issues related to disabilities, their diagnosis and remedial work to meet the demands of students, teachers and parents.

2.3 Attitudinal Restructuring

It has been observed that practical difficulties faced by schools have more to do with attitudinal change. Policy makers, teachers, parents and community should possess a positive attitude towards inclusive practices. Community should be sensitised to understand that inclusive education is the best plan for all types of learners and for the development of an inclusive, peaceful and fair society.

Schools and Teachers should provide equitable learning opportunities to all students by adopting co-operative learning, positive interdependence, empathy, teamwork and involving children in the process. They should be aware of the goals of inclusive education and the importance of their role in building a positive environment.

Parents of CWSN are often protective and apprehensive about the adjustment and emotional security of their children. Similarly, parents of a normal child also have some predispositions and prejudices. When they meet at the same platform, they realise that inclusive setup can improve social and emotional learning and lead to better adjustment in society for all children, with/without disabilities.

Checklist for ascertaining the inclusive quotient of a School

An exemplar checklist is prepared to assess the extent of inclusive practices in a school. By completing the given checklist one can identify areas of improvement and priorities in school and can take action towards making the school more inclusive and learner-friendly.

School Policies and Administrative Support	
Does the school:	**Yes/ No**
• have inclusive practices in its a vision and mission statements?	
• have barriers that prevent the school from being fully inclusive?	
• have school administrators,principal, teachers and students who understand the importance of inclusive education?	
• have any special people working as teacher or staff?	
School Environment	**Yes/No**
• have a welcoming, healthy and clean environment?	
• have a clean, safe drinking water supply accessible to all children?	
• have separate toilets (for girls and boys as well as juniors and seniors) with special facilities for disabled children?	
• have facilities that are accessible for students with disabilities e.g. ramp, railing, lifts, special arrangements in library and laboratory and play field etc.?	
• have staff from different backgrounds –men and women, different languages (ethnic groups)?	
Teacher's Skills, Knowledge and Attitudes	**Yes/ No**
• have teachers who can explain the meaning of inclusive and learning-friendly education?	
• have teachers who believe all children can learn including children with disabilities, ethnic minority groups, girls, poor etc.?	
• have teachers who can identify unhealthy students and advise families to access medical care?	
• have teachers who understand students having individual learning needs and can adapt lesson plans and activities to meet the needs of all students with diverse backgrounds and abilities?	
• have teachers who use a variety of teaching and learning materials to help students learn?	

Teacher Development	Yes/ No
• have the teachers have attended training on Inclusive Education and ILFE (Inclusive Learning Friendly Environment) classrooms?	
• have the teachers attended training on developing teaching and learning materials related to ILFE?	
• Can the teachers visit model ILFE schools?	
Students	**Yes/ No**
• Do all school-age children in the community attend school regularly?	
• Do all students have textbooks and learning materials to meet their learning needs?	
• Do all students actively participate and contribute to activities in the classroom?	
• Do children with disabilities have an Individual Education Plan (IEP) and regular monitor student progress?	
• Is there regular follow up in case of shortage /irregularity in attendance?	
Academic Content and Assessment	**Yes/ No**
• Are locally available resources utilised for easy/learning support?	
• Does the curriculum promote attitudes such as respect, tolerance, and knowledge about one's own and others' cultural backgrounds?	
• Does the curriculum allow for different teaching methods, such as discussion and role-play, to meet different learning rates and styles, particularly for children with disabilities?	
• Does the school provide all concessions in scheme of studies and internal school based assessments as stipulated by CBSE	

*Source (ILFE Self-Assessment Checklist (adapted from UNESCO toolkit)

Psycho-Social Wellbeing and Resilience in Schools

Summary model For Psycho-Social Wellbeing and Resilience in Schools is given below which explains the stake-holders and types of interventions followed.

Summary Model for Psycho-Social Wellbeing and Resilience in Schools

Summary

- *An inclusive school is where everyone is welcomed and valued irrespective of differences.*
- *It should have Vision and Mission, strategies to promote the inclusive culture in the School.*
- *There should be regular orientation programmes for its stakeholders to remove attitudinal and environmental barriers by involving parents, teachers, peer & community.*

WHO IS INVOLVED		LEVEL OF INTERVENTION
	Mental Wellbeing I	
Entire School Community		Integrated school Curriculum
	Mental Health Knowledge, attitude and behaviours II	
All students and teachers		Part of general health Curriculum
	Psychosocial Problems III	
Counsellors /teachers, Peer Mentor		Students needing additional help
	Severe Problem Disorder IV	
Counsellors /School doctor other experts		Professional Management

Early Identification: A Scope for Better Tomorrow

3.1 Introduction

Early identification and recognition of the signs that put students at risk for disabilities, and understanding normal developmental milestones helps in prompt intervention to support children and their families so that issues are tackled before they become more serious problems. With increased awareness programmes early identification becomes the responsibility of all the stakeholders.

A checklist can be provided to the teacher for screening children in the classroom who are facing difficulties related to performance and behaviour. These children can then be followed up through classroom observation by a special educator and a counsellor for a substantial period of time. After informal assessment, the child can be referred to a concerned paraprofessional for detailed report of the prevailing issue.

Developing Positive Attitude

Adaptations in Evaluation

Preparing Teaching Aids

Role of Teacher

Identification of children with special needs

Involving ALL students in every activity

Suitable adaptations in curriculum

Collaboration with Stakeholders

3.2 Early Identification – Role of Teachers

Teachers play a crucial role in an inclusive setup by involving all students in all scholastic and co-scholastic activities as they are the key persons in initiating the process of inclusion. In fact, all teachers should not only implement teaching approaches and methodologies that makes inclusion possible, but should also be responsible for identification, referral and regular follow ups.

Causes of Concerns related to the Identification

There are a number of factors leading to developmental and learning difficulties of children. Therefore, when children show learning, emotional or behavioural problems, the teacher must collect information from various sources to understand every possible reason that is leading to the current behaviour.

Possible reasons for developmental difficulties and behavioural problems

- Problem in attention-control.
- Recent family conflict
- School environment – Distraction due to Noise
- Difficult curriculum (baseline not appropriate to built on the desired concept)

A child who is identified by class/subject teachers with difficulties in mobility, hearing, comprehending, following directions, reading, writing or arithmetic is referred to the School Counsellor/Special Educator.

The flow chart given below taken from the www.edk.gov.hk will help teachers to consider whether a child needs referral or not

Teacher identifies a child with problems in learning and managing social and emotional behaviour

Teacher observes the following:

Is the performance of the child affected by the school environment or other factors e.g., difficult curriculum, family conflict/low involvement, long absence due to sickness?

Continue to observe

Yes

No

Is there is a significant discrepancy in performance between the child and students of the same age group?

Yes

Is the problem continuing for quite some time?

Is the same problem occurring in school and at home?

Is the problem affecting the child's learning or social and daily life?

Continue to observe

No

Referral Recommended

3.3 Referral and Assessment

1. Teacher	Screening by teacher
2. Counsellor/Special educator	Observation of Behaviour by School Counsellor / Special Educator.
3. Psychologist/ Professionals	Child is refered for Psycho Educational Assessment/ standardized tests that systematically measures how well a student has mastered learning outcomes

3.3.1 Checklist for Screening /Identification of Children with Special Needs

Checklist for Locomotor Disability

S.No	Indicators	Yes	No	Not Sure
1	Is the child immobile?			
2	Does the child face issues controlling parts of the body?			
3	Has any part of the body been removed?			
4	Does the child walk abruptly?			
5	Does the child walk using crutches?			
6	Is there any observable distortion in neck/hands/finger/waist/legs?			

Checklist for Cerebral Palsy

S.No	Indicators	Yes	No	Not Sure
1	The child has issues in controlling involuntary movements.			
2	The child has an improper gait, posture and cannot maintain balance			
3	The child faces issues while sitting on a chair, walking, climbing, bending etc. without support.			
4	The child has issues holding and placing objects, cutting, pasting etc. (eye and hand coordination)			
5	The child has issues for self-help skills and for maintaining hygiene etc. that cause concern.			
6	The child faces difficulty while talking and breathing simultaneously.			

Checklist for Dwarfism

S.No	Indicators	Yes	No	Not Sure
1	The child has short arms and legs, particularly the upper arm and legs.			
2	The child has limited elbow mobility.			
3	The child has short fingers,often with wide separation between the middle and ring finger.			
4	The child has bowed legs.			
5	The child has swaying of the lower back.			
6	The child has hunching of upper curvature of the spine.			
7	Growth rate is slower than normal.			
8	Height is around 3 feet to just over 4 feet(122cm).			

Checklist for Low Vision / Visual Impairment

S.No	Indicators	Yes	No	Not Sure
1	The child experiences issues in reading from the board, regardless of whether she/he is in the front row.			
2	While reading, the child keeps the book too close or too far.			
3	the child is unable to write in the defined space in the notebook.			
4	The child has difficulty in recognizing people and objects (within 1 meter).			
5	The child faces difficulty in tracking moving objects.			
6	The child is unable to differentiate between different objects /colours.			
7	The child faces difficulty in recognizing numbers,symbols/ shapes and patterns.			
8	The child faces issues in tracing directions.			
9	Variation in lighting often confuses the child.			
10	The child has better performance when given bold/ bright text.			
11	The child is unable to reach out towards the objects within 14 inches.			

12	The child is unable to follow 2-D illustration of any entity.			
13	The child faces difficulty in focusing due to improper eye movement.			
14	The child becomes confused between the shadows and the changing levels.			
15	The child faces issues in identifying actions and facial expressions.			
16	The mobility of the child is disturbed by dark spaces.			
17	Watering eyes/frequent blinking/squinting.			
18	Recurrent redness of the eyes.			
19	Often hits against the corners of objects and furninture.			
20	Often bumps into objects or people.			

Checklist for Speech Impairment

S.No	Indicators	Yes	No	Not Sure
1	Inappropriate sounds in speech.			
2	Inability to learn the correct sound and use correct speech.			
3	Abnormal breaks/pauses and sounds in words and expression.			
4	Frequent involuntary pauses.			
5	Incomprehensible speech.			

Checklist for Hearing Impairment

S.No	Indicators	Yes	No	Not Sure
1	The child fails to respond to loud sounds.			
2	The child prefers one ear for listening.			
3	The child has a problem to hear when speaking from behind/a distance.			
4	The child has a voice problem and mispronunciation.			
5	Speech is either too loud or soft.			
6	Watches TV on loud volume.			

7	The child understands after few/multiples of repetitions.			
8	The child answers questions abruptly.			
9	The child complains about frequent pain in ears.			
10	There is a discharge from the ear(s).			

Checklist for Learning Disability

S.No	Indicators	Yes	No	Not Sure
1	The child has difficulty in making sound-symbol association.			
2	The child has short attention span.			
3	The child reverses letters or symbols often in comparison with peers while reading e.g. reads 'saw' as 'was'.			
4	Has issues in copying from other sources properly (Books/board/even when he/she has normal vision).			
5	The child faces difficulty in organizing things for example organizing by shape, colour or size.			
6	Leavesot letters/words while reading.			
7	The child faces difficulty in following a specific sequence of instructions.			
8	The child finds difficulty in selecting details to answer from story, passage or chapter.			

Checklist for Dysgraphia

S.No	Indicators	Yes	No	Not Sure
1	The child has an illegible handwriting.			
2	There is a combination/mixture of the lower and upper cases while writing.			
3	There are words omitted in written work.			
4	Incongruent position on the paper concerning lines and margins.			
5	Discordant wrist, body or paper position.			
6	Poor organization of paper.			
7	Slow copying pace.			
8	Inattentive while writing.			

9	Frequently needs verbal instructions.			
10	Difficulty while drawing graphs,charts and diagrams.			
11	Cramped finger hold while holdingpencil/pen.			

Checklist for Dyscalculia

S.No	Indicators	Yes	No	Not Sure
1	A child has difficulty in understanding counting and skip counting.			
2	Struggles to recognize patterns like ascending, descending, big or small, more or less.			
3	Reversal of numbers while writing.			
4	A child has difficulty in understanding Maths signs/ symbols like +,- etc.			
5	A child has difficulty in recalling basic Maths facts.			
6	Struggles in understanding Maths language.			
7	Struggles in understanding charts and graphs.			
8	Poor mental Maths ability.			
9	Difficulty in handling money.			
10	Frequently needs verbal instructions.			
11	Difficulty while doing abstract concepts.			
12	The child struggles understanding number facts (multiples, factors).			

Checklist for Autism Spectrum Disorder

S.No	Indicators	Yes	No	Not Sure
1	The child faces difficulty in making proper eye contact.			
2	The child often repeats word e.g. when asked "What is your name?" he/she will repeat "What is your name?"			
3	The child is unable to play with friends/classmates. May not be able to wait for turns or follow any rules.			
4	The child is unable to answer for their name call.			
5	The child has excellent rote memory for numbers,dates, phone numbers,names etc.			
6	The child exhibits repetitive motor mannerism like rocking, spinning,hand flapping.			

		Yes	No	Not Sure
7	The child is fixated on a topic,object or activity.			
8	The child is over-possessive about her/his seat and shows resistance to change.			
9	The child is unable to explain that he/she is sad, angry or in pain etc.			

Checklist for Intellectual Disability

S.No	Indicators	Yes	No	Not Sure
1	The child has delayed milestones.			
2	The child has difficulty in performing the following activities independently by the age of 6 years – eating, dressing or toilet activity.			
3	The child's oral responses are inappropriate.			
4	The child is unable to perform daily activities.			
5	The child is unable to concentrate on tasks even for short period of time.			
6	The child shows poor academic achievement.			

Checklist for Multiple Disabilities

S.No	Indicators	Yes	No	Not Sure
1	The child uses spectacles, wheelchair, crutches and/ or hearing aids.			
2	The child has visible defects like large head/small head /extra fingers/extra toes.			
3	The child has habits like poking the eyes,waving the hands etc.			
4	The child goes very close for identification in order to recognize the object.			
5	The child does not recognize that his/her friends are writing and copying from the board.			
6	The child prefers only a particular corner of a classroom.			

*Source: Mapping-identification of CWSN recommended by DOE

3.4 Reaction of Disability to Self

Families must learn to accept, tolerate and celebrate their child as he / she is. Communities play an important part in accepting and providing opportunities for the child. Teachers can be instrumental in supporting families by being sensitive and aware of the grief that might impact the family's experiences.

It's important to know how the child with the disability feels about his restricted life. The child does not want to be labelled or made fun of in schools or the community for his disabilities. She/He wants to be known as an individual and to share experiences with others based on their interests, talents, and likes. She/He wants the same status and opportunities as her/his peers. Most importantly, when she/he receives love and respect, she/he develops confidence, self-assurance which makes it easier forher/him.

3.5 Reactions of Parents

Emotional State		
Emotional state	**How the emotion is manifested?**	**Why they do it?**
Denial	The parent denies that his or her child has a disability.	Denial allows the person some time to adjust to the disability and to find ways to deal with a situation for which he or she may not have been prepared
Anxiety	The parent goes through a dramatic change that might affect his or her attitudes, values, beliefs, and routines.	The energy created by the state of anxiety may help the person focus his or her energy to make the necessary changes.
Fear	A parent may feel concerned about letting his or her child with a disability do certain things (protective).	This emotion is a warning sign to the person that he or she will have to confront the situation and make some internal changes.
Depression	A parent may experience uncontrollable tears, sadness, and feelings of hopelessness.	This state allows the person to redefine his or her worth and how to be strong and capable for his or her child.
Guilt	A parent may feel he or she is somehow to blame for the disability or the situation.	This state allows the person to reorganize his or her thinking and to take control of the situation, therefore gaining the strength to move forward
Anger	The parent may act out his or her anger or direct it toward another person.	This state may allow the person to move forward once he or she has expressed anger over a situation.

3.6 Teacher's Role

Teachers and parents share a goal to help the child succeed in school. Research establishes a strong correlation between parents' involvement and a child's academic success. To help ensure the success of partnerships between the school, parents and teachers, the school should:

Understand that the emotions exhibited by the parents of children with disabilities regarding their children are complex and varied.

Acknowledge that the parents of children with disabilities have additional responsibility and stress.

Make parents feel welcome by respecting and valuing their participation.

Think of parents as partners for ensuring success of children in school.

Communicate with families regularly and in a variety of ways to provide information about their child's and the school's performance.

Summary

- *Early identification of CWSN is extremely important to prevent aggravation of disability and enable correction.*
- *Teacher can play a decisive role in not only making the family aware of the problem.*
- *Building a positive relationship with parents to encourage working partnership in the learning process is dependent on the teacher.*

Disabilities - A Rights Based Perspective

Disabilities –A Rights Based Perspective

4.1 Introduction

4.2 Disability-International, National Perspective

4.1 Introduction

The Constitution of India as per Article 21 A recognizes Right to Education as one of the **Fundamental Rights** of the children. It is also important to note that every child has a right to elementary education of satisfactory and equitable quality, in a school satisfying stipulated norms and standards. These norms and standards are further elaborated and explained by various International and National Laws discussed below.

4.2 Disability – International & National Perspective

Many policies, programmes, acts and laws for education, barrier free environment and full participation of children with special needs in schools have been initiated at the International and National level. Some important Acts, Laws, policies and programs are mentioned below.

Act /Law /Policies/Programmes	Principles /framework
Kothari commission 1964-66	It laid emphasis on a common school system open to all children, irrespective of their caste, creed, community, religion, economic condition and social status.
The National Education policy 1968	The National Education policy suggested the expansion of educational facilities for physically and mentally handicapped children and the development of an integrated programme enabling handicapped children to study in regular schools.
Integrated Education of Disabled Children (IEDC) in I974	Integrated Education for Disabled Children provides educational opportunities for disabled children in common schools.

The National Education Policy 1986	The National Education Policy recommended, as a goal,integration of the handicapped with general community at all levels as equal partners
World Declaration on 'Education for ALL' in 1990	It gave thrust to Integrated Education in India. The Rehabilitation Council of India Act 1992 initiated a training programme for the development of professionals to respond to the needs of students with disabilities.
The National Policy of Education underwent modification in 1992	The Policy initiated Inclusive Education and the launch of District Primary Education Programme (DPEP) in 1994
The Salamanca Statement in 1994	The statement affirms,"***Those with special educational needs must have access to regular schools which should accommodate them, within child centred pedagogy, capable of meeting these needs***".
Person with Disability Act 1995	The Act listed seven conditions of disabilities, which were blindness, low vision, leprosy-cured, hearing impairment, locomotor disability, mental retardation, and mental illness. Under PWD Act 1995, it becomes mandatory to provide free education to children with disabilities in an appropriate environment, until the age of 18 years.
Sarv Shiksha Abhiyan in 2001	It was launched with to achieve the goal of Universalization of Elementary Education. A zero-rejection policy was adopted under SSA, which ensures that every Child with Special Needs (CWSN), irrespective of the kind, category and degree of disability, is provided meaningful and quality education.
The National Curriculum Framework (2005)	The NCF(2005) underscores the importance of participation of all children, especially children with special needs, children from marginalized sections, and children in difficult circumstances in all spheres of life, both in and outside the school.
United Nation's Convention on Rights of Person with Disabilities (2006 in force 2008)	It aims to promote, protect and ensure full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and to promote respect for their inherent dignity.

Right to Education Act 2009	The Right to Free and Compulsory Education(RTE) Act, 2009 mandates free and compulsory elementary education to all children including CWSN
RPWD Act 2016	In RPWD Act 2016 the list expanded from 7 to 21 disabilities. Some of the salient features of RPWD act 2016 are: i. Admission to all children in schools without discrimination and providing education and opportunities for sports and recreation activities equally with others. ii. Making buildings,campus and various facilities accessible. iii. Providing reasonable accommodation according to the individual's requirements. iv. Providing necessary support, individualized or otherwise, in environments that maximize academic and social development, consistent with the goal of full inclusion.

21 Disabilities mentioned in RPWD Act 2016 are:

Physical Disability
Locomotor Disability
Leprocy cured
Cerebral Palsy
Dwarfism
Muscular Dystrophy
Acid attack victim

Visual Impairment
Blindness
Low Vision

Speech Language Disability
Speech Language disability

Hearing impairment

(Deaf and
Hard of hearing)

Intellectual Disability
Specific Learning Disability
Autism Spectrum Disorder

Mental Behaviour, Neurological /Blood Disorder , Multiple disabilities
Mental Illness
Chronic Neurological Multiple Sclerosis
Parkinson Disease
Blood disorder
Haemophilia
Thalassemia
Sickle cell Disorder
Multiple Disabilities

Summary

- *There are different International and National perspectives dealing with including disabled children in schools and community.*

- *Internationally, The Salamanca statement in 1994 was the first to discuss about inclusion, regardless of physical, intellectual, social, emotional and linguistic or other conditions.*

- *In 2016 RPWD Act came into existence which included 21 categories of disabilities.*

- *Rights and entitlements were granted to Persons with Disabilities in various aspects of life – educational, economic, cultural and political.*

Creating a Barrier-Free Environment

BARRIER FREE ENVIRONMENT!

Creating a Barrier-Free Environment

"The goal of an inclusive education system is to provide all students with most appropriate learning environments and opportunities to best achieve their potentials." **(Alberta Education 2010)**

5.1 Introduction

It is essential to understand the attitudinal and structural barriers in school, ways to remove them and how the involvement and support of school administration, teachers, parents, students and supports staff is necessary for successful inclusion.

5.2 Creation of Barrier-free Environment in School

Accessibility to school is an integral part of the Right to Education. Children with a disability do not benefit from the school system unless it is made accessible as per their need.

Accessible India Campaign (Sugamya Bharat Abhiyan) was launched in 2017 for achieving universal accessibility for all citizens including Persons with Disabilities (PWDs)to all public places. Provisions of

Accessible India include Built Environment Accessibility environment, transportation and Information and Communication Eco system. Elimination of obstacles and barriers to indoor and outdoor facilities in schools, use of public and private transportation with dignity and independence by persons with disabilities and being able to read reference material, to physically enter different places, to participate in an event, to read different pamphlets or to view web pages are some highlights of this campaign.

In accordance with above campaign, school building should be accessible, either by a ramp or a lift. There should be at least one accessible toilet. Specifications of the ramps, toilet, doors, classrooms, library, and laboratory may be obtained from guidelines provided by the CPWD/National Building Code. Appropriate visual signage

and signage in Braille should be placed for the use of students with disabilities. A loop induction system should be placed for the students with hearing impairment.

5.3 Infrastructural Modification

*Structural changes –*The *Handbook on Barrier-free Accessibility* published by CPWD states that India has more than 21 million people suffering from some kind of disability. The Persons with Disabilities Equal Opportunities, Protection of Rights and Full Participation Act of 2016 focus on multiple needs of disabled people. The Act stipulates that the Governments and local authorities must ensure provision of barrier-free facilities in all new Government buildings and public utilities, roads and transport.

School Entrance* – The main school entrance should be easily identifiable from a distance by its design, location, signage, and lighting. It is important to ensure that students with disabilities can use the same entrance as other students.

➢ A levelled threshold, without steps should be provided. A ramp can be used to address the small changes in level.

➢ Routes should be sufficiently wide to allow each student to move comfortably alongside their friends, including users of wheelchair, crutches, or those using services of an assistant.

➢ Doors should be wide enough and easily operated.

➢ Sufficient circulation space should be there around the entrance that can minimize congestion, at the start and end of the day.

➢ A levelled covered area to provide shelter to students being dropped off

or collected is also desirable.

➢ Any accessible control-system that stops unexpected visitors from getting into the building should be visible. It should be reachable by a wheelchair user or a person of smaller stature and usable by people with hearing, speech or vision disability.

➢ Clear and simple signage using raised letters, visual contrast, sans serif fonts, symbols, and Braille is also important to assist in finding the way.

➢ The recessed mat well provides additional safety in wet conditions while avoiding the risk of tripping over a floor mat.

➢ Manifestations or markings on the glass to be provided to make sure that it stands out for people with vision loss and help reduce the risk of someone walking into the glass.

➢ It has to be made sure that staff and students are aware of the need to offer assistance, by holding open doors or carrying materials for people with disabilities who have difficulties at the entrance.

Space Allocation – When the school is designed for accessibility, a wide range of other people with spatial requirements will benefit from additional space, including:

➢ Wheelchair users who require extra space when passing others or turning.

➢ People who use mobility aids such as walking frames or crutches.

➢ People with vision loss using a white cane or assistant.

➢ Students with autistic spectrum disorders who may also have sensory

difficulties and who may benefit from a spacious and predictably structured school environment.

➢ Students with emotional, behavioural or social difficulties who need extra space around them to feel comfortable.

Outdoor Spaces – It is important that all students can access and use the external spaces in a school so that they can participate in social and recreational activities.

➢ Outdoor space in schools normally comprise of a mix of hard-surfaced and grassed areas. While grass may be a difficult surface for wheelchair users, access to grassed pitches can be provided using pathways or matting products.

➢ For activities such as games and sports, quieter social spaces with seating should also be provided for students to use.

➢ Where playgrounds are provided, equipment should be carefully selected to ensure accessibility for all students, including wheelchair users, those who use crutches and walking frames and those with hearing loss or vision loss.

Toilets

A minimum of one toilet compartment should have enough floor space for a wheelchair user to enter and exit.

➢ There should be clean floor space of 2000mm × 1750mm.

➢ Toilets should have clear opening doors of at least 900mm with the door swing outwards or be folding or sliding type.

➢ It should have slip-resistant flooring.

➢ There should be horizontal pull bar at least 600mm long inside and 140mm long on the outside, at a height of 700mm.

Handrails

Handrails should be circular in section with diameter of 40-45 mm; at least 45 mm clear of the surface to which they are attached; at the height of 850 – 900 mm from the floor, extended by at least 300 mm beyond the head and foot of the flight or ramp.

*Signage* – Signage is important for people who are unfamiliar with surroundings. They must:

➢ be provided with information on traversable routes, hazards, or facilities.

➢ communicate the identity of a building or the environment they serve.

➢ contribute greatly to aesthetics and the first impression of a building.

➢ must be clear, concise and consistent.

Signage should be:

➢ Large enough to be read from a distance.

➢ Placed at a location with high visibility.

➢ Directional signage should be placed at turns and corners.

➢ Should have high colour contrast against the background.

Tactile Flooring
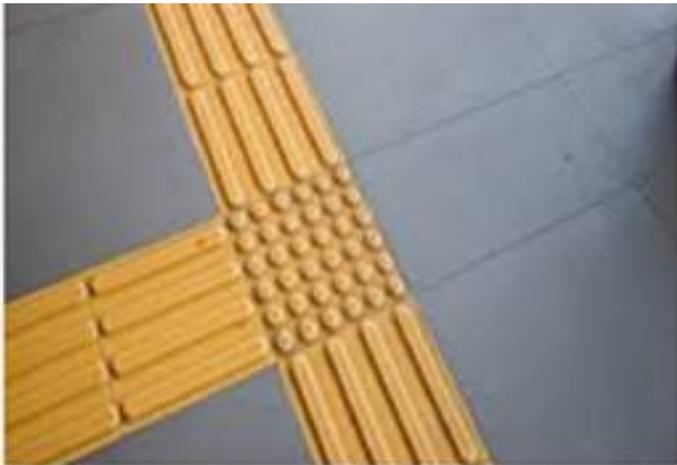
Tactile flooring is a supportive infrastructure with a slip-resistant feature. It helps visually impaired to navigate safely and independently through sidewalks and staircases. It helps prevent accidents and facilitates access.

QR code
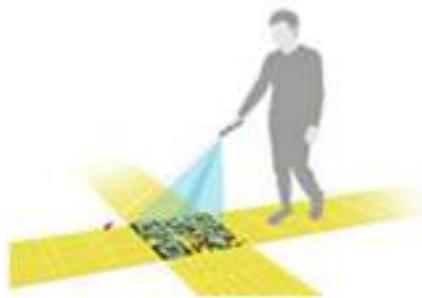
QR code, or quick response code, is a technological advancement to help the visually challenged to independently access the current location and their way around it.

By downloading the app on a smart phone and scanning the QR code, the visually challenged receive a verbal message about their current location and places around. This will help the student to navigate easily and independently.

5.4. Transportation System Accessibility

Transportation is a vital component for independent living and like others in society CWDs rely on transportation facilities to move from one place to another. The term transportation in school-setting covers several areas including school transport from home to school, and within the school, from one place to other.

Transportation – Schools should ensure the following accessibility features on vehicles like:

➢ Colour contrast on vehicle steps and railing.

➢ Non-skid flooring.

➢ Wheelchair lift or built-in ramps and/ or manual portable folding ramps.

➢ Low floors or a kneeling feature.

➢ Wheelchair spaces.

➢ Wheelchair tie-downs and tie-down tracks.

➢ Special seat belts for wheelchair users.

➢ Seat belts (or other restraint systems) for other children with disabilities.

➢ Handrails.

➢ Wide doors and steps.

➢ Special signage and markers on steps.

➢ Special priority seating near the front of a bus.

➢ A place to store manual folding wheelchairs or wheelchair trays.

➢ Audio-visual announcement of stops.

➢ Padding on hard surfaces and seat edges.

Training of drivers and attendants, in meeting the needs of children with disabilities, should be organized by schools. Transportation-related training should be given to students with disabilities. Parents should be involved in coordination.

5.5 Information and Communication Ecosystem Accessibility

Access to information creates opportunities for everyone in society. In a school set up, this refers to making the website of the school in accessible formats. The website must have features like large fonts, speech to text conversion, contrast colour scheme, search option, etc.

The assignments and the question papers developed in school must be provided in accessible formats as far as possible to facilitate access to all.

The signage system in school should depict the directions for various places in the school. Pictures, lights, and sounds can be incorporated to make the signage system accessible to all.

5.6. Making Teaching and Learning

Accessible to All –

Teachers and educators at school must ensure that whatever they teach must reach the weakest child in the class. The following measures can be incorporated to make teaching effective. (Rose & Meyer, 2002):

➢ ***Using Multiple Strategies to Present Content***–Teachers should enhance instructions through the use of *case studies, music, role-play, cooperative learning, hands-on activities, field trips, guest speakers, web-based communications, and educational software.* Offering a choice of learning contexts by providing opportunities for individual, pair and group work as well as distance learning, peer learning and

fieldwork will be beneficial.

➢ ***Providing Cognitive Support***- Students can be given organizing clues through summarising the lesson at the end. Background information for new concepts using pictures, artifacts, videos, and other materials that are not lecture-based should be presented. Scaffolding in the form of course syllabus, lesson outlines, summaries, study guides, and copies of Power Point slides will provide support to students and reduce the complexity of a task.

➢ ***Teaching Using a Variety of Learning Styles***- Teachers could build learning by giving instructions, both orally and in writing, to engage students through both auditory and visual mediums. Materials such as online resources, videos podcasts, Power Point presentations and e-books may be used to present, illustrate and reinforce new content They could also consider using large visual aids for slides, graphics and charts.

➢ ***Providing Flexible Opportunities for Assessment***-Students should be allowed to demonstrate their learning through continuous formative assessments in multiple ways that include a visual and oral presentations, rather than only written assessments. More assessment options in addition to the traditional evaluation/examination system need to be used.

➢ ***Developing Research Capacity in School Teachers –***Teachers must conduct various action researches for teaching and learning in classrooms and document the same.

➢ ***Using Technology to Combat Limitations for Children with Disabilities –***Technology can be

a great help in dealing with lack of resources. Teaching, learning and examinations can be made accessible with the help of technology in the most cost-effective manner.

5.6 Accessibility to School Resources

Library

➢ All library open book stacks, other facilities and equipment should be accessible.

➢ A special room with appropriate signage should be provided for people with hearing or vision impairment who need assistance while reading.

Canteen

➢ The school must ensure that the canteen is barrier-free for all children. Responsibility for managing external accessibility issues should be allocated to appropriate staff.

Responsibilities in the external environment include

➢ Ensuring that designated accessible parking bays are only used by drivers having disabled parking permit

➢ Ensuring that cars and bicycles do not obstruct pathways or access routes when dropping off students.

➢ Removing fallen leaves, moss, mud to avoid the risk of slips and falls.

➢ Maintaining adequate light for those entering and leaving the school.

➢ Removing any obstructions to external paths or routes.

➢ Making sure that turning areas at the top of ramps are kept clear for use by wheel chair users.

Adaptive strategies in Classroom

➢ Students in an inclusive classroom may require changing certain physical structures in the classroom (like desks etc.) to accommodate students with physical disabilities, adjusting the seating-chart to allow a student with auditory problems to lip-read more easily or structuring the classroom time,to help students with behavioural or learning disabilities feel more secure.

➢ Students with weak reading or writing skills due to their disabilities,can be helped if classes are recorded to allow students to study using auditory techniques. They may also be allowed to dictate their responses (especially students who have visual disabilities). Students may also be given additional time to complete quizzes and exams, be provided notes or outlines if they have difficulty taking notes, or be held responsible for less material.

➢ Students who have intellectual or learning disabilities will benefit from a well- designed approach that reduces visual and auditory distractions like students passing through nearby corridors and from noisy sports or music activities.

➢ Students who have difficulties with remembering and concentrating will also benefit from reduced distractions. They may need access to assistive technology (such as a laptop with specialist software) to help them manage their learning processes.

➢ Students who have speech disabilities may need alternative ways to communicate with their teachers and their peers. They

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*   Source: http://nda.ie/Publications/Education/Education-Publications-/Improving-the-Accessibility-of-School-Buildings-read-online/Contents-Improving-the-Accessibility-of-School-Buildings/The-Classroom.html

may require classrooms designed to facilitate the use of computers with assistive technology and/or a suitable acoustic environment that avoids or reduces noise distractions.

➢ Students who use hearing aids may benefit from a range of technological solutions in the classroom, including radio aids (sometimes called personal FM systems), induction loop systems, infra-red transmitters and classroom sound field systems.

➢ Lighting levels must be reasonably consistent, so that the students do not experience wide variations in light levels when moving their vision from their desks to the teacher.

➢ Students with varying disabilities may need adaptations to their class work and homework. Possible strategies for adapting these types of work include pairing or grouping students with various disabilities with other students who can compensate, allowing students extra time, to complete class work if possible, reducing the length of the assignment for students who cannot complete the entire task, and allowing some students to demonstrate their mastery through verbal responses rather than written ones.

The most important adaptation that can be made to classroom structure, however, is by fostering a feeling of inclusion and diversity as a positive ideal in the classroom, encouraging students to work together in diverse groups and allowing each student to shine in his or her way.

5.7 Role of Non-teaching and Conservancy Staff

Non-teaching staff is an integral part of an effective inclusion programme in any organization as they provide structural support which is needed. They need to be sensitised to the needs of these children and the kind of support they require for smooth functioning in the school.

Non-teaching staff and Conservancy staff must:

➢ be well-trained and multi-skilled to competently fulfil their respective roles.

➢ continue to build capacity in knowledge and skills.

➢ be prepared to work with parents, teachers and other support staff.

➢ prepared to adapt duties and schedules to respond to changes in students' needs in the school.

➢ be well-versed in strategies that maximize the independence of students with special educational needs.

➢ act as inclusion facilitators to achieve an optimum level of inclusion.

➢ have a professional responsibility to model and promote an atmosphere of mutual respect for teachers, students, parents and other professionals.

➢ have an obligation to respect the confidentiality of students and their families.

Other Points to Remember

A tactile map should be provided near the entrance /reception to orient persons with vision impairment.

Switch sockets should be mounted between 450mm and 1200mm from the floor level, in a colour that contrasts against the surrounding wall or else are highlighted by a contrasting strip of colour.

Public dealing counters, classrooms, auditoria, cinema halls, conference rooms, etc. should have an Induction Loop System /FM system (Frequency Modulation).

Fire refuge at the landing or a fire escape staircase, equipped with two-way

communication gadgets with clear signage, flashing bulbs and audio signals should be provided to facilitate an emergency evacuation.

Summary

- *The involvement of School administration, teachers, parents, students and support staff is necessary for successful inclusion barrier free environment.*
- *The School building, the transportation system and information and communication system must be easily accessible and meet the needs of children with disabilities.*

Curriculum Planning, Teaching Methodology, Assessment

Curriculum Planning, Teaching Methodology, Assessment

6

6.1 Introduction

In an inclusive set up, it is important to understand the importance of setting realistic and achievable goals, use creative teaching methodology, pay special attention to accommodation and modifications followed in the classroom for teaching and assessment of students for academic achievement.

6.2 Curriculum Planning

Learning goals suiting all students are prepared by the teacher for the active engagement of children with diverse needs in an inclusive classroom. Teachers may use differentiated instruction techniques, technology for various purposes, modify the physical environment, integrate adaptive technologies and adopt culturally responsive language into the curriculum for curriculum enhancement. The following are few curriculum adaptations that help and more than one can be adapted simultaneously**.**

➢ ***Following As Is Technique –***All students have to follow a similar lesson with the same objectives and material.

➢ ***Providing Physical Assistance –*** Students are assisted in completing activities by making modification in material and equipment if needed.

➢ ***Using Accommodating Material –*** Using materials that allow the students to get involved in age-appropriate activities without having prior communicative or cognitive skills. For example, if a tape recorder is used by a student suffering from dyslexia for listening to directions, stories, and specific lessons. The student can replay the tape to clarify understanding of directions or concepts. Also, to improve reading skills, the student can read the printed words silently as they are presented on tape.

➢ **Multi-level Curriculum** –Students work at different levels but in the same subject area.

➢ **Curriculum Overlying –** Students have different curriculum areas but are involved in the same activity.

➢ **Alternative Curriculum –** Students are involved in some substitute activities to meet the primary instructional needs when the team feels that the general curriculum-to-be, is not appropriate for the child. Activities followed in this alternative curriculum are performed in the classroom**.**

6.3 Teaching Methodology

There are varieties of teaching methodology used by teachers in an Inclusive classroom to meet the educational needs of children with and without disabilities.
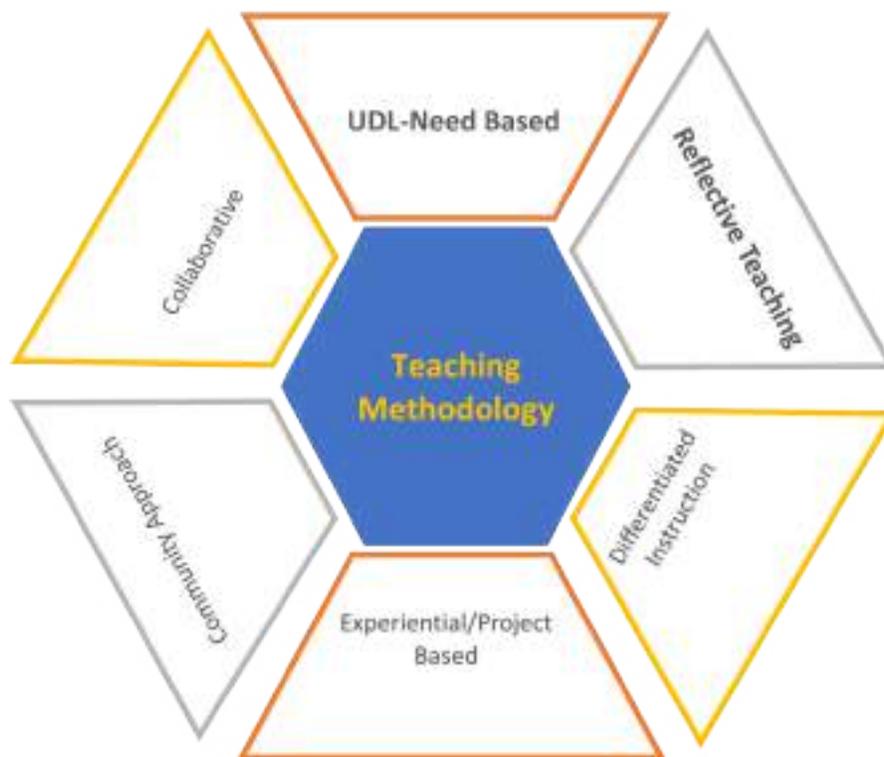
Experiential Learning: Students are actively engaged in learning

Handbook of Inclusive Education

Universal Design for Learning –(UDL) can be used in regular classrooms for inclusive instruction and special education students, allowing general education students' access to multiple ways of learning and creating a greater sense of belonging for students with special needs. Teachers can create a more nurturing, equitable and inclusive space by using strategies. These include the three UDL principles -

➢ Multiple means of **representation** to give learners various ways of acquiring information and knowledge.

➢ Multiple means of **expression** to provide learners alternatives for demonstrating what they know.

➢ Multiple means of **engagement** to tap into learners' interests, offer appropriate challenges, and increase motivation.

This curriculum-design allows students to spend more time together in a learning environment, fostering a sense of inclusivity that benefits all students in the end. It also allows special needs students to see and hear content presented in multiple ways that may increase their ability to absorb the material, since all students learn in multiple ways.

Differentiated instruction – is a process of teaching and learning for students of differing abilities in the same class. Differentiated instruction is based on modification of four elements: content, process, product, and affective/learning environment.
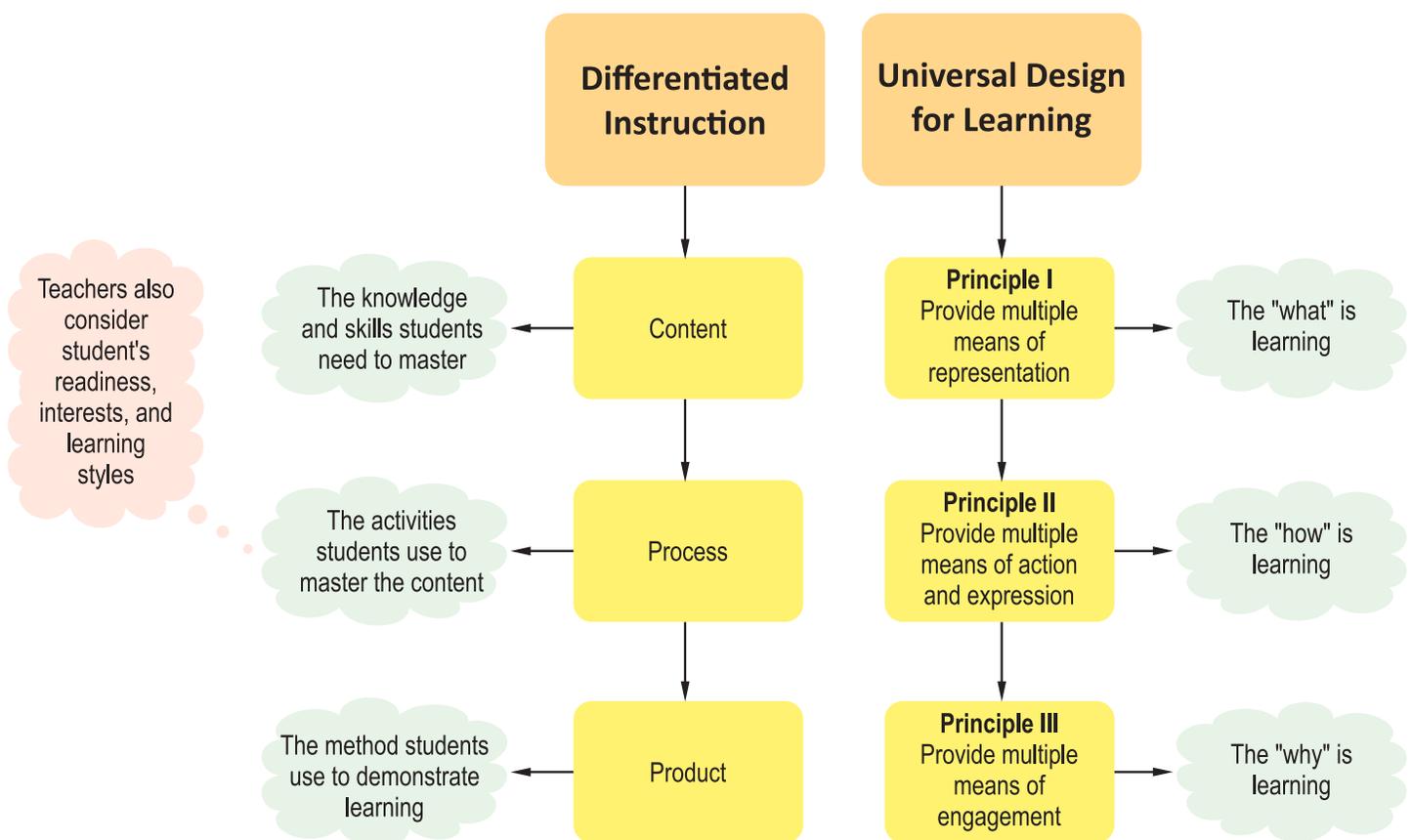
Both instructional strategies attempt to maximize the learning of all students by offering multiple ways to learn content or skills and to demonstrate that knowledge. The difference between Differentiated Instruction and UDL is in when and how changes are made to address the needs of students. Differentiated Instruction happens during instruction and UDL happens when designing the curriculum.

Illustrated by Misty Fisher

Seven Wonders of Learning – There are several ways learners learn and understand concepts. Feeling, Touching, Seeing, Hearing, Tasting, Laughing, and Loving are the seven wonders of learning.

Collaborative Teaching – It is a strategy to teach all the students the same content and meet the same educational standards. It is method in which general education and special education teachers work in collaboration to plan lesson teaching strategies, monitor the progress of students and manage the classroom for overall development of all.

High Five Learning Strategy – The High Five Learning Strategy generates interest and provides a variety of avenues through which a teaching-learning process can be implemented for diverse learners

Sports and Children with Special Needs

Exercise and sports benefit all children as it channelises energy and results in the release of happy hormones which keeps them healthy and fit.

Sports can help in building self-confidence, improving interpersonal skills and team spirit. It also helps in weight management, which is a common problem among today's kids.

Role of Visual Arts – "Art can level the playing field because children with difficulties in academic subjects might excel at drawing, painting, acting or dancing and singing"

For example, storytelling using puppets will be more interesting and interactive.

Benefits of Visual Arts:

- ➢ Improves behaviour.
- ➢ Creates sensory awareness and capacity for self-control.
- ➢ Provides therapy.
- ➢ Helps cope with behavioural problems.
- ➢ Promotes self-esteem and motivation.
- ➢ Enhances communication and expression.

https://youtu.be/tjm_caPOfbU

Role of Music – Music in any form is a multi sensory experience. It can be used to develop sensory perception and psycho-motor skills. Music provides a platform through which children who are unable to speak can express their feelings, ideas and emotions.

Benefits of Music:

- ➢ Provides therapy.
- ➢ Improves cognition.
- ➢ Develops self-esteem.
- ➢ Enhances social skills.
- ➢ Reduces behavioural problems.
- ➢ Increases self-control.

Role of Dramatics – Drama can act as a potent platform for collaboration and negotiation. In a mixed abilities group, drama can bring children with special needs closer to others in their peer group. Drama offers a perfect environment to encourage students to work in a team, thus developing in them, a sense of team spirit, trust and friendship.

Benefits of Dramatics are

- ➢ Relieves emotional tension.
- ➢ Empowers children.
- ➢ Teaches self-regulation.
- ➢ Encourages language development.
- ➢ Teaches conflict resolution.
- ➢ Supports Maths and Literacy.

6.4 Integrating Multiple Intelligence in the Teaching-Learning Process

Intelligence	Learning Activities and Project Ideas	Characteristics
Verbal-Linguistic Intelligence (Word Smart) - Show interest in words and use them as a primary way of understanding and thinking.	➤ Playing Scrabble, Solving Crossword Puzzles, etc. ➤ Writing short stories, letter to the editor, articles ➤ Writing poems ➤ Narrating a story ➤ Participating in debates and storytelling competitions	Good writers, speakers, or both Use words to learn, argue, entertain, and/or teach.
Logical-Mathematical Intelligence Math Smart – Logical-mathematical students enjoy working with numbers.	➤ Activities like Dominoes, Chess and Monopoly. ➤ Use of science tool kits for science experiments /programmes. ➤ Designing codes.	Easily interpret data and analyse abstract patterns. Think in terms of cause and effect.
Spatial Intelligence - Picture Smart – Students, strong in spatial intelligence, think and process information in pictures and images.	➤ Take photographs for classroom activities, annual day, assignments. ➤ Use slime, play dough, mud to understand concepts. ➤ Making a connection while studying by using flow charts, mind maps, diagrams. ➤ Writing notes for chapters. ➤ Using maps, puppets, and legos to act out and reinforce concepts learned in class.	Have excellent visual receptive skills and excellent fine motor skills. Use their eyes and hands to make artistic or creatively designed projects.

Handbook of Inclusive Education

Musical Intelligence - Music Smart – Students who possess Musical Intelligence think, feel and process information primarily through sound.	➤ Write songs and music about content-area topics. ➤ Listening to the music of different eras. ➤ Using rhythm, tapping and clapping to memorize Math facts. ➤ Listening to CDs that teach concepts like the alphabet, parts of speech, states and capitals.	Have superior ability to perceive, compose, and/or perform music. Constantly hear musical notes in their head.
Bodily-Kinaesthetic Intelligence Body Smart – Bodily-kinaesthetic students are highly aware of the world through touch and movement.	➤ Design props costumes for role-play, skits, stories, acts. ➤ Using blocks, cubes or legos to represent concepts from content-area lessons.	Have special harmony between their bodies and their minds. Can control their bodies with grace, expertise, and athleticism.
Interpersonal Intelligence People Smart – Students strong in interpersonal intelligence have a natural ability to interact with, relate to and get along with others effectively.	➤ Working in groups to study or complete projects. ➤ Working with peers for learning Math facts. ➤ Tutoring younger students, interviewing people knowing content.	Are good leaders. Like to interact with others and usually have lots of friends.
Intrapersonal Intelligence Self Smart – People with strong intrapersonal intelligence have a deep awareness of their feelings, ideas and goals.	➤ Writing essays, dissertation from the perspective of historical figures. ➤ Penning an autobiography, reflecting on their reading life. ➤ Writing goals for the future and planning ways to achieve them. ➤ Making a scrapbook for their poems, papers, and reflections.	Usually need time alone to process and create.

Naturalistic Intelligence Nature Smart – This intelligence refers to a person's natural interest in the environment.	➢ Caring for classroom plants. ➢ Caring for pets. ➢ Sorting and classifying natural objects, such as leaves and rocks. ➢ Researching animal habitats. ➢ Observing natural surroundings. ➢ Organizing or participating in park/playground clean-ups, recycling drives and beautification projects. ➢ Visiting Bio-Diversity Parks in the City.	Easily recognize and categorize plants, animals, and rocks.

6.5 Buddy System

Buddy system is a practice to provide academic, emotional and social support to the child with special needs and help him in achieving the desired goals

Buddy system makes students feel valued and supported, teaches important social skills and creates a caring ethos in the school. A Buddy is appointed from the class, keeping in mind the needs and personality of the student.

Oriented & Motivated

Patience & Positivity

Conflict Resolution & Negotiation Skills

Respects everyone

Salient Characteristics of a Buddy

Empathetic

Eyes & Ears Open

Responsible

High EQ & SQ

Buddy as a Soul Partner – A Buddy can be paired in several ways:

➢ New admission with older students

➢ A low achiever with a high achiever

➢ Behavioural challenging with adults

➢ Quiet child with a talkative child.

➢ Academically bright with one having academic difficulties.

Rewarding the Buddy – A timely rewarding of the Buddy helps in maintaining the positive behaviour and willingness to help other students. Providing them with the opportunity to lead by example will reinforce the idea that their accomplishments are, in fact, exemplary.

➢ Buddy can be rewarded in the classroom at regular intervals by teachers.

➢ The successful buddy can be rewarded in assembly.

➢ Buddy must be felicitated with a buddy badge.

➢ The successful buddy can orient other students.

6.6 Adaptations and Modification

As recommended by NCERT 2015

Adaptation refers to adjusting assessments, material, curriculum, or classroom environment to accommodate a student's need so that he/she can participate , and achieve the teaching learning goals.

Enriching Classroom

Accommodations in the Classroom Environment

Doable

Provide least restrictive environment in the classroom. Eliminate unneccesary obstacles from classroom

Allow the student to travel with peer/buddy/soul partner /shadow teacher .

Familiarise / reinforce the route map of library , medical room, washroom, labs, playgrounds and way back to classroom with students. Visual cue/signage can be given.

Keep the doors of classroom completly open or closed to avoid accidents .

Accommodations in the Teaching Process

Doable

Proceeed from simple to complex. Use step by step approach.

Teach through concrete illustrations, keeping preferred learning style of student

Frequent checks for understanding like asking questions, involving in group/individual activities, role play, narrating a story with puppets etc

Praise the student for every successful attempt

Repeat the instructions when neccesary

Use alternative methods of assessment like assessing children during activities, model making , through presentations etc

Adaptations for Students with ADHD

Inattention
- Student should sit with a buddy selected by teacher
- Allow extra time to complete assigned work
- Give clear, concise instructions (written & verbal)
- One assignment at a time to avoid workload
- Break content, worksheet into smaller parts

Motor Activity
- Provide opportunities for seat break
- Allow student to stand while working
- Assign responsibility

Organisation Planning
- Send weekly progress reports home
- Record Assignment
- Collaborate with parents
- Encourage neatness

Disability Specific Accommodation & Adaptation

Accommodations & Adaptations for Cognitive Impairments & Intellectual Disabilities

Ensure the learner is:

➤ Seated at a distraction-free place.

➤ Provided printed materials early so that she/he gets sufficient time to read and comprehend the material.

➤ Given reading handouts in the form of graphic organisers, mind maps, pictures and keywords with limited information per page.

➤ Given material where there are short sentences and a simple vocabulary.

➢ Provided important information in both oral and written formats.

➢ Given more than one way for demonstrating or explaining information.

➢ Allowed use of technology.

➢ Provided oral information along with written by the teacher reading aloud what is written on the board. Many students with learning disabilities find using software that can read the textbook and other text-based materials aloud beneficial. (refer websites)

➢ Allowed flexibility in classroom procedures (record lectures).

➢ Permitted to use of self – correcting materials that provide immediate feedback without embarrassment.

➢ Allowed use of multi-model methods to present classroom material, to address a variety of learning styles and strengths (e.g., auditory, visual, kina esthetic).

➢ Permitted use of captioned videos and know how to turn on the captioning feature.

➢ Allowed adoption of multiple methods for course assessment, such as allowed to take an exam or writing a paper, work alone or in a group, or er an oral, written, or videotaped project presentation.

Accommodations & Adaptations for Physical Impairment

Ensure the learner is:

➢ Given a welcoming and comfortable environment in class.

➢ Provided proper seating places and tables with elevated corners for students to prevent things from falling off.

➢ Ensured free movement by placing furniture in a less restrictive manner.

➢ Provided opportunities for participation by planning alternative activities in advance. For example, a student can act as a commentator or an umpire during a football game or sing a song while others are dancing.

➢ Granted permission to use assistive technology like screen reading software, recorders, keyboards, grippers, thick pencils etc.

➢ Provided printed material early to allow her/him sufficient time to read and comprehend the material.

➢ Given scribes or peer buddy for assistance in classroom.

➢ Provided reading handouts in the form of graphics, mind mapping, pictures and keywords.

➢ Allowed multiple methods for course assessment, such as allowing students to take an exam or writing a paper, work alone or in a group, or deliver an oral, written, or videotaped project presentation.

Accommodation & Adaptations for Visually Impaired /Low Vision

Ensure the learner is:

➢ Provided magnifying glass with light.

➢ Facilitated by increase of font size of the smart board while teaching.

Typoscope

➢ Provided oral information along with written by the teacher reading aloud what is written on the board and helped in clarity by ensuring there is no reflection of previous work on the chalkboard.

- ➢ Provided printed /recorded material early to allow students sufficient time to read and comprehend the material.
- ➢ Permitted use of Typoscope/ Magnifiers.

Provided hands-on experience for better understanding.

- ➢ Granted extra time for completing the work.
- ➢ Provided written material in contrast, dark, bold and large font.
- ➢ Permitted use of raised line paper for writing assignments.
- ➢ Seated away from the window to avoid glare.
- ➢ Given sufficient space between the furniture to avoid banging.
- ➢ Given help when required.
- ➢ Allowed use of a Smart Board with text conversion software that allows the student to access the electronic version of the notes with a Screen Reading or Voice Software.

Accommodation & Adaptations for Hearing Impaired

Ensure that the learner is:

- ➢ Seated near the teacher.
- ➢ Encouraged to use a hearing aid
- ➢ Able to lip-read, see gestures and body language by the teacher speaking while facing her/him.
- ➢ Provided maximum information in visual format.
- ➢ Facilitated by minimising of background noise.
- ➢ Provided videos with subtitles as far as possible.
- ➢ Given handouts using graphic organizers, mind maps, concept maps, pictures, and keywords.

Sample of Sign Language

"Hello"   "Good Bye"

"Thanks"   "You're Welcome"

"Yes"   "No"

"Please"   "Sorry"

Signs every teacher must know in an inclusive setup

Modification involves making changes to learning goals, teaching processes, assignment and/or assessment to accommodate students' learning needs.

6.7 Assessment

Taking into account different learning styles and according to the learning objectives and outcomes, multiple methods of assessments should be used like

- ➢ Visuals (preparing presentations, maps, diagrams, models, projects etc)
- ➢ Information and Communication Technology (mobile phones, laptops, tablets etc)
- ➢ Observation (Natural, participant, non-participant, structured and unstructured, recording etc.)

Tools and Techniques of Assessment

Oral test, Assignments, Quiz, Anecdotal Records, Projects, Portfolios and MCQs

6.8 CBSE Provisions and Concessions

Exemptions/ Concessions Extended to Differently Abled Candidates for Class X/ XII Examinations Conducted by CBSE

SUMMARY OF EXEMPTIONS

Category	Code	Exemptions/ Concessions
1. INTELLECTUAL DISABILITY	C	
1(a) Specific learning Disability • Dyslexia • Dysgraphia • Dyscalculia • Dyspraxia • Developmental	CS	• Flexibility in choosing a subject • Relaxation of Attendance (on request) • Exemption in studying second language • Reader/ Adult prompter*/ scribe and compensatory time • Examination room on ground floor • Option of skill based subjects
1(b) Autism Spectrum	CA	

Various disabilities- Refer PWD ACT 2016

Category	Code	Exemptions/ Concessions
2B. VISUAL IMPAIRMENT	B	• Flexibility in choosing a subject • Relaxation of Attendance (on request) • Exemption in studying second language • Examination through computers • Scribe and compensatory time • Examination room on ground floor • In the subject where practical are involved, theory paper of same marks can be provided as happens in case of visual impairment • Permitting assistive devices during exam with Doctor's advice (Magnifying Glasses / Portable video magnifier) • Option of skill based subjects • Waiving off registration fees for IX/X & XI/XII
2B (a) Blindness	BB	
2B (b) Low Vision*	BL	

Computer for typing answers, enlarged font size and listening questions.

Category	Code	Exemptions/ Concessions
2C. Hearing Impairment	D	• Flexibility in choosing a subject • Relaxation of Attendance (on request) • Exemption in studying second language • Compensatory time • Scribe/ Reader and compensatory time (only for speech and language disability) • Examination room on ground floor • In the subject where practical are involved, theory paper of same marks can be provided as happens in case of visual impairment (not for speech and language disability) • Permitting assistive devices during exam with Doctor's advice • Option of skill based subjects
2C (a) Deaf	DD	
2C (b) Hard of Hearing	DH	
2D (a) Speech and Language Disability	DS	

Category	Code	Exemptions/ Concessions
2A. PHYSICAL DISABILITY LOCOMOTOR DISABILITY	H	• Flexibility in choosing a subject • Relaxation of Attendance (on request) • Exemption in studying second language • Examination through computers • Scribe and compensatory time in case of hand dysfunction • Examination room on ground floor • In the subject where practical are involved, theory paper of same marks can be provided as happens in case of visual impairment • Permitting assistive devices during exam with Doctor's advice * • Option of skill based subjects
2A(a) Leprosy	HL	
2A(b) Cerebral Palsy	HC	
2A(c) Dwarfism*	HD	
2A(d) Muscular Dystrophy	HM	
2A(e) Acid Attack Victims	HA	

*In case of Dwarfism Assistive devices during exam is **NOT** permitted*

Category	Code	Exemptions/ Concessions
3. Mental Behaviour	S	• Flexibility in choosing a subject • Relaxation of Attendance (on request) • Exemption in studying second language • Examination through computers • Reader/ Adult prompter/ Scribe and compensatory time (only for mental behaviour) • Scribe and compensatory time (only for multiple disabilities) • Examination room on ground floor • Option of skill based subjects
3(a) Mental Behaviour	SM	
5. Multiple Disabilities	S	
5 (a) Multiple Disabilities	SD	

Category	Code	Exemptions/ Concessions
4. Disability caused due to Chronic Neurological Condition & Blood Disorder	S	• Flexibility in choosing a subject • Relaxation of Attendance (on request) • Exemption in studying second language • Examination through computers • Reader/ Adult prompter/ Scribe and compensatory time • Examination room on ground floor • Permitting assistive devices during exam with Doctor's advice • Option of skill based subjects
4(a) Chronic Neurological Condition i) Multiple Sclerosis ii) Parkinson's Disease	SN	
4(b) Blood Disorder i) Hemophilia ii) Thalassemia iii) Sickle Cell Disease	SB	

IMPORTANT POINTS TO NOTE

Issuing Authority of Disability Certificate

Central or State Government Hospitals	Recognized institute of National level	Practitioner registered with RCI	Competent Authority

Students considered for exemption / concessions should be registered with CBSE in Class IX and/or XI

Appointment of Scribe and Related Instructions:

i. Discretion of opting own scribe/reader or request examination centre.
ii. If Scribe/ Reader provided by Exam Centre- qualification of Scribe -NOT more than min. qualification criteria of exam.
iii. If candidate brings own scribe, qualification of scribe -one step below the qualification of candidate
iv. Option of meeting scribe -two days before examination.
v. Can change Scribe/Reader in case of emergency.
vi. Allowed to take more than one scribe/reader for writing different papers.
vii. Only one scribe per subject.
viii. Centre Superintendent to forward to the concerned Regional Officer of the Board, a report giving full particulars of the candidate and scribe.
ix. Suitable room to be arranged for the candidate for whom scribe is allowed.

Flexibility in Choosing Subjects:

Class X

(a) One compulsory language as against two.
(b) Any four from the following 2 groups:
Group 1 Mathematics, Science, Social Science, another language, Music, Painting, Home Science, Elements of Business, Elements of Book Keeping and Accountancy, Computer Applications
Group 2 Skill Subjects for Regular Candidates only (except Automobile Technology):
Retail, Information Technology, Security, Introduction to Financial Markets, Introduction to Tourism, Beauty & Wellness, Agriculture, Food Production, Front Office Operations, Banking & Insurance, Marketing & Sales, Health Care Services, Apparel, Media, Multi Skill Foundation Course
Note: Information Technology from Group 2 cannot be offered if – "Computer Applications" from Group 1 is opted.
(c) Bonafide residents of Delhi appearing as Private candidate CANNOT take subjects having Practical Component at Secondary level but candidates with disabilities as defined in the Examination Bye-laws CAN take up Music, Painting, Home Science
(d) Physio-therapic exercises -equivalent to Health and Physical Education course of the Board.

Class XII

Bonafide residents of Delhi appearing as Private candidate CANNOT take subjects having Practical Component but candidates with disabilities as defined in the Examination Bye-laws CAN take Music, Painting, Home Science

Alternate questions/ Separate Question:

Class X

i) **Alternative type questions** in lieu of questions having visual inputs for disabled candidates in English and Social Science.
ii) Separate question papers with **enlarged font size** for Mathematics and Science.

Class XII

i) Separate question papers with MCQs based on Practical component in lieu of practicals in Physics, Chemistry, Biology
ii) Physics, Chemistry, Mathematics, Biology question papers **without any visual input**
iii) **Alternative type questions** in lieu of questions having visual inputs in History, Geography and Economics

Do's

- Assessment Report/ Disability Certificate should be of 6 months prior to registration.
- Portable video magnifier to be allowed for Visually impaired candidates.
- Relaxation in attendance upto 50% for those unable to attend school for prescribed days (certified by medical practioners/ authorized psychologists)

Don'ts

- Use of calculators NOT permitted.
- Those candidates permitted to use computers/ laptops should NOT have internet connection.
- Candidates will NOT have the facility of scribe and reader together.

Enclosed

- Annexure –I
- Annexure –II
- Annexure –IV

Summary

- *Curriculum can be adapted as per the diverse needs of students and a variety of teaching methodologies can be used by the teachers in an inclusive classroom.*

- *Universal Design for Learning, differentiated instructions, High Five Strategy may be designed which will give all students an equal opportunity to learn.*

- *The model of Multiple Intelligences can be integrated in the teaching-learning process.*

- *Learning outcomes can be assessed by using multiple means.*

- *Exemptions and concessions are provided and extended to differently-abled candidates by the CBSE.*

Lesson plan and Individualized Education Plan

Lesson plan and Individualized Education Plan

7.1 Lesson Plan

7.2 Individualized Education Plan

7.1 Lesson plan

A lesson plan is a step-by-step guide that provides a structure for an essential learning. It is a detailed road-map of instructions which reflect the variant styles employed by the teacher, keeping in mind, the preferred intelligence of each child and catering to the diverse category of students.

An all-inclusive and effective unit plan includes aim, objective, prior knowledge of students, minimum learning outcomes, self-reflection, and the methodology involved based on the individual's learning needs, time estimated, required material and alternative assessment.

Lesson Plans

Class	V
Subject	Environmental Studies (EVS)
Topic	Every Drop Counts
Content	- Importance of water - Water Conservation - Step wells, their importance and use - Rainwater harvesting
Learning Objectives	The students will be able to- - Understand the importance of water in daily life. - Identify the causes of the water crisis. - Suggest ways to conserve water. - Enumerate the importance of step wells. - Locate the places having step wells in the political map of India.

Ice-Breaking Activity (5 minutes)	The teacher will make the students listen to an audio piece played on the smartboard 'The Water Song' **YouTube.Bottled water……..https://youtu.be/gvuhAVH-BU8**

" SipSip water to quench your thirst
 A gulp of water for an energy burst
 Drink water day and night………………

After the song students will be given a questionnaire to check their awareness about conserving water. A peer evaluation of the same will be done.

1) Which of these ways to wash a car saves the water?
a) Wash it with the garden hose
b) Wash it with bucket and mug
c) Take it through a car wash that recycles water

2) It isn't important to save water because there is so much of it on Earth
a) True
b) False

3) Which of the following uses less water?
a) Taking a 5-minute shower
b) Taking a bath with a bucket

4) Which of these activities wastes the MOST water per day in the average home?
a) Running the tap while washing utensils
b) A leaky toilet
c) Long showers |
| **Prior Knowledge** | The teacher will further generate curiosity amongst the students by asking the following questions:

Q. Do you close the tap or leave it open while brushing your teeth?
Q. How many of you use shower/ bucket-mug for bathing?
Q. What do you do with the water left in your bottle?
Q. How does your mother wash fruits and vegetables?
Q. Do you know the source of water in the toilets of your school?
After evaluating students' responses, she will guide them to understand the importance of water in daily life and the need to conserve it. |
| **Teaching-Learning Materials** | Concrete objects like a clay pot, metals: copper, brass, flashcards (rainwater harvesting, drip irrigation, water recycling),political map of India, YouTube videos, smartboard module
• For rain barrel, large trash can or an old drum, hose, rubber washers
• For rain water harvesting model cardboard, coloured sheets, fevicol, cello tape,cottonwool, cutter or a pair of scissors |

Methodology	**Experiential Learning with Model Making**
	Differentiated Instructions-
	a) <u>Visual learners</u> will learn with the help of models, flashcards and videos played on the smartboard.
	b) <u>Kinesthetic learners will</u> create a working model of a rainwater harvesting system and rain barrel.
	c) <u>Auditory learners</u> will benefit from a discussion on the conservation of water, causes of water shortage, declamation and videos played on the smartboard.
	Introduction (Need to conserve water) through brainstorming questions.
	Q. Why is earth is known as a blue planet? (students expected response 3/4 of the earth is covered with water)
	Q. Why is everybody not getting access to safe drinking water?
	Q. Why is it that people in a few areas have to buy drinking water?
	• The teacher will thus discuss the need to conserve water and have a declamation on "**Water Conservation: A Necessity of the Present to Secure the Future**" to sensitize the students towards the global issue of the water crisis with special reference to South Africa(Cape Town).
	The teacher will write the points of discussions, declamation on the blackboard and then ask them to do the following activity.
	Activity 1-Teacher will encourage the students to observe and find out.
	Students will be asked to look at the area around the school and their homes.
	• Are there any fields, kutcha roads, pucca roads, drains, etc?
	• Is the area sloping, rocky or flat?
	• Think, what will happen here when it rains?
	• Where will the rainwater go- into drains, pipes or pits?
	• Is some water also getting soaked into the soil?

Place	Write your Observation
Fields	
Roads • Kutcha road • Pucca road	
Drains	
Area • Sloping • Rocky • Flat	
Pipes	
Pits	

Then the teacher will explain how the earth soaks water and how it reaches underground.

Ways to conserve water

Activity: 2 Take a look around your house or school and find three places where water is used. Fill in the chart below to show how water can be saved more carefully. You can write or draw.

Places where water is used.	Ways water may be wasted in this place.	Ways people can save water in this place.

- Through storytelling and PPT prepared by the students under the guidance of a teacher, '**My Journey of ancient Indian Step well and the stepwell during Indus Valley Civilization** teacher will explain the importance of stepwell and its use in earlier times.

- Vessels made of clay, copper, brass will be shown to explain to the students about the storage vessels used in earlier times.

- Through the political map of India teacher will help the students mark places in India where step wells were used for water conservation.

- The teacher elicits information from the students about ways in which they can use water wisely through a lively discussion.

- Then the teacher will discuss more ways of conserving water (rainwater harvesting method, water recycling, drip irrigation in the fields, etc.) through flashcards and 3 D videos played on the smart board.
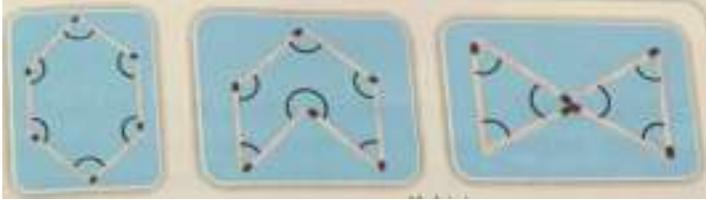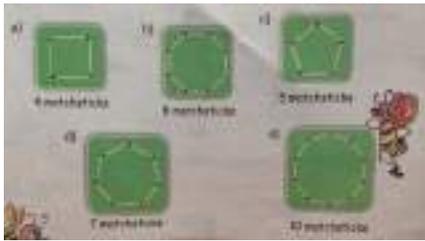

Rain water Harvesting   Drip irrigation

Minimum Learning Outcome	Each student in the class will • appreciate the role of water in daily life. • understand the need to save water. • suggest ways to conserve water. • use of stepwell in ancient times.
Recapitulation	An oral quiz will be conducted to check the understanding of the students. Students will create a model of rainwater harvesting and rain barrel. **Rain Barrel** **Rain Water Harvesting 3DModel**
Feedback **Assessment :**	Feedback of concepts will be taken through the random question- answers and **worksheets** consisting of **MCQs** and give reasons. The worksheets will be peer-evaluated. **For Cognitive & Intellectual Impairment** • Prepare a Model on rain water harvesting or Rain barrel. • Presentation on any one step well in India. • Radio lab – on identifying the state having step well. • Designing an E badge: "I am a water saver". **For Visually Impaired/Low Vision** • Radio lab – on identifying the state having step well. • Podcast the various ways to conserve water. • Story weaving on importance of water in daily life. **For Hearing Impaired** • Designing a Poster on saving water. • Creating a Model on rain water harvesting. • Presentation on any one step well in India • Designing E badge: "I am a water saver" **For Physically Impaired** • Presentation on the topic Conserve Water. • Radio lab – on identifying the state having step well. • MCQs.
Value Inculcation and Skill Development	• Value of caring for precious natural resource: water will be imparted. • Observation skill will be enhanced. • Critical thinking and reasoning skills will be enhanced. • Creative skills will be developed by using trash to create a model of the rain barrel. • Effective communication skills will be enhanced.

Follow up Activity	**ACTIVITY**- Find all easy ways to save water in the following Maze. Hose nozzle, short showers, broom, fix leaks, native plants, collect rain, timer, adjust sprinklers, water deeply
Self-Reflection	• The success of the learning outcome will be assessed through feedback. • After analysing students' responses through activities **Quiz, Word Maze**, necessary modifications will be made.
Resources/ Links	• www.fcwa.org(facts about water) • https://youtu.be/4PcttDs2nLs (model of step well) • www.onewater.org/movie • https://youtu.be/gvuhAVH-BU8(water song) • https://youtu.be/1Rc2GYjH4pw (working model for Rainwater harvesting) • Looking Around(NCERT book)
Innovative practices	• Working model of **indigenous rainwater harvesting plant**, conduction of declamation "**Water Conservation: A Necessity of the Present to Secure the Future"**

Class	V
Subject	Mathematics
Topic	Shapes and Angles
Learning Objectives	The student will be able to • Apply geometry skills to increase understanding of polygons. • Identify types of polygons based on several sides. • Get a sense of how angles determine the shape of a Polygon. • Use an angle tester. • Make an angle with their body. • Identify angles in their surroundings and know how to classify them. • Draw and label rough diagrams of different types of angles (acute, right and obtuse).

Handbook of Inclusive Education

Prior Knowledge	• **Ice Breaking Activity** – The teacher will divide the class into six groups. Each group consists of six students. Each group will be given six matchsticks or ice cream sticks to create shapes using their creativity. The teacher instructs the students to join the ends of matchsticks or ice cream sticks to make a six-sided polygon. Each group came up with different shapes of the polygon using the same number of matchsticks. The teacher will ask questions from students based on the activity. Q. Did you enjoy the activity? Q. Can you name the shape you made with the matchsticks? Q. Do you know why I instructed you to join the ends of the matchsticks? Q. What type of shape will you get if you do not join the ends of matchsticks? Q. What is an open and a closed shape? Q. Does the shape differ with the same number of given sides? Q. Did you notice how the angle determines the shape of a polygon? After the answer from students, she will encourage the students to think about how the shapes can differ even when the number of sides is the same. She further directs the students to think about how angle determines the shape of a polygon. She encourages the students to think about how matchsticks make a small angle, a big angle, and a bigger angle which changes the shape of a six-sided polygon.
Teaching Learning Material	Matchsticks, Ice cream sticks, strips cut from a cardboard sheet, drawing pin, leaves from the garden, glue, clock (hands of a clock), smart board modules, watercolours, A4 size sheet
Teaching Methodology	**Differentiated Instructions** a) Visual and spatial learners will learn with the help of figures on blackboard and videos played on the smart board on how angles are formed with different body parts. b) Kina esthetic learners will create different closed shapes with the help of matchsticks or ice cream sticks and learn the concept through it. c) Auditory learners will learn to identify angles by listening to songs that teacher plays on the smart board (link is given below)
	Angle The teacher introduces the word angle to the students and asks them to recall how angles determine the shape of a polygon. She further explains how many different shapes you can make by changing the angles between the matchsticks.

An angle is made up of two rays that have the same point of origin which is called vertex. The two rays are the **sides** of the angles and where two lines meet is called its **vertex**.

sides–AB, AC
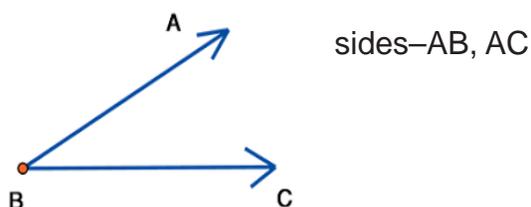
Activity: Making of Angle Tester

- Cut two strips of the same size from a cardboard sheet. Fix them with a drawing pin such that both the strips can move around easily.
- The students will walk around the class with the angle tester to look for different angles.

- The teacher explains if the tester opens like the letter L, then the angle formed is a right angle.
- If the angle is less than the right angle (L) it is called an **acute angle**.
- If the angle is more than the right angle (L) is called an **obtuse angle.**

To re-enforce the concept learned above a simple Activity will be conducted

Activity: Angle with your body

- The teacher asks the students to make a right angle with their hands.
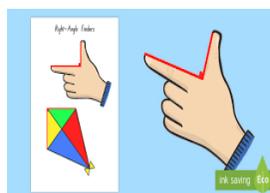
Students can think of other ways also to represent a right angle and discuss in the class

- The teacher asks the students to make an acute angle with their arms

Students can represent acute angles with their two fingers also by using their thinking skills.

	• The teacher asks the students to make an obtuse angle with their arms. She calls a few students to represent obtuse angles on board through figures. Students enjoy this fun-filled activity and can easily identify the three types of angles learned. **Activity: Angle and Time** Students will be asked to do this activity in their notebooks. At 9 o'clock the hands of a clock make a right angle. There are many times in a day when the hands of a clock make a right angle, acute angle and obtuse angle. Draw the clocks to represent these angles along with time. d) These activities will help the students to identify and classify different types of angles.

Minimum Learning Outcome	Students will be able to • Combine their knowledge of polygons and identify and classify three types of angles. • Draw and label different types of angles.	**Value Inculcation and Skill Development** Students will be able to develop thinking skills, motor skills, visualizing skills by identifying the angles. They will be able to relate the concept learned to their surroundings.
Recapitulation	**Activity:** • Students will be taken to the ground. They will be asked to do sit-ups to make themselves into three types of angles. • When they are lying down with their knees bent, they form an obtuse angle. • When they sit up partway, they form a right angle • When they complete the sit up, they form an acute angle 	

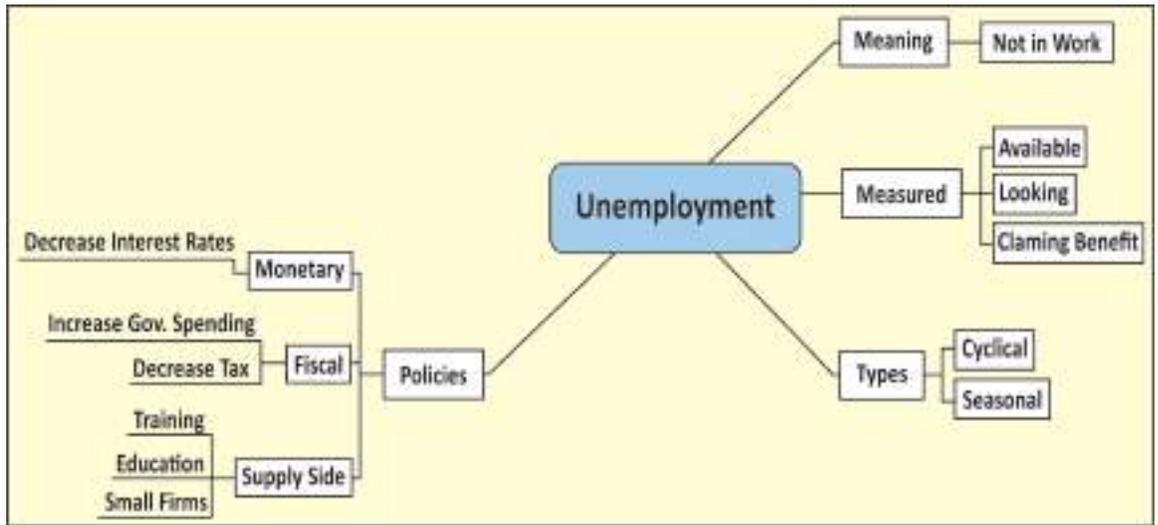| Feedback	The concept was well delivered. The students thoroughly enjoyed the activities conducted.
Assessment	**For Cognitive & Intellectual Impairment** • Demonstrate different types of angles using any object around them (door/laptop/book etc) • Yoga postures to demonstrate different angles. **For Visually Impaired/Low Vision** • Angles made by hand of the clock. • Identify angles using ice cream sticks. • Identify angles in the objects around them. **For Hearing Impaired** • Represent angles using body parts. • Draw angles on clock • Demonstrate different angles through paper folding activity. **For Physically Impaired** • Identify different angles on opening and closing of door etc • Classify different types of angles using clock.
Self -Reflection	The students could identify and classify angles. They could make angles with their body parts and relate it to their surroundings. They really enjoyed all the activities conducted for understanding the concept of shapes and angles. Worksheets will be given and Quiz will be conducted.
Innovative Practices	**Activity: Angle card game** The class is divided into two groups. The teacher will place some picture cards (marked with angle) between them. On the opposite side, the teacher will place 3 boxes named right, acute and obtuse angle, Each student in the group will be asked to pick a picture card and put it in the appropriate box.
Resources Link	https://www.youtube.com/watch?v=NVuMULQjb3o(Song on different types of angles) https://www.mathsisfun.com/angles.html https://www.toppr.com/guides/maths/shapes-and-angles/intro-shapes-and-angles/

Class	XII	
Subject	ECONOMICS	
Topic/ Concept	EMPLOYMENT: GROWTH AND INFORMALISATION	
Time duration	Fortnight Planning	

Content (mind map for students with visual intelligences)	In this chapter, the learners will understand the importance of work, identify who are workers and what is employment. They will also find out the difference between labour force and workforce. They will gain an insight on Indian Occupational and Employment Structure and various schemes run by the Government to solve the problem of Unemployment.	**HOMEWORK / ASSIGNMENT**
Learning objectives	After studying this topic, students be will able to • Understand and define the meaning of basic terms like employment, unemployment, participation rate, workforce and labour force. • Understand the nature of participation of men and women in various economic activities. • Identify people are employed and can be called workers. • Distinguish between those who are employed and those are unemployed. • Analyse the contribution of employed people to the economy. 	**LIFE SKILLS IMPARTED** • Students will understand the value of work and of earning a living • They will also understand that no work is less important than the other • They will appreciate the importance of dignity of labour • Decision making skills will be enhanced

Learning Outcomes	By the end of the lesson the students will be expected to • Define the meaning of basic terms like employment, unemployment, participation rate, workforce and labour force. • Analyse the present situation of Indian economy and jobless growth. • Differentiate between labour force and workforce. • Calculate the participation rate in India.
Minimum Learning Outcomes	**After the topic is over, students will be able to** • Understand the composition of people who can be termed as employed. • Structure the definition and meaning of employment. • Distinguish between labour force and work force. • Understand the employment and unemployment ratio in India.
Prior knowledge	Students already have some knowledge of types of unemployment in India as they have done it class X. **Career Path** The teacher will begin the class with a small discussion on various career opportunities which are available . Students will give inputs and their career choices during the discussion. The teacher will note the student's responses on the blackboard. From here, the lesson will be further unfolded to the class.

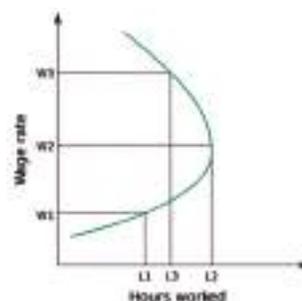|	
Materials / Resources Required	• Smart class videos (topic related) , • Flash cards (Used in Jobs Train) • Video by Jayati Ghosh (link shared in the end) • News paper articles (refer the links mentioned in the end)
Facilitation Process	

Methodology : Activity Based Learning

Activity : **The Job train**

General instructions for the activity

- Classroom is an Economy
- All the students are Job Seekers
- Only way you can get a job is to quickly grab a job-opening if you are new, or you have left your previous job or you want to switch over to new one, You have to get into the train on a Job's Station
- (Here the train is representing the labour market)
- The Job's Train is going at a very slow pace, but its continuously moving to different job stations
- Each station is represented via flash cards which have the job written on them
- The teacher will ask each student , what kind of job he/she aspires for and write their responses below the flash card which will open for them, here the flash cards are the job openings which are available in the economy
- During this activity, few students will get the jobs they aspire for, while others may just grab it for the sake of earning.

Vocabulary learnt!
- Work- force
- Participation –Rate
- Labour-force ,
- Jobless Growth
- Labour Supply

Sample flash cards

Airline pilot	Taxi driver	Police officer	Actuary	Financial advisor	Football Coach	Butcher	Accountant

Lawyer	Economics Teacher	Dancer	Accountant	Financial advisor	Fastfood Manager	Astraunaut	Dancer

The above written are students' aspirations.

The teacher will ask the class the following questions.

How many of you are happy with the job offered to you by the labour market?

How many of you are qualified for the job offered to you?

If given a choice, how many of you will pass on the job given to you in the economy?

From the above questions, teacher will derive the concepts of workforce, labour force and participation rate

Entire class- **labour force**

Students who took up the job and are working – **workforce**

Research work!
Find out the participation rate amongst women in India and compare it with one of the Scandinavian countries.

THINK!
What are the reasons for backward bending labour supply curve?

Comparative Study

In further classes, teacher use **comparative analysis** to discuss the nature of informal and formal sector.
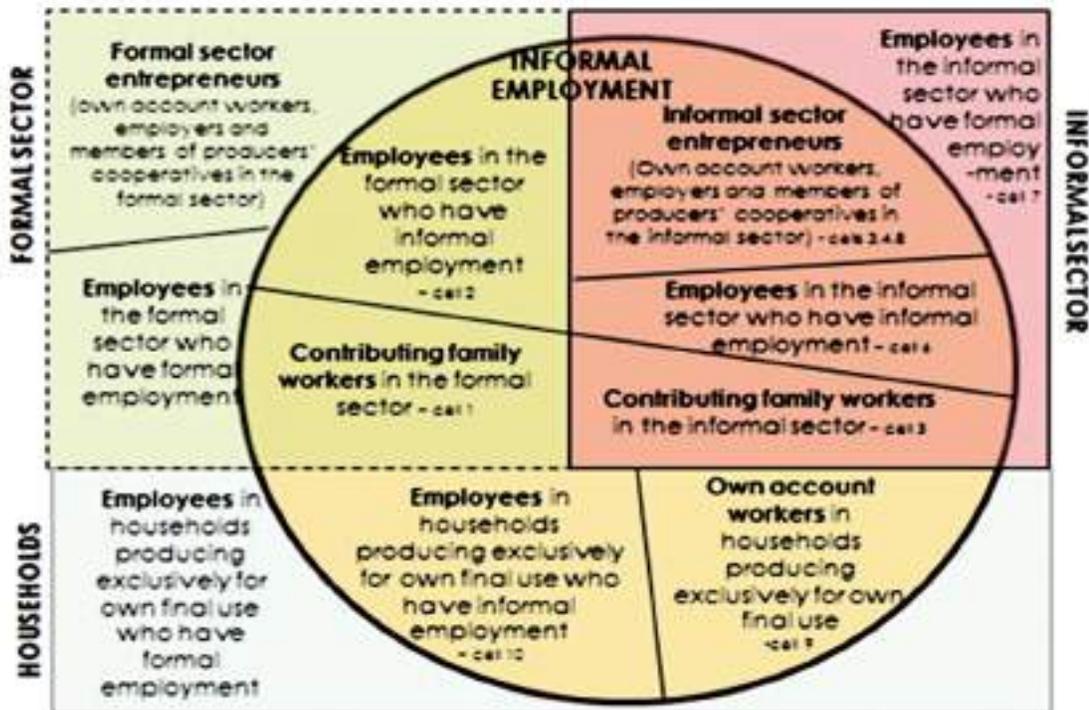
Let's Discuss
Jobless Growth In India…

Why ??

Handbook of Inclusive Education
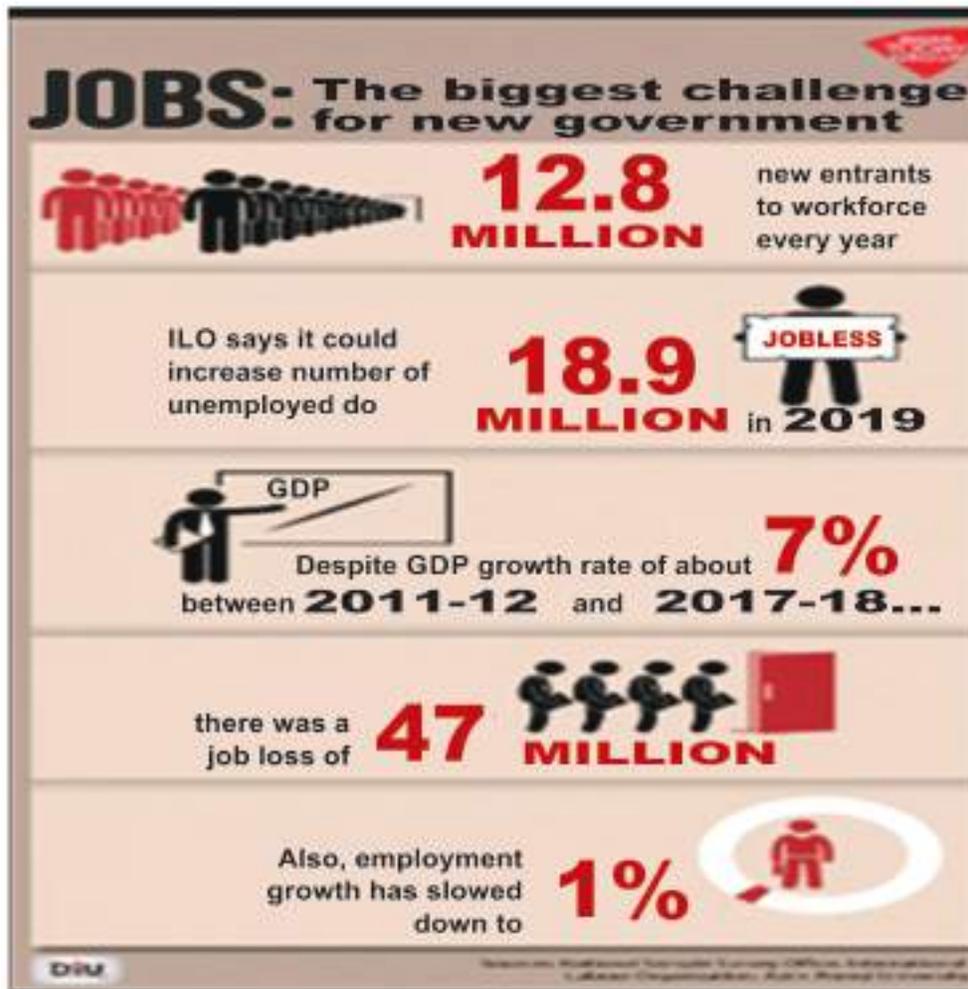
Teacher holds a discussion in the class, as to what all should be done apart from employment generation schemes to reduce unemployment in the country.

Recapitulation	Let us build a definition out of these jumbled words
	An/ Willing / at / wage rate / economy / the/ people /of / in / number / work / are / who / to /market /able to / and
Learning by Doing	From the above activity, the teacher will revise the concept of unemployment

Table 7.1 U.S. Employment and Unemployment, 2012

Total Adult population over the age of 16	243.2 millon
In the labor force	154.9 million (63.7%)
Employed	142.4 million
Unemployee	12.5 million
Out of the labor force	88.3 million (36.3%)

Source : www.bis.gov

In this example, the unemployment rate can be calculated as 12.5 million unemployed people divided by 155.0 million people in the labor force, which works out to an 8.1% rate of unemployment.

From the above data, calculate the unemployment rate in India .

Also present the above Data in a Pie- Diagram

(Multi-disciplinary with mathematics and Statistics)

Closure / follow up activities	1. **Construct a Venn Diagram to display the concepts of labour force, workforce and unemployed** *(for students with logical and mathematical intelligences)* 2. **Think of old English songs which share the plight of workers and being unemployed** **(for students who are musical rhythmic)** -Brother Can You Spare a Dime Bing Crosby -Career Opportunities (The Clash) 3. **Article discussion in form of a panel discussion on Recent Unemployment In India** https://m.economictimes.com/jobs/indias-unemployment-rate-hit-6-1-in-2017-18/articleshow/69598640.cms (for students with linguistic learners)
Innovative Practices	*The Job Train Simulation*
Self -Reflection / Class Feedback	**Self–Assessment Scale** | 1	2	3	4
---	---	---	---
Even with help I don't get it.	Help me a little, and I got it.	I need some more practice.	I need a challenge or can help someone else.	 *The scale will be used to take the class feedback.* *Accordingly necessary measures will be taken up.*
Remedial measures taken:	Worksheet will be given to children with special needs as per the MLO
Assessment for students with special needs	*Assessment for visual / low impairment* *This song will be played in the class and following questions can be put across*
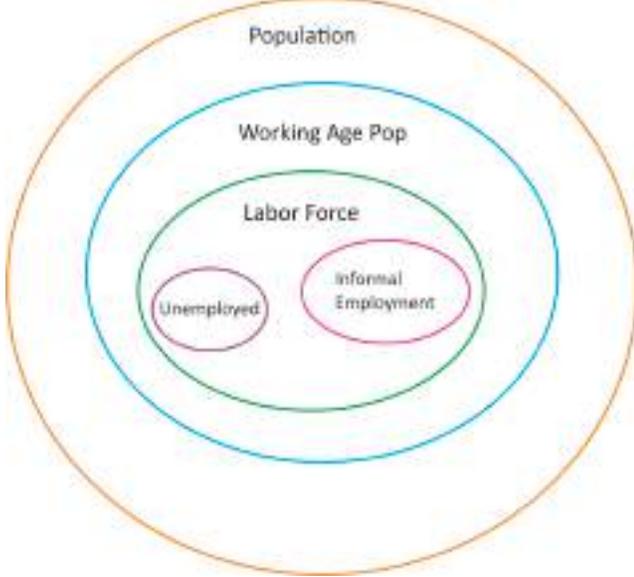
Ek Chhoti Si Naukri Ka- Kishore kumar

https://youtu.be/fUcVUNViUG4

1. Which search tool is being used in the song to gather information related to jobs available?
2. In today's time, do you think some new ways of gathering information on jobs have been developed? name any two
3. The singer/ actor is not willing to take up which type of job?
4. He belongs to which category of unemployment?
5. Enlist two problems faced

Assessment for hearing impairment

• Rapid fire round with the help of PPT

(Questions will flash on the slides.)

Physical Impaired

Podcast the various social consequences of high unemployment rate in India

For cognitive and intellectual impairment

• Picture based quiz
• Cartoon guess

Which unemployment phenomenon is being depicted in cartoon?

References:	https://m.economictimes.com/jobs/indias-unemployment-rate-hit-6-1-in-2017-18/articleshow/69598640.cms
	https://www.bls.gov/bls/unemployment.htm
	https://www.facebook.com/brutindia/videos/jayati-ghosh-explains-the-economic-slowdown/505745506639561/
	https://www.thehindu.com/opinion/op-ed/jobless-growth-becomes-more-systemic/article28391822.ece
	https://economictimes.indiatimes.com/small-biz/entrepreneurship/unemployment-at-17-8-million-india-needs-to-look-at-skills-development-through-multiple-lenses/articleshow/61077984.cms?from=mdr

7.2 Individualized Education Plan (IEP)

The IEP "is not the student's entire educational program but rather a road map containing the most important stops along the way to the final destination of learning and inclusion."- Cheryl M Jorgensen.

The IEP should:

- Meet the child's academic, development and functional needs that result from the disability.

- Enable the child to be involved in and progress in the general curriculum.

- Meet each child's educational needs that result from the child's disability.

- Goals should be SMART*: Specific, measurable, attainable, results-oriented, and time-bound.*

IEP goals cannot be broad statements about what a child will accomplish in a year, instead they must address the child's academic achievement and functional performance. The IEP must identify the entire child's needs, how the school will meet these needs, and how the school will measure the child's progress.

IEP (Individualized Education Plan)-as the name suggests is specific to every child. A generic version is also specific to a school and organisation. Here is attached a version, for ease of start.

Individualized Education Plan

Part A

Name of Student	ID:
Date of Birth:	Sex:
Father's Name & Contact No.:	Mother's Name & Contact No.:
Address:	
Class & Section:	Date of filling up of IEP:

1.	Type of Special Need:	
2.	Associated Condition, if any:	
3.	Mother tongue/ Language spoken by the student:	

4.	Referral to other services:	
5.	Annual Goals:	
6.	Short Term Goals:	

Part B

Subject : English			
Area 1 :			
Task 1			
Baseline	Specific Objective	Materials to be used	Teaching Strategies
Evaluation :			

Signature of the SET   **Signature and stamp of the HOS**

Student Profile

Name of Student **Vijay (Name changed)**	Class & Sec **IV**
Date of birth7.11.2010	Age**8 + years**
Name of Class Teacher **Ms.Malhotra**	Type of Disability **Intellectual Disability**
Assistive device used	Parent Name **Mr.Samarth**
Date of IEP started **1**-**April -2017**	Date of IEP reviewed 1-**October -2017**

Relevant Assessment Data

Information Source	Date	Summary
Psycho-Educational Assessment	24.08.2017	Specific Learning Disability
Speech-Language Assessment		
Occupational Therapy /Physiotherapy		
Counselling /Special Education sessions	Need based	He has difficulty in writing skills and reading skills.

Student Areas of Strength and Areas of Weakness

Areas of Strength	Areas of Weakness

• Retells stories and predicts what may happen • He gets along well with peers • Enjoys doing mathematics • Tries to do calculation mentally • Enjoys Astronomy • Responds well orally.	• Easily distracted • Experiences difficulty in following directions (more than one) • Often loses track while reading • Written work is rarely legible. • Written work is poorly organized • Reluctant reader.	

Student Observation

	Needs continuous support	Needs Occasional Support	No concern
Preparedness: Student arrives on time and brings his learning material.		Yes	
Concentration: Student gets distracted but stays on task, focuses on the teacher, remembers and follows instructions.		Yes	
Communication: Student can communicate (listen/talk/ask/ question)			Yes
Behaviour(Relationship with other students and teachers): - Student manages feelings, has confidence and is motivated.			Yes
Assistive Devices: Student brings assistive devices to class and uses them effectively			
Language: Understands language, acquires new words, can express himself clearly in sentences, etc.		Yes	
Reading: Student is able to read a paragraph of grade level		Yes	
Spelling: Student is able to spell common words	Yes		
Handwriting: Student produces neat handwriting	Yes		
Comprehension: Student is able to understand and remember the content of spoken language		Yes	
Numeracy: Student demonstrates basic ability to use numbers like adding, subtracting, multiplication and division.			Yes

Handbook of Inclusive Education

Work in class: Student is able to complete work independently	Yes		
Creative & Application of knowledge: Student is able to synthesise disparate ideas or apply what they have learnt in different context or in non-traditional ways		Yes	
Motor skills: Student is able body, use hands and has motor coordination skills	Yes		
Self-Management skills: Student is able to observe his /her behaviour, manage time, has problem-solving skills is and able to communicate**.**			Yes
Interpersonal Relation: Student is able to work well with others		Yes	
Managing Emotions: Student is able to realize, accept and control his feelings	Yes		
Independent Decision Making /Clear Choices: Student is able to choose better by seeing, listening and doing		Yes	
Problem Solving: Student is able to find out the solution to the problem effectively		Yes	
Self-Directed, Engaged Learning: Student is able to construct knowledge and meaning with every interaction and experience		Yes	

Part B

Accommodation, Modification, and Exemptions

Exemption in the third language	Yes	Weekly Homebound program	Yes
Extra time	Yes	Modified question paper	Yes
Large font	Yes	Modified co-curricular activities (games, sports, music, dance, art, etc)	Yes
Assistance in reading	Yes	Assistive device	
Prompter	Yes	Disability-friendly toilets, lift	
Classroom accommodation	Yes	Signage, ramps, railings	Yes
Visual Clue	Yes	Accessibility to school facilities (playground, labs, canteen, medical room, transport, etc)	Yes
Scribe		Flexibility in subjects	

Preferred Learning style	Visual and Kinaesthetic

Specific Objectives /Behavioural Objectives

- Encouraged to complete his work independently in class in legible handwriting.
- Encouraged to get involved in group discussions by providing him opportunities to speak.
- Motivated to work within given time limits.
- Encouraged to work on writing skills.

Teaching Strategies

- Quiz and games on listening, reading and recognizing words, speaking drills.
- Use of multiple –scenario approach, use of mathematical tricks for calculation skills
- Use of practical activities for a better understanding of concepts.
- Breaking learning into simple and small steps.
- Using diagrams, graphics /pictures to explain complex concepts.
- Encouraged to take part in class discussions and class activities.
- Provided an opportunity to take responsible actions and explore the environmental impact of what they do.
- Attempt the question paper from lengthy to one-word answer.

Annual Goal

English

- Vijay will increase reading readiness skills in the area of print awareness, decoding words recognition by grade level 3
- Vijay will increase reading accuracy and fluency to Grade 3.5.

Hindi

- मात्राओं का ज्ञान देना।
- शब्दों का और फिर वाक्यों का सही उच्चारण करना सिखाना।
- पठन कौशल का विकास करना एंव लेख्वन कौशल विकास करना।
- शब्द भण्डार मे वृद्धी करना।

Mathematics

The student will

- UnderstandIndian and International System till 10,000.
- Apply mathematical operations.
- Work with factors till 50 and multiples till 12.

- Know divisibility rules 2,5,10.
- Be familiar with Fractions and related terms and types of Fractions.
- Be able to Add and Subtract in fractions.
- Know Data handling – pictograph (reading).

<u>Science</u>

The student will be able to

➢ Understand the simpler concepts regarding _____ well.

➢ Explain/Describe the concepts orally.

➢ Draw/label given diagrams independently.

➢ Apply concepts in practical situations.

➢ Give examples of given concepts whenever required.

➢ Write in legible and neat handwriting.

➢ Participate in classroom activities.

<u>Social Science</u>

The student will be able to :

➢ Complete written work within the stipulated time.

➢ Develop sentences using keywords.

➢ Retain the concept through a mind map, cluster map.

➢ Write in legible handwriting.

➢ Work independently.

➢ Relate given concepts to her/his daily life

➢ Develop awareness about environmental issues.

<u>Mid Term Goal</u>

The outcomes of the following activities to ascertain the achievement can be done through midterm review.

English

- Demonstrate an understanding of given words by pairing and identifying.
- Recognize the beginning and end of sentences while reading.
- Read aloud with accuracy (60% to 70%) material from grade level 2.5-3.
- Use of phonetics while reading to make sound and symbol association.

Hindi

- अपठित गदयांश समझकर स्वंय करना।
- अनुच्छेद व पत्र लेखन स्वंय करना।

Mathematic

- Understanding Indian and International system till 10,000. Identifying place value and face value.
- Application of mathematical operations till 4 digits with the help of keywords.

Science

The student will be able to :
- Understand and explain the simpler concept
- Participate in classroom activities with enthusiasm
- Apply concepts in a real-life situation
- Give examples whenever required
- Read independently and understand questions /concepts
- Write legibly with a decent pace.

Social Science

The student will be able to
- Follow verbal Instructions
- Will be able to understand simple concepts, develop sentences.
- Explain ideas, voice questions using keywords.
- Acquire map pointing skills.
- Compare and contrast given concepts.
- Respect and appreciate diversity in society.

Long Term Goals

English
- He should be able to recognize words and understand the basics of the language.
- He should be able to comprehend the fundamental rules of grammar.

Hindi

शब्द भण्डार मे वृद्धी होने पर लेखन क्षमता मे विकास करना जिस कारण अनुच्छेद लेखन व पत्र लेखन मे प्रयोग शब्दो के स्तर मे भी विकास ।

Mathematics
- Find Factors till 50 and multiples till 12.
- Divisibility rules 2,5,10.
- Types of Fractions
- Addition and subtraction of like a Fractions.
- Data handling – pictograph (reading).

Science

The student will be able to
- Understand and explain the complex concepts too.

- Read and write independently
- Comprehend the questions/text on his own.
- Write in legible handwriting and complete allotted work on time.
- Draw/label diagram independently.
- Take initiative in classroom activities.

Social Science

The student will be able to :

- Understand (grasp)the complex concepts
- Work independently
- Engage in exploratory and hands-on activities
- Compare, contrast, list and identify
- Show responsible behaviour in caring for the immediate environment.

Part C

How well the Student is progressing in Curricular & Co-Curricular Activities
Recently, Vijay has started showing interest in cricket. He has joined the cricket academy in school. He is a team member of the junior cricket team. In academics, he has performed better in Social Science and Science. Idea generation skills still need practice.
Suggestions from Parents
No such suggestions are provided by the parents during the session.
Recommendation (New targets/ adjustments)
- To finish his work within the time limit.   - Sequencing of work and organizational skills   - To work on idea-generation skill   - As cricket is his area of interest, so more opportunities there to start with. if Social science, Commerce is his interest and computer presentation allowed at school, he can be given opportunity to present the topics in the syllabus with a peer team.

Principal	**Class Teacher**	**Parent**

IEP (Individual Education Plan)

Part A

Student Profile

Name of Student **Raman(name changed)**	Class and Sec **IX**
Date of birth **06-12-2005**	Age **14 years**
Name of Class Teacher **Ms. Verma**	Type of Disability **Visual Impairment**
An assistive device used **Magnifying glass**	Parent Name **Mr. Sharma**
Date of IEP started **1-April -2018**	Date of IEP reviewed **1-October-2018**

Relevant Assessment Data

Information Source	Date	Summary
Psycho-Educational Assessment	**6-May-2018**	**Specific Learning Disability along with Nystagmus with oculocutaneous Albinism**
Speech-Language Assessment		
Occupational Therapy /Physio-therapy		
Counseling /Special Education sessions	**Need based**	**He has difficulty in writing skills, idea generation skills and comprehension.**

Student Areas of Strength and Area of Weakness

Areas of Strength	Areas of Weakness
• Show interest in co-curricular activities like basketball, football. • Enthusiastically participates in dance, acting, and singing.	• Easily distracted • Avoids written and lengthy work. • Comprehension issues • Tends to become loud sometimes.
• Verbal communication skills are good • Good speaking skills	

Student Observation

	Needs continuous support	Needs Occasional Support	No concern
Preparedness: Student arrives on time and brings his learning material.		Yes	

Concentration: Student gets distracted, but stays on task, focuses on the teacher, remembers and follows instructions.		Yes	
Communication: Student can communicate (listen/talk/ask/question)			Yes
Behaviour (relationship with other students and teachers): Student manages feeling confidence and motivation.			Yes
Assistive Devices: Student brings assistive devices to class and uses effectively	Yes		
Language: Understands language, acquires new words, can express himself clearly in sentences, etc.	Yes		
Reading: Student is able to read a paragraph of grade level	Yes		
Spelling: Student is able to spell common words	Yes		
Handwriting: Student produces neat handwriting	Yes		
Comprehension: Student is able to understand and remember the content of spoken language	Yes		
Numeracy: Student demonstrates basic ability to use numbers like adding, subtracting, multiplication and division.	Yes		
Work in class: Student is able to complete work independently		Yes	
Creative & Application of knowledge Student is able to synthesis disparate ideas or apply what she/he has learnt in different context or in non-traditional ways	Yes		
Motor skills: Student is able to move his body, use hands and has motor coordination skills			Yes
Self-Management skills: Student is able to observe his /her behaviour, manage time, has problem-solving skills and is able to communicate.			Yes
Interpersonal Relation: Student is able to work well with others		Yes	

Managing Emotions: Student is able to realize, accept and control his feelings			Yes
Independent Decision Making /Clear Choices: Student is able to choose better by seeing, listening and doing		Yes	
Problem Solving: Student is able to find the solution to the problem effectively	Yes		
Self-Directed, Engaged Learning: Student is able to construct knowledge and meaning with every interaction and experience		Yes	

Part B

Accommodation, Modification, and Exemptions

Exemption in the third language	Yes	Weekly Homebound program	Yes
Extra time	Yes	Modified question paper	No
Large font	Yes	Modified co-curricular activities (games, sports, music, dance, art, etc)	Yes
Assistance in reading	Yes	Assistive device	Yes
Prompter	Yes	Disability-friendly toilets, lift	Yes
Classroom accommodation	Yes	Signage, ramps, railings	Yes
Visual Clue	Yes	Accessibility to school facilities (playground, labs, canteen, medical room, transport, etc)	Yes
Scribe	Yes	Flexibility in subjects	Yes

Preferred Learning style	**Auditory**
Specific Objectives /Behavioural Objectives ➢ Encouraging the use of assistive device. ➢ Encouraged to work within time limits. ➢ Encouraged to work on writing skills.	
Teaching Strategies ➢ Teaching value points, activity-based learning, repetition to understand steps, thinking time, maps and modules (audio learner), mind mapping. ➢ Simple and concise instructions, use of the large font on board, videos of lessons for oral comprehension. ➢ Class discussions.	

Annual Goal

English   ➢ To help him familiarize himself with correct formats of the letter, notice, reports, story and paragraph writing.   ➢ To help him write with least errors.
Hindi   ➢ पठन कौशल का विकास करना एव लेख्वन का कौशल विकास करना।   ➢ शब्दो का सही उच्चारण करना ।   ➢ अपठित गदयांश समझकर करना।   ➢ मात्राओं का ज्ञान देना व कम से कम त्रुटियों हो ना कि शब्द भण्डार बढे।
Mathematics   ➢ Understanding the basic concept of present class such as linear equation in two variables, number system, mensuration, polynomials and their application.
Science   ➢ Understanding and comprehending the concepts of solving numerical.   ➢ Emphasis on keywords for a proper explanation of concepts   ➢ Practicing /labelling diagrams
Social Science   ➢ Understanding and comprehending concepts.   ➢ Skills of map drawing and skills of correlation.

Mid Term Goal The outcomes of the following activities to ascertain the achievement can be done through midterm review.

English   To create his interest in writing by asking him to make concept maps of short stories given in the textbook.   **Hindi**   अनुच्छेद लेख्वन पत्र लेख्वन व संवाद लेख्वन सिख्वाना।   प्रश्नो के उत्तर पढकर और समझकर लिख्वाना।   **Mathematic**   As he is unable to follow the steps in geometry questions. Therefore, worksheets will be given to him with missing steps, objective type questions sheet will also be provided for better application skills..

Science

- ➢ Regular practice to solve multiple steps numerical through questions work-sheets etc.
- ➢ The practice and labelling of diagrams will be followed.
- ➢ HOT (high order thinking) questions along with application-based questions are followed simply and concisely.

Social Science

- ➢ Comprehension and self-analysis of a given content in simple language.
- ➢ Emphasis on oral expression.
- ➢ He will be able to explain the topic orally.

Long Term Goal

English

To familiarize him with the formats of the writing skills and comprehension of the questions (what exactly a question demands as an answer) with the help of graphic organizers.

Hindi

अनुच्छेद लेखन पत्र लेखन व संवाद लेखन का विकास करने के लिए अधिक से अधिक कार्य पात्रिका आर्दश प्रश्न पत्र दवारा अभ्यास करना।

Mathematics

He will be motivated and given practice for solving the questions independently. A scribe will be provided to him, so proper practice will be given to him to explain the information, step by step, as per questions.

Science

As he is unable to understand the concept of multiple steps numerical, direct instructions along with missing steps worksheets will be provided for better understanding.

With the help of MLO and the labeling of the diagram, concepts will be explained.

Social Science

The portion like comprehension of a few topics like the importance of monsoon, the population of India, wildlife, distribution, etc. could not be achieved. The content will be simplified with the help of the flow chart and the same will be covered.

Part C

How well Student is progressing in Curricular & Co-Curricular ?
Activities
➢ Raman participates in group discussions and responds well orally. He likes to write using mind maps, pointers as then writing task becomes less descriptive. ➢ He participates in co-curricular activities on a regular basis.
Suggestions from Parents
No such suggestions are provided by the parents during the session.
Recommendation (New targets/ adjustments)
➢ To finish his work within the time limit. ➢ Sequencing of work and organizational skills ➢ To work on idea generation skill

Principal	Class Teacher	Parent

IEP (Individual Education Plan)

Part A

Student Profile

Name of Student **Vikas (name changed)**	Class &Sec **X-C**
Date of birth **28-11-2001**	Age **18 years**
Name of Class Teacher **Ms. Patil**	Type of Disability **Multiple**
Assistive device used	Parent Name **Mr.Ramesh (name changed)**
Date of IEP started **April**	Date of IEP reviewed **October**

Relevant Assessment Data

Information Source	Date	Summary
Psycho-Educational Assessment	**12.04.2019**	**Cerebral Palsy with Mild Retardation**
Speech-Language Assessment		
Occupational Therapy /Physiotherapy	**Regular Sessions**	**Regular sessions of physiotherapy are taken at home (hand, legs, and back exercises are followed)**
Counseling /Special Education sessions	**Need based**	**He has comprehension and sequencing difficulties.**

Student Areas of Strength and Area of Weakness

Areas of Strength	Areas of Weakness
➢ Dramatic skills. ➢ Speaking skills. ➢ Intonation, voice modulation is good. ➢ Gets involved in group discussions ➢ Always enthusiastic. ➢ Has concern for academics	➢ Comprehension skill ➢ Creative writing ➢ Unable to finish work on time ➢ Organizational skills

Student Observation

	Needs continuous support	Needs Occasional Support	No concern
Preparedness: Student arrives on time and brings his learning material.		Yes	
Concentration: Student gets distracted, stays on task, focuses on the teacher, remembers and follows instructions.		Yes	
Communication: Student can communicate (listen/talk/ask/question)			Yes
Behaviour (relationship with other students and teacher): Student manages feeling, confidence and motivation.			Yes
Assistive Devices: Student brings assistive devices to class and uses effectively			Yes
Language: Understands language, acquires new words, can express himself clearly in sentences, etc.		Yes	
Reading: Student is able to read a paragraph of grade level			Yes
Spelling: Student is able to spell common words		Yes	
Handwriting: Student produces neat handwriting	Yes		
Comprehension: Student is able to understand and remember the content of spoken language		Yes	

Numeracy: Student demonstrates basic ability to use numbers like adding, subtracting, multiplication and division.			N/A
Work in class: Student is able to complete work independently		Yes	
Creative & Application of knowledge: Student is able to synthesis disparate ideas or apply what they have learnt in different context or in non-traditional ways		Yes	
Motor skills: Student is able to move the body, use hands and has motor coordination skills		Yes	
Self-Management skills: Student is able to observe his /her behaviour, manage time, has problem-solving skills and able to communicate**.**			Yes
Interpersonal Relation: Student is able to work well with others			Yes
Managing Emotions: Student is able to realize, accept and control his feelings oneself			Yes
Independent Decision Making /Clear Choices: Student is able to choose better by seeing, listening and doing		Yes	
Problem Solving: Student is able to find out the solution to the problem effectively		Yes	
Self-Directed, Engaged Learning: Student is able to construct knowledge and meaning with every interaction and experience		Yes	

Part B

Accommodation, Modification, and Exemptions

Exemption in the third language	Yes	Weekly Homebound program	Yes
Extra time	Yes	Modified question paper	No
Large font		Modified co-curricular activities (games, sports, music, dance, art, etc)	Yes
Assistance in reading	No	Assistive device	
Prompter	Yes	Disability-friendly toilets, lift	Yes
Classroom accommodation	Yes	Signage, ramps, railings	Yes
Visual Clue	Yes	Accessibility to school facilities (playground, lab, canteen, medical room, transport, etc)	Yes
Scribe	No	Flexibility in subjects	Yes

Preferred Learning style	Visual

Specific Objectives /Behavioural Objectives

Time management skills, completion of work and examination within time limits and to keep proper track of time by using the watch.

Teaching Strategies

Graphic organizers, short and concise written material, minimum learning outcomes handouts, maps and modules, cooperative learning (buddy), keywords, group discussions.

Annual Goal

English
- ➢ Completion of 3 hours examination.
- ➢ Comprehending passages and questions related to the text.
- ➢ Writing skills in a proper format.
- ➢ Minimize grammatical and spelling errors.

Hindi
- पठन कौशल का विकास करना एव लेख्वन का कौशल विकास करना।
- अपठित गदयांश समझकर करना।
- मात्राओं का ज्ञान देना व कम से कम त्रुटियों होना कि शब्द भण्डार बढे।

Home Science
- ➢ Learning by doing in an experimental form which will initiate realistic learning in him.
- ➢ Applying reading, understanding and associating strategies to stimulate learning.

Music
- ➢ Defining: Dhrupad, Dhamar,Tarana, Thumri, Lokgeet.
- ➢ Identifying Ragas from phrases and elaborate them in swaras.
- ➢ Contribution of Pt. OmkarNath Thakur, Sri, K.C.D Brahaspati, Sri. S.N Ratanjankar.

Social Science
- ➢ Understanding and comprehending the concepts.
- ➢ Skill of map drawing and skill of correlation.

Mid Term Goal The outcomes of the following activities to ascertain the achievement can be done through midterm review.

Handbook of Inclusive Education

English
- More of skimming and scanning exercises will be given.
- Vocabulary enrichment activities will be conducted.
- Descriptive answers through graphic organizer, pointers to be used.
- Organizing information in clear sequence making connections.
- Editing text, punctuation and spell check exercises to be given.

Hindi

अनुच्छेद लेखन पत्र लेखन व संवाद लेखन सिखाना।

प्रश्नों के उतर पढकर और समझकर लिखाना।

Home Science
- Can follow the mind maps
- Gives examples wherever required
- Completes work in a stipulated time-period.
- Understands the question properly.

Music
- Defines the following: Aalap, Tana, Meend,KanKhtka,Murki
- Knows about the origin and development of Tanpura
- Knows the detailed study of the following Ragas; Bhupali,Khamaj.
- Brief life sketch and contribution to music of Tansen, Sadarang.
- Description and tala notation of the following Talas with Thah, Dugan,Tigun and Chaugantilwada, Chautala
- Devotional song and patriotic song

Social Science
- Repetitive reading habit, understanding writing and presenting the concept which is already learned

Long Term Goal

English
- More of skimming and scanning exercises will be given.
- Vocabulary enrichment activities will be conducted.
- Descriptive answers through graphic organizer, pointers to be used.
- Organizing information in clear sequence making connections.
- Editing text, punctuation and spell check exercises to be given.

Hindi

अनुच्छेद लेखन प्रत्र लेख़न व संवाद लेख़न का विकास करने के लिए अधिक से अधिक कार्य पात्रिका आर्दश प्रश्न पत्र दवारा अभ्यास करना।

Home Science

- ➤ Can comprehend the chapter and answer questions related to the text.
- ➤ Can relate content with the examples found in real-life situation present around him.

Music

- ➤ A detailed study of the following Raga Des, BrindavaniSarang.
- ➤ Basic knowledge of the structure and tuning of Tanpura
- ➤ Brief life sketch of Faiyaz Khan and contribution to music.
- ➤ Ability to write notation of the following Talas with Thah, Dugun, and Chaugun-Sultala, Rupak.
- ➤ Folk and tribal Song /Regional Song.

Social Science

- ➤ The assigned portion could not be achieved.
- ➤ Comprehension of a few topics like the importance of manufacturing, location of the industries, few crops, etc will be covered and different diagrammatical methods will be used to make the content simple (though all the contents are taught through flow chart and diagrammatical representation.

Part C

How well Student is progressing in Curricular & Co-Curricular Activities

- ➤ He can comprehend the content independently. Still, he needs assistance in the following the sequence while creative writing.
- ➤ In co-curricular activities, he regularly participates in Nukkad-natak.
- ➤ Always shows enthusiasm in co-curricular and curricular activities.

Suggestions from Parents

Parents have a concern regarding his posture (sitting and writing) though regular physiotherapy sessions are going on for coordination of back, hand and legs exercises and to see that proper posture is maintained while performing all the activities.

Recommendation (New targets/ adjustments)

- ➤ To finish his work within the time limit.
- ➤ Sequencing of work and organizational skills
- ➤ Body posture

Principal	Class Teacher	Parent

Assistive Technology / Teaching Aids

Assistive Technology /Teaching Aids

8.1 Introduction – Why Assistive Technology

8.2 Types of Assistive Technology

8.1 Introduction – Why Assistive Technology

Assistive technology increases the independence and functioning of a person with a disability. Use of software and mobile applications is also of great help in the learning process for writing down solutions to Maths equations, increasing font-size of the text and adding visuals for better understanding. Though initially, individuals may find a difficulty in using assistive devices, with proper orientation and usage, person becomes self-reliant.

8.2 Types of Assistive Technologies

Assistive Technology offers various tools that are used worldwide to reinforce learning.

8.2.1 Visual Aids

Visual aids are of different kinds and can be utilized by learners with varied visual impairments. They include tools that convert on-screen text into Braille, magnify certain portions of the screen text, or even convert certain portions of the text into audio.

Commonly seen visual aids are:

➢ **Typo scope –** A typo scope can also be used as a guide to reading, writing, and signature in cases of large defects of the visual field.

➢ **Light filtering lenses –** They are useful and frequently prescribed by doctors. These lenses filter ultraviolet radiation below 400 nm, minimizing the loss of VA and colour discrimination. It is important to consider comfort, protection from ultraviolet, infra-red and visible light,increased contrast and glare reduction.

➢ **Screen Readers –**A screen reader is an essential piece of software for a visually impaired person. Simply put a screen reader transmits whatever text is displayed on the computer screen to a form that a visually impaired user can process(usually tactile, auditory or combination of both).

The following is the list of screen readers that one can download:

- NVDA
- Serotek System Access
- Apple Voice Over
- JAWS

➢ **High plus Spectacles –** High-plus spectacles are convex (plus) lenses mounted in a spectacle frame. They provide maximum magnification when objects are positioned at

or near the focal distance of the lens, producing parallel rays and the image forming at optical infinity.

- ➤ **Talking calculators –** They read out the numbers/symbols that the user presses and even vocalize answers.

- ➤ **Electronic Braille Notetaker –** This helps in taking notes, reading books and finishing assignments.

Steps to be followed while teaching students who are Visually Impaired or have Low Vision

- ➤ The student must be seated close to the teacher.

- ➤ The student must be seated away from the door or window to avoid distraction.

- ➤ Instructions must be provided in chunks for better understanding.

- ➤ The student must be seated under proper light.

- ➤ The teacher must ensure the assistive devices used by students are in working condition.

- ➤ Printed material must be provided to the student.

- ➤ Use of visuals and large fonts while teaching a student with low vision helps him/ her to understand in a better manner.

8.2.2 Audio Aids

Assistive learning devices help amplify the sounds the student wants to hear, especially where there's a lot of background noise, supporting concentration.

This category of assistive technology includes different tools for hearing impaired learners. Sound amplification tools heighten the audio element of the learning content. Other alerting tools use flash lights or icons to signal users instead of the usual sounds to catch the focus of the hearing-impaired learners. Transcripts

of learning videos are made available with closed-caption to make sure that all learners can utilize them well.

Hearing Aids-People with hearing loss requires a volume increase of about 15 to 25 decibels to achieve a "normal" hearing level. An ALD (Assistive learning devices) allows the volume increase, without disturbing others in the vicinity. Here are a few examples of Hearing Assistive Technology (HATS):

- ➤ **Personal Amplifiers–**A personal amplifier is a small box with a mic and a listening cord attached to it and is most useful for one to one, in-person conversation. It allows the person you are speaking with, to attach the mic to their clothing so that it can be plugged into your amplifier and heard more clearly. This cuts most of the background noise.

- ➤ **FM System (Frequency Modulation) –** ALD (Assistive Learning Device) is a device that allows for more mobility in addition to hearing more distant sounds, an FM system might be the way to go. An FM system uses radio broadcast technology, to bring the sound you want to hear, directly to your ears with this wireless system.

- ➤ **One-to-One Communicators–** One-to-one communicator helps a person with hearing aid understand in a better manner. Another person speaks in a microphone and the sound goes to the hearing aid or headset. This allows the person to communicate in a better manner without shouting.

- ➤ **Other HATS Solutions --** There are many other types of HATS (Hearing Assistive Technology), such as:

  - Devices that make phones louder

  - Louder answering machines

- Loud doorbells
- Computers
- Wake-up alarms. These can be a loud bell or a vibrating clock.

Some devices let you see or feel when something happens. For example, when the doorbell rings, you may see a flashing light. Or, your alarm clock may vibrate to wake you. You can use a visual system with your hearing aid or alone.

There are other types of visual systems, including:

➢ **Text telephones**– These telephones type the messages so that they can be read.

➢ **Speech recognition programmes** -These change speech into text that can be read.

➢ **Closed-captioned TV** – The words spoken on the TV show at the bottom of the screen. All TVs with screens at least 13 inches wide must have built-in captioning.

➢ **Note-taking** -For children with hearing loss and those who have trouble writing, a buddy can be assigned who takes notes while the student focusses on hearing.

Steps to be followed while teaching students with Hearing difficulties

➢ The student must be seated close to the teacher,away from door or window to avoid distraction.

➢ Instructions must be provided in chunks for better understanding.

➢ The teacher must maintain eye contact while communicating with a student and ensure that the assistive devices used by students are in working condition.

➢ A Buddy maybe assigned.

➢ Try to lower down the background noise and articulate clearly.

➢ Leave mouth uncovered while speaking.

➢ Use of smartboard and the blackboard is recommended.

➢ Repeat the information and engage the learner by asking questions.

➢ Providing print material is of great help.

8.2.3 Assistive Technology for students with dyslexia

➢ **Proofreading Software –** Proof-reading software is a branch of assistive technology that goes above and beyond the typical proofreading features found in a word processing system, such as,correcting words frequently misspelled by students with dyslexia. Several other features offered within this category can help students work on his or her English skillset to become a more effective and accurate writer. Although primarily geared towards individuals with dyslexia, proofreading software can be helpful to those with any type of learning disorder that makes writing and reading challenging.

➢ **Ginger --** Ginger offers several features that can help students with dyslexia and other learning disorders with writing. It is also designed for speakers of languages other than English. Some of the features include:

- Grammar checker that analyses context to determine any errors or misspellings. For instance, Ginger can recognize whether "there," "their" or "they're" should be used in a sentence, which is a common mistake in writing.

- Word prediction and sentence rephrasing tools can be helpful for students learning how to construct sentences properly.

➢ **Maths Tools–**Arange of technology and tools can help students who have trouble with Maths, most commonly found in a learning disability called dyscalculia. Dyscalculia makes it difficult to grasp numbers and it is characterized by a general lack of understanding in the field of Maths. Assistive technology in Maths is not just for those with dyscalculia. It can also help students with blindness, fine motor skill disabilities or some other type of disability that makes it difficult to perform Maths-related work.

➢ **Maths Simulations --** Maths simulations can help students with dyscalculia, visualize Maths problems and concepts. As a result, students can better understand the application of a particular type of problem, since many students struggle with the conceptual aspects of Maths.

Steps to be followed while teaching students Cognitive difficulties:

➢ The student must be seated close to the teacher and away from door, window to avoid distraction.

➢ A Buddy should be assigned.

➢ Instructions must be provided in chunks for better understanding.

➢ Use of smartboard, the blackboard is recommended.

➢ Props /Teaching Aids are recommended for reinforcement of concepts.

➢ Allow students to use web charts, graphic organizers.

➢ Do not provide too much information as students often get confused.

➢ Repeat the information and engage the learner by asking questions.

➢ Provide printed material.

8.2.4 Some examples of the examples of Assistive Technology

Source: Johan Borg international organization for Standardization (2008)

Category	Examples of Assistive Technology
Mobility	Walking stick, crutch, walking frame, manual and powered wheelchair, tricycle Artificial leg or hand, leg or hand splint, clubfoot, brace corner chair, supportive seat, standing frame Adapted cutlery and cooking utensils, dressing sticks, shower, toilet seat, feeding robot.
Vision	Eyeglasses, magnifier, magnifying software for computer, White cane, GPS-based navigation device, Braille systems for reading and writing, a screen reader for computer, Talking Book player, Audio Recorder and player Braille chess, balls that emit sound
Hearing	Headphone, hearing aid Amplified telephone, hearing loop
Communication	Communication cards with texts, Communication Board with letters, symbols or pictures Electronic communication device with recorded or synthetic speech

Cognition	Task lists, picture schedule and calendar, picture-based instructions, Timer, Manual or Automatic reminder, Smartphone with adapted task lists, schedules, calendars, and audio recorder, adapted toys and games.

8.2.5 Mobile Applications

| Categories	Apps
Dyslexic learner	Augment 11y Jolly Phonics Dashboard Dyslexia Learn Letters Speaking Dictionary Read 2 me Happy Math Eye games, Dyslexia Speechify Text to Speech Dyslexia ADD OCR Read me
Autistic Learners	Autism Speech Sequencing Language and Cognitive Therapy for children (MITA) Tal to Me 100 Lite –Autism SymboTalk-ACC Talker Autism Help Visual Schedule and social Stories Autism Read & write
Visually Impaired	Speech notes- Speech to Text Eye D-for Visually Impaired Tap Tap See Talking calculator Cash Reader: Bill Identifier Read to me Visor – Low Vision Magnifier Be My Eyes – Helping the blind Smart Braille
Writing Difficulties	Writing the alphabet Word Magic Spell Write and Read Writing Wizard Kid Handwriting

8.3 Teaching Aids

A variety of teaching-learning materials help students in learning, experimenting, exploring, feeling and understanding concepts. Some of the important teaching aids are:

➢ Picture cards, flashcards;Numbers and Alphabet cut-outs

➢ Assorted shapes;Clock, Jodo Gyan shapes, stringing Beads and buttons of various shapes and colours.

➢ Games (snake ladders, jumping monkey, means of transport, fruits, vegetables, body part), puzzles, mazes, sorting activities.

➢ Eye-hand coordination lacing.; Cutting material

➢ Soft toys;Clay, sand, slime, squeezy toys and sensory balls.

➢ Squeeze ball;Grippers

➢ Sand tray Glasses, plates, and boxes to make models.

➢ Charts

➢ Globes, maps

Equipment to help Visual Impaired/Low Vision
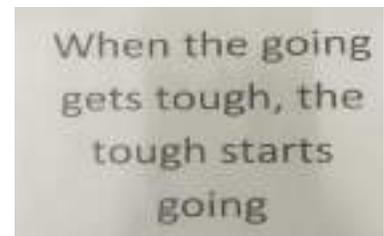

Magnifying glass
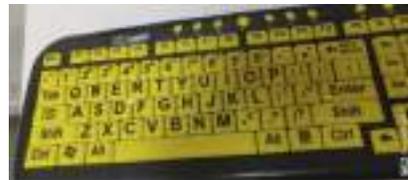
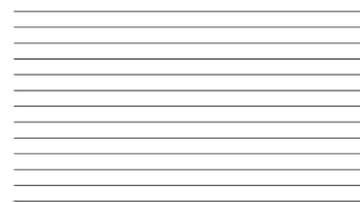

Keyboard

Slanting table

Pictures cards

Typoscope

Large font

Equipment to support students with a writing problem

Thick and Thin pencils/pens

Thick lines

Grippers

keyboard

Sand tray

Cut-outs of Letter

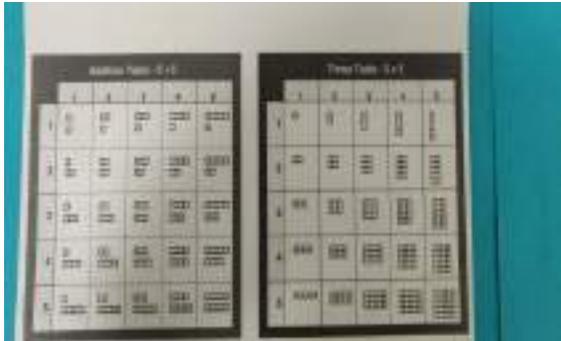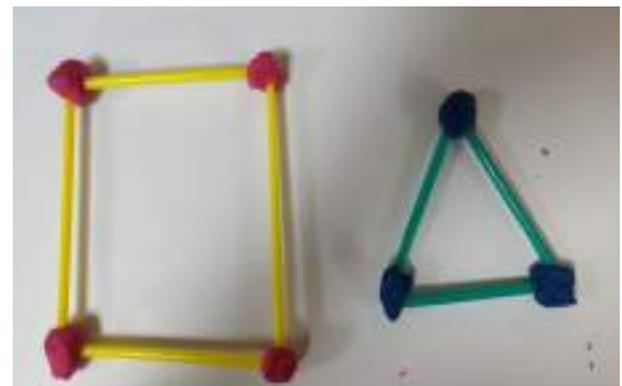## Mathematics

Table cards

keywords for Story sums

Place value chart

Shapes

Summary

➢ *There are different types of assistive technologies and teaching aids available for students with special needs.*

➢ *Initially, the students may find difficulty in using these devices, but with proper orientation and usage, the students become self-reliant.*

Sensory Integration

9

Sensory Integration

9.1 Introduction

It is essential to understand the issues related to children with sensory problems and the role of an occupational therapist in dealing with such problems, by planning a sensory diet.

9.2 Meaning of Sensory Processing Disorder

Sensory Processing Disorder is a condition in which the brain has trouble receiving and responding to information that comes in through the senses, also referred to as

Sensory Integration dysfunction.

Some people with sensory processing disorder are oversensitive to things in their environment like common sounds may be painful or overwhelming. The light touch of a shirt may chafe the skin.

Sensory Integration Dysfunction is of two types **over sensitive** and **under-sensitive**

Sensory Integration Dysfunction (checklist)*

Oversensitive

➢ Being unable to tolerate bright lights and loud noises like ambulance sirens.

➢ Refusing to wear clothing because it feels scratchy or irritating-even after cutting out all the tags and labels-or shoes because they feel "too tight."

➢ Being distracted by background noises that others don't seem to hear.

➢ Being fearful of surprise touch, and avoiding hugs and cuddling even with familiar adults.

➢ Being overly fearful of swings and playground equipment.

➢ Often having trouble knowing where their body is with other objects or people. As a result, bumping into people and things and appearing clumsy.

➢ Having trouble sensing the amount of force they are applying; for example, they may rip the paper when erasing, pinch too hard or slam down objects.

➢ Running off or bolting when they

are overwhelmed to get away from whatever is distressing them.

➢ Having extreme meltdowns when overwhelmed.

Under sensitive

➢ Having a constant need to touch people or textures, even when it is not socially acceptable.

➢ Not understanding personal space even when kids the same age are old enough to understand it.

➢ Having an extremely high tolerance for pain.

➢ Not understanding their strength.

➢ Being very fidgety and unable to sit still.

➢ Love jumping, bumping and crashing activities.

➢ Enjoy deep pressure like tight bear hugs.

➢ Craving fast, spinning and/or intense movement.

➢ Love being tossed in the air and jumping on furniture and trampolines.

stimulation to children.

Source: *Sensory Processing Issues in School (https:childmind.org)*

9.3 Sensory Integration

Sensory Integration means how the brain perceives and processes the information through senses. The teacher is not a technically / professionally trained person but she can perform some activities in the class to encourage learning through senses.

9.4 Creating a Sensory Room

Sensory rooms are often used by an occupational therapist, but now-a-days to provide different sensory stimulation to children, has become an integral part of the inclusive setup.

The sensory room helps in providing a calming effect, stimulation, socialization, improved focus, motor skills development, cognitive development, and sensory development to children with special needs.

Sensory rooms have various types of equipment which help in providing sensory

Sensory Processing Disorder	Activities
Visual	Dim lights, candlelight, playing with flashlight, making shadow puppets, doing mazes, joining dot to dot
Auditory	Headphones to block noise, calming sounds, Natural sound like wind, thunder, rain, bird songs, and waves, guess the sound games.
Tactile	Mud, play dough, sand, water, bubbles, kneading bread dough, trace your hand, body
Olfactory(smell)	Aromatherapy, essential oils like peppermint, scents blindfold and guess the smell,
Gustatory (Taste)	Taste games, guess flavor, chewing gums
Proprioceptive	Activities like pushing the trolley, lifting weights, digging, moving a stack of books.
Vestibular	Jumping, balancing, trampolines, seesaws, rocking toys

*Note: Occupational Therapist plans different activities according to the needs of the child

9.5 Sensory Diet

An Occupational therapist plans Sensory Diet. It is a group of physical activities that help the child to be calm and be alert at the right time. A sensory diet can help even things out, if the child is overexcited or tired at times. It provides the child with sensory inputs that they need to be in just the right state.

Some of the examples of sensory diet activities are as follows:

➢ Feet massage

➢ Jumping on trampoline

➢ Spinning

➢ Vibrating toothbrush

9.6 Sensory Pathway

The sensory path is a unique way to help students with special needs. It is really helpful for students with Autism, ADHD and those who have started losing cognitive functioning,while in the learning process. It has all the necessary proprioceptive and vestibular inputs, so the child refocuses and attends which ultimately increases cognition and retention.

https://youtu.be/DJxn2hJ9Ojs

https://youtu.be/xBVMW-oj2qg

Summary

➢ *Sensory Integration plays an important role in dealing issues related to children with sensory problem.*

➢ *A teacher can engage students in a sensory room /pathway in the school, to calm hyperactivity and encourage learning.*

➢ *An occupational therapist deals with sensory issues of children by planning a sensory diet.*

Handbook of Inclusive Education

Life Skills

cooperation
Work together with others to complete tasks

Together we can do much more than we can do alone
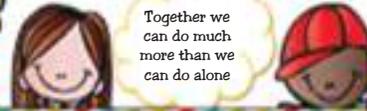
Initiative
Create a plan and carry it out to success.

organization
Keep your things where they belong and arranged in a clean, neat way.

enthusiasm
Show great interest and excitement in a subject or cause

I am so excited and I just can't hide it. I am about to lose control and I think I like it.

perseverance
Continue to try and do something despite obstacles or difficulties

Trustworthy
Do the right thing, keep your promises, and tell the truth at all times.

Effort
Put all of your energy into doing something.

Life Skill

Integrity
Complete honesty, even when no one else knows the truth but you.

caring
Think about the concerns, cares, and feelings of others.

problem solving
Find answers or solutions to difficult problems and situations.

Responsibility
Take obligations seriously. Be accountable for your own actions and attitudes.

Handbook of Inclusive Education

10

Life Skills

10.1 Introduction

Basic life skills are an important component of daily survival.Life Skills are the strategies, techniques and approaches which are used by all to survive and become productive for society. It includes interpersonal and reflective skills, that allow them to see their actions and responses critically. Life skills have become an important part of the school curriculum as they help students to achieve and transition what is happening in school to the outside world. In other words, these skills are necessary to establish and enhance an independent, fulfilled life-goals.

(It is essential to understand the psychosocial competence of a person and ability to deal effectively with the challenges of daily life.) Life skills play an important role in the way how a student views himself/herself and others. It helps in building self-confidence, solving problems and handling emotions. It promotes the mental wellbeing of students.Building age appropriate Life skills is the foundation for any learning-teaching environment.

10.2 Mental Health/ Emotional Well-being of Children

Emotional well-being of a child during schooling days comes from being accepted, appreciated and cherished by the immediate social environment both at school, home.

They need to be taught that sadness and loneliness is as important as feeling loved and being accepted. Children both, neuro-typical and with special needs, need to be aware that it is safe to reach out for help for themselves and others. This is possible when they learn to recognise emotions and thus empower themselves in handling those emotions.

Emotional empowerment comes from being able to identify the emotion one is experiencing, naming of the emotions, accepting the emotion, feeling the emotion in the body, recognising the facial gestures and following strategies to help them express the emotion in an appropriate way.The caretakers are responsible for providing an emotionally safe classroom/ home environment and with their trusted adult.

It also involves accepting that emotions are both positive and negative as well

as that all emotions are necessary. The gradient of emotions have to be regulated, which is a possibility as children mirror their environment.

In addition to the above age-appropriate emotional needs, Students with special needs need extra support to maneuver through the entire schooling phase, to make them contributing adult members of the society. might have more stress and social challenges that are hard to cope with. CWSN show limitations in language proficiency, comprehension and cognitive developments. These limitations make them further vulnerable, which creates stress and anxiety and may manifest as inappropriate behaviour as meltdowns, aggression, sulking and isolation. This may bring about a mental health concern.

Mental health is an essential part of children's overall health. It has an interactive role to play with their physical health and their ability to succeed in school, at work and in society. Both physical and mental health affects how we think, feel and act on the inside and outside.

Families, parents, teachers need to be informed about early warning signs that indicate when assistance is necessary. They can learn the skills to be resilient in periods of stress and challenge, thus protecting and promoting mental health. Resilience is important for good mental health and helps one cope adaptively and bounce back after changes, challenges, setbacks, disappointments, and failures. Children with greater resilience are better able to manage stress. There can be multiple reasons for increase in stress levels and mental health issues among school students like academic pressure, poor teacher-student relationship or bullying.

10.2.1 Children with Special Needs

Children with learning disabilities are at a greater risk of suffering from mental health problems. Children with disabilities can find it hard to build social relationships, and empowering them to communicate their emotions and concerns are necessary. Being empowered, CWSNare more likely to say that they have difficulties getting on with their peers. It is also likely to reduce a child's capacity for finding creative and adaptive solutions to life's challenges. Thus, life skills become important for children with special needs to become self-sufficient and a productive part, of society.

10.3 Need for Life Skills

Developing life skills is important for Special Children to attain independence in their homes, school, and community environment. Children with special needs often require specific guidance and teaching techniques like task analysis, picture representation of tasks, and similar scaffolding techniques to grasp the skills needed for success in life. These skills may include personal skills, hygiene tasks, effective communication skills to name a few.

Life skills are different from other skills, primarily because of the following reasons:

a.   Skills like mechanical skills, livelihood skills, vocational skills or language skills are technical, whereas, life skills include personal, social, interpersonal, cognitive, affective

Multi Modal/Methodologies/Approach to be Developed For Implementation of Life Skills

and universal abilities.

b.   These are skills which check inappropriate behaviour, and facilitate appropriate responses/reactions in a demanding situation.

c.   Life skills are interpersonal skills, empowering individuals to interact with the self, as well as, others and develop healthy lifestyle and responsible behaviour.

A teacher / facilitator can choose any method, as per the composition of the class, to introduce and implement life skills in the classroom.

Strategies for teaching Life Skills to Children with Special Needs

Teachers, therapists, and parents have developed a set of techniques that, together or separately, can be very effective in teaching life skills to children with special needs. These techniques can be equally effective for teaching just about any skill to just about anyone—no matter what their abilities or challenges are:

1.   **Task Analysis:** Task analysis is a process for breaking down any given task into its component parts. For example, brushing teeth includes finding a toothbrush, toothpaste, and cup, putting toothpaste on the brush, brushing the bottom teeth, rinsing, brushing the top teeth, rinsing again, cleaning the brush, and putting all the equipment away properly.

2.   **Creating a Visual Representation :** Creating visual representations help children remember and get comfortable with the steps involved in a task. It can include photos or clip-art style images of each step in the process.

3.   **Verbal cues:** Prompting may involve physical, hand-over-hand help. As

they learn, parents will start to "fade" the prompts. First, they will stop using hand-over-hand help, and instead provide only verbal prompts («don›t forget to rinse the toothbrush»). Then they›ll start to fade even the verbal prompts. When no prompts are required, the child has learned the task.

4.   **Sequencing:** Every task involves a series of steps that work in a sequence. For example, you can't brush your teeth until you put toothpaste on the brush. Some people prompt their child for each step in the chain, and then stop slowly as the child learns. Finally, the child may be able to complete the task with just a simple reminder.

5.   **Role Play:**Using pictures and words to describe "expected behaviour" and acting it out. For example: "Every morning after breakfast, Karan brushes his teeth. First, Karan knocks on the bathroom door. If no one is inside, Karan can go in" and so forth. Parents can read the social story with Karan as often as needed until he knows it by heart and can complete all the steps without prompting.

6.   **Video Modelling :** Many children are visual learners, and learn well through videos. Videos can feature actors doing a task, or they can actually show the child himself as he goes through the process. It can also be helpful to make a video of your child so that he can watch and identify any mistakes he's made.

7.   **Apps:** Older children, or children with milder issues, may benefit from mobile apps designed to guide them through specific activities or experiences. They may also benefit

from basic calendar and scheduling apps that help them to organize their time.

10.4 Behaviour Modification

Behaviour is called undesirable because it may cause harm and inconvenience not only to others but also the child. Behaviour is labeled undesirable when :

➢ injurious to self-e.g. bites own hands etc,

➢ injurious to others e.g., hits others etc.,

➢ interferes in the learning process e.g., the child is constantly on the move when teaching is going on

➢ not age appropriate e.g., a fifteen-year old sucks his/her thumb

➢ socially unacceptable e.g., stealing, lying etc.

If problem behaviour occurs more frequently , for long periods of time, or are very severe in nature then these require management. In the classroom, teachers need to be aware of managing the behaviour of a number of children in class, including children with special needs.

Key points for managing the behaviour, remember:

Work on one behaviour at a time especially for younger children.

It is usually seen that those behaviours which are followed by positive consequences are learned. On the other hand, behaviours followed by unpleasant consequences are unlearned.

The following are strategies on how to modify behaviour:

➢ **Structure** – Create a daily schedule that the child can count on, including school, meals, and bedtime. If they know what is coming next, they will be less likely to have a tantrum when changing from one activity to another.

➢ **Recognition and rewards** – Showing children that you notice every new skill, no matter how small, and reward good behaviour, will give better results. Punishment only teaches the child that a tantrum gets attention. Be creative about celebrating successes and small victories. For younger children, consider setting up a behaviour chart at home, giving stars for good days and prizes at the end of the week.

➢ **Redirection** –You can point the child's behaviour in a new direction. For example, if they are screaming, you can encourage them to do a task or focus on something else.

➢ **Siblings –** They play a defining role in the child's life, so it is important that siblings know why their brother or sister needs a different approach to daily tasks.

➢ **Individualized Education Program (IEP)and school:** If the child has an IEP, check that it matches your approach at home. The IEP may need to include a Behaviour Intervention Plan (BIP) that describes positive strategies to help your child be successful and addresses behaviour that you don't see at home. Ensure the teacher is using these behaviour strategies and modifications in the classroom.

Target Behaviour	Points
Speaks politely to the teachers	1
Attends each class attentively	1
Apologises after rule breaking	1
Responds to requests without moodiness or pushing limits	1
Shows consideration to classmates	1

Rewards and Recognition may include the following:

➤ Articles liked by the child including food Items.

➤ Social rewards: verbal and non-verbal signs of appreciation.

➤ Activities which the child is fond of such as playing out with friends, playing on computer watching TV.

➤ Tokens/Stars/Stickers: A child may earn the tokens/stars/stickers

While selecting rewards, remember:

➤ The rewards need to be selected appropriately. Food rewards should not be selected every time.

➤ Reward preference list can be prepared along with the child, parents and teachers who know the child well.

➤ Easily available rewards should be chosen.
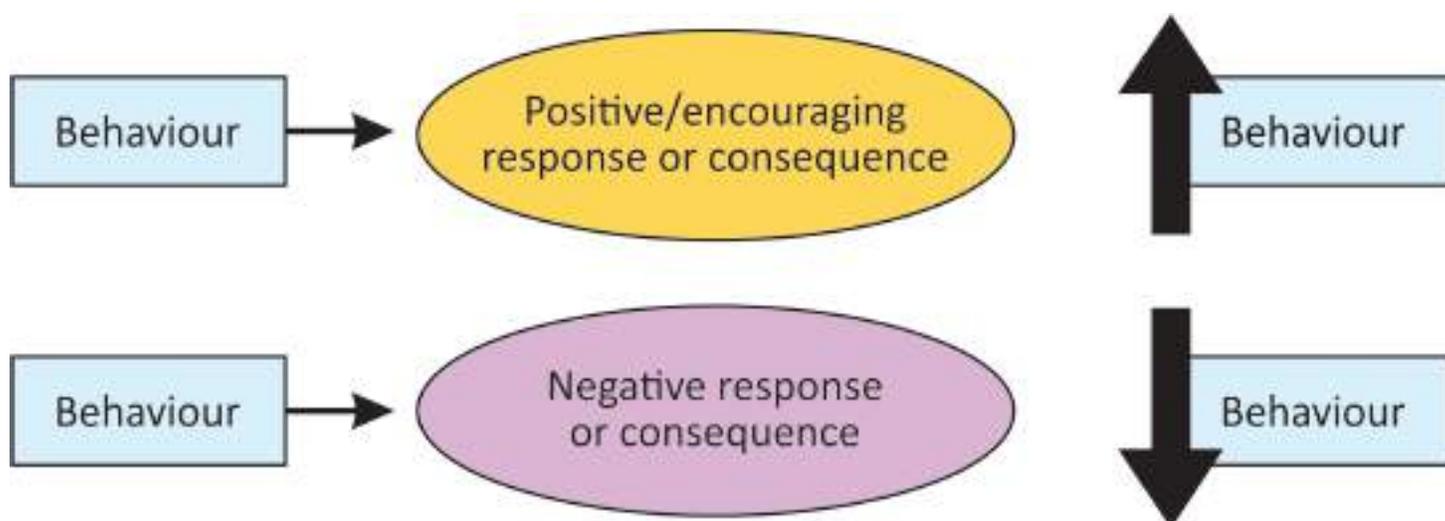
How to give rewards

➤ Reward only desirable behaviour.

➤ Reward immediately: This implies that desirable behaviour must be praised immediately. Additionally, it also implies that if you are using star charts or tokens to manage behaviour, they may be given to the child immediately. This helps the child to remember and internalize the desirable behaviour.

Star Charts / Token Economy Programme:

These techniques can be used with both individuals as well as groups. Choose a behaviour which requires to be modified.

Follow the steps listed below to develop star charts:

Make a list of desirable behaviours or activities that the child needs to learn. For instance:

➢ Getting up on time,Getting dressed by themselves,

➢ Following classroom rules;Completing Classwork and homework

➢ Helping others in class;Honesty, cooperation and so forth.

Modifying Behaviour

➢ Choose behaviour that needs modification and work on one behaviour at a time initially to enable the child to get used to the behaviour management programme.

➢ Prepare a list of rewards that you would give the child for demonstrating desired behaviour. Reward only the specified target behaviour.

➢ Remember to praise the child for every positive accomplishment.

➢ Be consistent with the system

➢ Initially, you can start with the star chart with a single chore. Gradually, once the child is used to the star chart system, you may fix up with the child that if the behaviour is not shown then he/she will earn crosses for that. You can cancel the crosses with the stars earned.

Guidelines on Behaviour Management

➢ Praise children in front of their peers

➢ Provide a reward system.Have rules clearly displayed on the wall.Award points.

➢ Let parents and principal know of the behaviour change.

➢ Establish a daily classroom routine – have regular times for stories, desk work, etc.

➢ Never ignore inappropriate aggressions and do not get drawn into a power struggle with the aggressor.

➢ Be firm but gentle in your approach. Remember, the aggressor can handle the tough side of you but he/she will succumb to gentleness and it's really what he wants - the right kind of attention.

➢ Providing structure through lists, timetables, deadlines and regular reminders.

➢ Avoid punishment. It is more helpful to reward positive behaviour.

➢ Ask about the reasons for disruptive behaviour. Alter the child's circumstances accordingly, as far as possible.

➢ Set clear and firm limits on bad behaviour.

➢ Inform the child in advance of the consequences of exceeding those limits.

➢ Enforce the consequences immediately and without fail.

Basic Life Skills

Confidence Building- "I am"

Objective:

Children should develop confidence to approach people, whenever they encounter any problem, without any inhibition. This can be reinforced by practical demonstrations in the classroom.

Level: Classes 6-12

Life Skills focused: Self Awareness, Intra-Personal skills, Critical Thinking

Material required: Chart paper /Drawing sheet, pen/ sketch pen

Teacher Instructions:

Complete the following sentence starters

I can manage my belongings-keep my books, stationary and sports gear safely.

I understand my feelings most of the time.

I know when I'm upset.

I can accept people, like my classmates.

I am open-minded to different cultures and backgrounds. (relevant for senior school)

I can ask for help from a adult when needed

I can understand when peers ask me to do things which I may not agree on.

Steps:

1. Instruct the students to write words that describe them. Describing physically as well as compliments received from a teacher, parent and friend. They can be positive / negative.

2. Tell the students to focus on positive words/ things people say about them.

3. Tell the child to paste his/her picture and surround the picture with all the positive words, adjectives related to him/her.

4. Put the drawing sheet on the classroom board and reinforce all the positive qualities of students in the class.

Points for discussion

- How did you feel telling everyone about yourself?
- How did you feel listening to other people?
- Are you happy with your identity?
- If you had the option, what identity would you want for yourself and why?
- Have you learnt anything new about yourself from this activity? What have you learnt?

Learning Outcome:

- Each one of us has our own strengths and qualities that we must identify ourselves.
- These qualities and strengths make each one of us unique and it is important to understand how to best use them for the all-round development of our character.
- Talking openly and honestly about ourselves with each other gives us self-confidence and strengthens relationships.

HANDLING EMOTIONS

Mood Meter

Objective:

To help us learn to recognize emotions, in ourselves and others, and to develop strategies for regulating (or managing) those emotions. It provides us with a "language" to talk about our feelings.
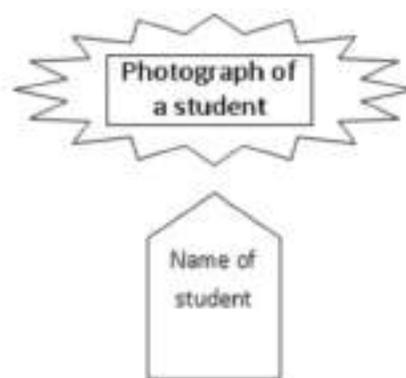
Level: Classes 5-8

Life Skills focused: Self Awareness, Inter-Personal skills, Critical Thinking, Empathy

Material required: Chart paper, Emoji cut-outs, Sketch pen, Fevistick, ice cream sticks, star cut-outs, photograph of students.

Steps:

1. Teacher will prepare some pockets made up of chart paper which depict different emotions.

2. Next step, then she will paste those pockets on the classroom display board.

3. Teacher will instruct students to paste their photographs on star cut out and write their name on the ice cream sticks and attach them together

4. Collect all the sticks and place them in a big pocket.

5. One by one student will come and place their name and photograph stick in a respective emotional pocket (happy, sad, angry or confused)

6. Teacher will see the mood meter and plan her strategies accordingly.

Elated   Sad   Furious   Sorrowful

Relieved   Lost   Frustrated   Frightened

Glad   Disappointed   Nervous   Guilty

Photograph of a student

Name of student

Points for discussion

- Students discuss how often they have certain feelings.

- What type of situations provoke different kinds of moods?

Learning Outcome:

➢ It helps children to recognise and understand their own and other people's emotions.

➢ Helps in understanding how feelings have an impact on decisions and behaviour.

➢ Helps students develop empathy, the ability to understand other classmates emotions.

➢ Helps students and teachers to set reminders to track their moods regularly for a day, week or a month and examine the results.

Rasa box – Dealing with Emotions

Objective:

To develop skills of dealing with emotions.

Level: Classes 5-12

Life Skills focused: Critical-Thinking, Self-Awareness, Effective-Communication.

Steps:

1. Make small chits which each type of emotion written on it; namely Love, Laughter, Sad, Courage, Angry, Scared/Fear, Surprise, Disgust.

2. Make a circle with all the students.

3. Each student picks up a chit and the assigned emotion is to be expressed in any form, such as, dance, music, acting, monologue in the circle.

4. The chits are then passed on and each student expresses each emotion.

Learning Outcome

➢ You must learn to cope with situations that give rise to negative emotions effectively.

➢ You must learn to separate emotions and feelings from facts; ventilate your feelings and get rid of negative emotions. Otherwise they will interfere with knowledge-based decision making.

➢ Very often we may not be able to shout or cry or beat or act in other similar ways either because the person is senior to us or there are other people around and so on. In any case, this kind of behaviour never results in a positive ending.

➢ The Rasa box activity is very effective in separating and getting rid of negative feelings and emotions. Now they will not interfere with the real facts and you will be able to look at the situation objectively. It is also a very good relaxation technique.

➢ You must also learn to use and build on positive emotions and feelings.

HANDLING MONEY

(Specify age group)

Objective:

To develop a deeper understanding of money management with practical money skills.

Level: Can be modified according to grade and level of severity.

Life Skills focused: Thinking skills, Critical Thinking, Problem Solving

Preparatory Work:

Prepare five slips of paper with one role-play situation on each.

Steps:

1. Divide the students into five groups of 8–10 students. Give each group a role-play situation slip.

2. Ask the groups to prepare a role-play of about 2–3 minutes on the given situations, in which all group members have a part.

3. Give them 10 minutes to prepare the role-play.

Situation 1

You lend money to a friend. Your friend repays you the borrowed money. He forgets and repays you a second time. What would you do?

Situation 2

You and your best friend go to the movies. Your friend wants to buy popcorn and doesn't have enough money. You have some extra money in your pocket. Describe what you would do and why.

Situation 3

Your mother asks you to go to the store to buy two things she needs for supper. She gives you Rs.100. When you get home, what will you do with the change?

Spending Money

Objective:

For students to learn how to make responsible and correct choices for how we use our money.

Level: 9-12

Life Skills focused: Thinking skills, Critical Thinking, Problem Solving

Material Required: Spending diary worksheet

Steps:

1. Give students the spending diary worksheet

2. Tell students to keep track of how they spend their money for one week.

3. They can also make hypothetical situations and budget accordingly.

SPENDING DIARY		
Day	**Items**	**Amount Spent**
Setting up a spending plan		
What are the common categories for expenses in your spending diary?		
1.		
2.		
3.		

How much do you spend in each category

Category	Amount Spent

Handbook of Inclusive Education

Learning Outcome:

- By creating, market scenario in classroom, craft bazaar, ATM, bank, carnivals in school, students learn to buy things independently and understand how to handle money.

- Calculations can be done using calculators.

- This not only makes them independent and confident, but also develops decision making skills and gives them opportunities for independent transaction under the guidance of parents and teachers.

Time Management

Objective:

To develop the skill of managing time

Level: 6-12

Life Skills focused: Critical-Thinking, Decision-Making

Material Required: Spending diary worksheet

Steps:

1. Share the table with the students prior to the introduction of the lesson.

2. Introduce the session by sharing these and other relevant ideas.

3. "Time is your most precious possession. Your success and happiness in life depends much on the way you utilize your time. It is important to examine critically how you spend your time, so that you move from where you are to where you want to be. 'How do you spend your time? Do you spend it wisely and effectively?

4. Tell the students, "Estimate how much time you allot to the various activities listed in the "Time Chart' and write how you spend a 'normal' day in your life.

5. Next divide the class into smaller groups of 4 to 6 students each. The students in each group should share with each other the contents of their individual "Time Charts". Let them question and challenge each other about the way they spend their time. Is it wise time management? Balanced? Productive? Effective? If not, what would they do to manage their time better?

6. After 15 minutes of interaction within the groups, ask the students to go through their individual Time Charts again carefully. In the light of their reflection, sharing and discussion, what changes would they like to make in the way they utilize time? Give them time to reflect in silence and fill in the space on the Time Chart, how they would like to spend their time differently and more effectively.

7. In their small groups let them discuss with each other their new time Management Plan.

8. Reassemble the class for clarification and discussion

Points for discussion

- What did you learn about the way you manage your time?

- Do you think you are spending your time wisely, effectively, and productively?

- If you continue the way you utilize your time, do you think you will achieve your life-goals?

- Are you happy with the way you have rescheduled your time?

- Does the way you spend your time reveal your values? What does it mean, if you spend 3 hours each day watching TV, 2 hours studying and 30 minutes talking with your family members?

Time Chart				
Activities	How I usually spent my time		How I would like to spend my time	
	Hours	Minute	Hour	Minute
1. Sleeping				
2. Eating				
3. Recreational activities: watching TV, sports, movies, reading, chatting with friends				
4. Helping with work at home				
5. With the family: chatting, sharing.............				
6. Studying: attending class, doing homework, reading, etc.				
7. Meeting personal needs: washing, bathing, dressing, home care, ironing............				
8. Helping others: Community service Volunteer work in school, college............				
9. Religious activities: prayer, meditation, going to places of worship				
10. Doing other things				

Learning Outcome:

- By doing this exercise, one get insights into how one spends time; to pinpoint areas in life that have "time" significance; to make decisions for more effective management of time; and use time to reflect their value system.

- Time management is the first step towards setting goals for oneself and deciding what one wants to achieve.

- Wise time management is the most significant factor in the achievement of life-goals and the realization of dreams.

Basic Etiquette

Table Manners and Eating Out

Objective:

Students will be demonstrating courteous table behaviour when eating socially, as well as, learn how to order a meal at a restaurant, including seating, ordering and paying the bill (for older students)

Level: K-5 (Can be modified according to grade and level of severity.)

Life Skills focused: Thinking skills, Critical Thinking, Problem Solving

Process: Worksheets and role-play situations

Steps:

1. Introduce key vocabulary: appetite, edible, conversation, manners, pleasant, proper, tasty

2. Have students brainstorm a list of table manners. Then invite them to explore websites that focuses on table manners for children. As they view the sites, they can compare and contrast their list with the information there.

3. Let students gather in small groups to dramatize a dinner table scene, acting out things people should or should not do at the dinner table. Encourage discussion of the behaviours depicted.

4. Pairs of students can evaluate the importance of certain table manners by completing answering the following questions.

What table manners do you think everyone should follow?

5. Encourage students to dress in formally. According to a proper table setting chart, place the cutlery and utensils on the table. Tell the students to take a seat and how to order. Explain them basic table manners and etiquettes. Parents can reinforce this at home to inculcate this habit.

Situation 1

You have gone to healthy eating joint, how do you place an order? Act out a scene with your group.

Situation 2

You have gone to a dining restaurant. Demonstrate how to take a seat, placing an order and conducting oneself with the right table manners

10 TABLE MANNERS

1. Wash hands with soap for 30 seconds before eating.

2. Do not hunch over plate - sit up straight; wrists or forearms can rest on the table, or hands on lap.

3. Don't stuff mouth full of food - cut your food intake smaller bites.

4. Chew with mouth closed -- no talking while mouth is full.

5. Wait until everyone is served before eating.

6. Eat slowly and don't gobble up the food. Take time to enjoy food.

7. Don't reach over someone's plate for something. Politely ask that the item to be passed to you.

8. Use a napkin, not sleeve, to dab mouth. Keep napkin in your lap when not using it.

9. Wash hands after the meal and rinse mouth.

10. Thank the host by telling how much you enjoyed the meal.

Certain Daily skills to be taught and done workshops on

1. Knowledge of First Aid

Experts can be called for conducting Periodic workshops to equip students with the knowledge of first aid to enable them to take self-care in emergency. Parents and teachers should underline its importance by giving practical demonstrations at home and at school.

2. Learning Simple Cooking

Teaching simple cooking to child like, how to butter a slice of bread, and how to make salad. Have them tear up greens, chop fruits/ vegetables, squeeze lemon and put chopped vegetables together to make a salad.

Documentation

Documentation

11.1   Disability Certificate
11.2   Identity Card
11.3   Process to avail identity card
11.4   Concession by Government
11.5   Supporting Organization

11.1 Disability Certificate

The disability certificate is the basic document that the learner with any disability of more than 40 percent, requires to avail many facilities, benefits or concession, made available by the government.

Presently, various Ministries/Departments of the Central government, as well as the State governments, provide several concessions/facilities/benefits to the persons with disabilities.

The Government of India has, therefore, issued guidelines to States / UTs for the issue of Identity Cards to the Persons with Disabilities to enable them to easily avail any benefit/concession.

11.2 Identity Card

A unique id for a person with a disability is provided to each one of them to avail any benefits /concessions and also ensure uniformity.

11.3 Process to avail identity card

Step 1 — Click on the link to register with UDID web portal

Step 2 — Click on "Apply online for Disability Certificate"and fill up the online form

Step 3 — Use passport photo, income proof, identity proof and SC/ST/OBC proof

Step 4 — Data will be submitted to CMO/Medical Authority

| Step 5 | Data will be verified .Appointment will be assigned by concered specialist for assessment |

| Step 6 | Doctor will assess the person /child. Medical board review the case and assign disability percentage |

| Step 7 | CMO office prepares disability certificate and generate unique disability id and disability certificate |

| Step 8 | Card is printed and dispatched to person |

11.4 Concession by Government

Various Concession Given by Central and State Government for the Disabled under Programmers are:

- Integrated Education for Disabled Children

- Children Education allowance

- Communication- Postage, Tele Communication

- Allotment of STD/PCO to Handicapped persons

- Travel by Rail, By Air

- Custom Concessions

- Conveyance Concessions

- Award of dealership/agencies by Oil Companies

- Employment of handicapped through Special Exchange etc.

- Reservation of Jobs and other Facilities

- Economic assistance - Public Sector Banks, Subsidy to disabled under Swarnajayanti Gram Swarozgar Yojna (SGSY), Financial Assistance Through National Handicapped Finance Development Corporation.

- Indira AwasYojna

11.5 Supporting Organization

There are a number of supporting organizations at the national and the state level. Such as:

National Centre for Promotion of Employment for Disabled People (NCPEDP) is a cross-disability, non-profit organization, working as a link between the Government, International Agencies and the Voluntary Sector for the empowerment of persons with disabilities. NCPEDP is a welcome break from the conventional views of charity and welfare thus making people self-reliant.

Ability Foundation –Looking Beyond Disabilities and Breaking Barriers together

Provide equal opportunities for persons with disabilities to integrate them into mainstream society.

Bring out the talents and skills of persons with disabilities and make maximum use of them thus promoting their confidence and positive attitude.

Attitudinal changes in society towards persons with disabilities.

NASSCOM-Disability Initiative Foundation

Helps in promoting equal opportunities for persons with disabilities in business,

developing social & environment solution and creating leadership abilities using the potential of industries in India.

In view of the above the school needs to ensure that the entire certificates to the learners are made available to them. The school needs to extend the help to the learners with disabilities in completing the process of getting these documents.

Summary

Disability certificate is an important document for persons with disabilities to avail facilities, benefits or concessions made available by the government.

Continuing the Education in Emergency

Guide For Remote Learning

A lot of learning happens in the home already. Here's how we can harness what is already there and guide our students in demonstrating their learning when they engage in these activities.

Games

- Take a game you already play well. Ask your child to change the game to make it more challenging or create your own game.
- Ask your child is this game fun? Is it a game of chance or skill? What skills did you demonstrate playing the game?

Health

- Take a walk or do other physical activity for twenty to thirty minutes a day.
- Meditate or listen to music / relaxing recording.
- Keep a daily journal of how you feel.

Reading

- Read for at least an hour a day other than the news.
- Keep a journal of what you read. What are your thoughts?

Media

- Watch a film, Tv show or documentary and critique it. What did you learn from watching? Did it change the way you view the world? Was it worth watching? What would you change?
- Research more about the topic of the movie, show or documentary.

Create

- Create a video, podcast, piece of art, craft, or piece of writing.
- Collect feedback from peers through Google Docs or virtual tuning sessions.

Practice

- Practice the skills you already have, i.e. music, cooking, sewing, gardening, drawing, sports, etc.
- Develop a new skill.
- Keep a log of how long you practiced. Reflect on what you learned.

Redo

- Is there a project, presentation, paper, or other product you created that you would like to try again?

Continuing the Education in Emergency

COVID 19 pandemic has made everyone confined to their homes and it has disrupted the whole education system. It made us realize that the readiness policy of the school is the only way that can help students, teachers, and parents in coping with such situations arising in future also due to man-made or natural calamities and emergencies.

Thus academic preparation in advance for emergency situations would help in mitigating the psychosocial impact on the students and would also develop coping skills among them.

This chapter has range of activities to develop skills in children with special needs also during the emergency situation.

Education is an on-going process

In unforeseen circumstances, education promotes resilience amongst students by their active engagement in teaching learning process and equipping them with life skills.

Readiness by School

School leaders in association with the teachers and other staff members must develop a well-designed plan for students considering academic, wellness, skill development, psychosocial issues, and resilience techniques.

School should work on building 21st century skills like adaptability, technological,

flexibility, digital and coding skills by keeping an eye on future environment.

School leaders must also consider both immediate and long-term needs and Intervention for recovery and reconstruction. Through regular staff meetings, various policies and programs can be decided to meet the needs of the students during an emergency.

In order to address the needs of children with disabilities, a cluster of students with similar disabilities could be made by teachers to support them. It will also help the parents to clear their doubts with teachers and it can be used as a platform to share their best practices and experiences.

Teacher, subject teacher and special educator must work in collaboration to make an effective and engaging education program considering the individual need of students.

There must be regular communication between teachers, parents / guardians to check the progress or the problems faced by the students and provide them with timely feedback.

School can prepare teachers and other staff members for engaging students in challenging situations by:

➢ Increasing awareness and attitudinal change through advocacy.
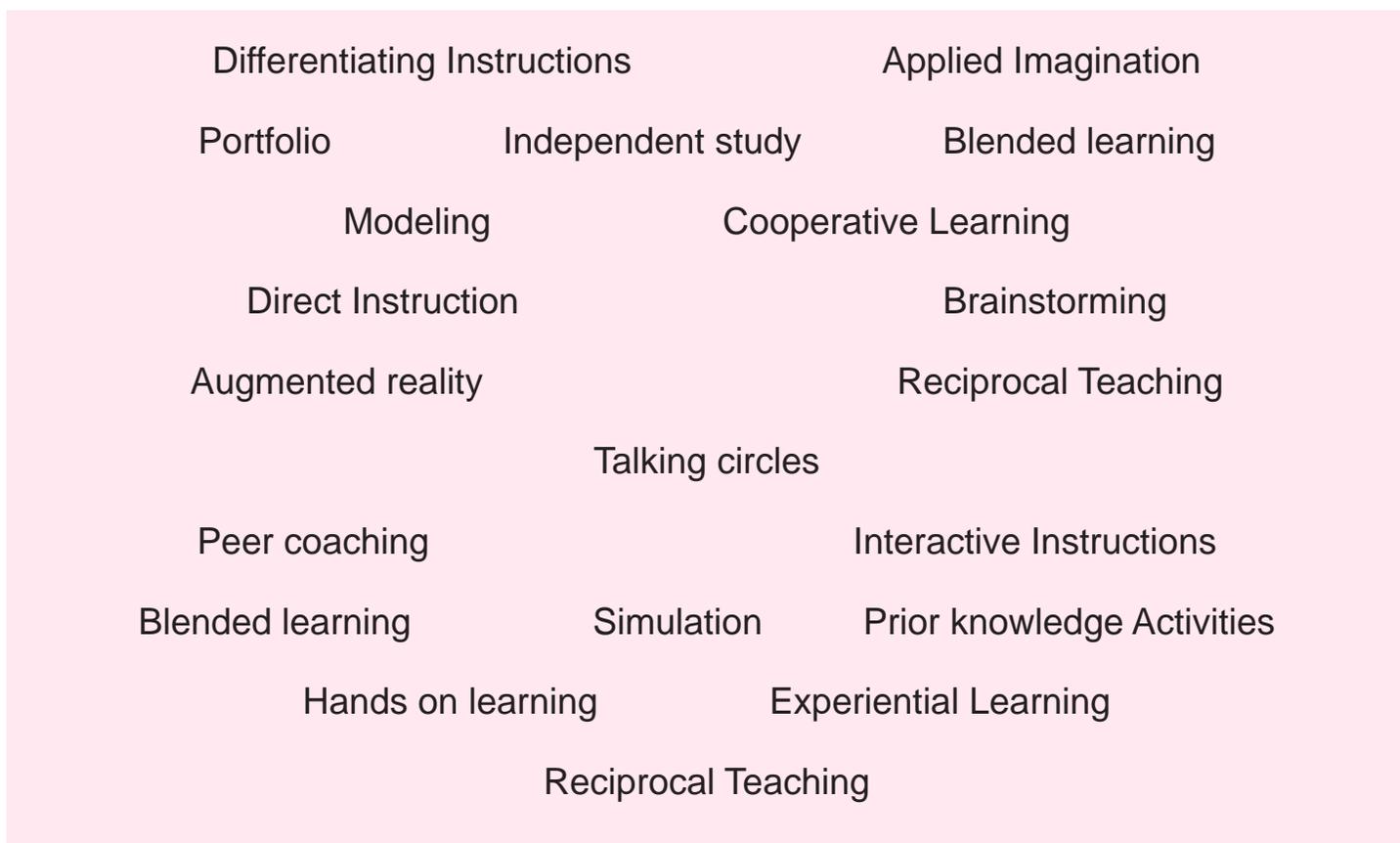
➢ Creating trained professionals for

future: Pre-service training programs to help ensure that future generations of teachers enter the profession with the skills and knowledge to work in an inclusive environment.

➢ Building on existing human resources: For the existing teachers in-service programmes could be developed.

➢ Organizing training workshops for educators and other stakeholders on, experiential teaching learning, ICT education especially those which highlight how such techniques can benefit all children by improving the overall quality of teaching in emergency situations.

➢ School has to embrace the latest technology to reach the last child.

It is the topmost priority of the education system including schools to deliver education uninterruptedly.

Differentiating Instructions

Applied Imagination

Portfolio

Independent study

Blended learning

Modeling

Cooperative Learning

Direct Instruction

Brainstorming

Augmented reality

Reciprocal Teaching

Talking circles

Peer coaching

Interactive Instructions

Blended learning

Simulation

Prior knowledge Activities

Hands on learning

Experiential Learning

Reciprocal Teaching

Home Bound Program- Bridging the gap between School & Home

The homebound program is designed to provide continuity of educational services when a child is unable to attend the school. The teacher prepares a variety of activities using pictures, videos, audios, YouTube links, etc, and supervises the work by use of technology and introduces the program to parents and reviews the parameters of the homebound services as specified in the specially designed program.

Once students are identified and diagnosed with particular type of disability then cluster of students according to their individual needs and requirements are formed supported and managed by parents, teachers, special educator and school Counsellor. This helps everyone in the group to share their problems, solutions and best practices on a common platform with empathy and readiness to help and learn from each other.

As we know meaningful activities engage students in active, constructive and, intentional manner and enhance experiential learning, some research – backed activities have been devised encompassing academic, social, personal and affective domains of development of the students for their all-round development reiterating the fact - that it's not always what you taught, but how they are taught can make all the difference.

While preparing activities for children with or without special needs teacher must consider following points for active engagement and independent learning.
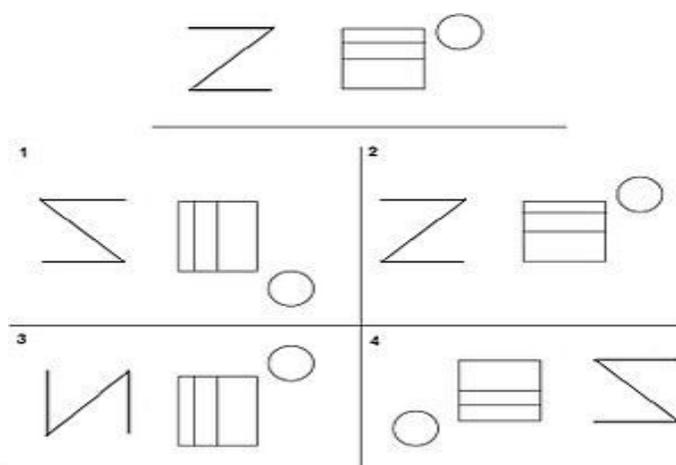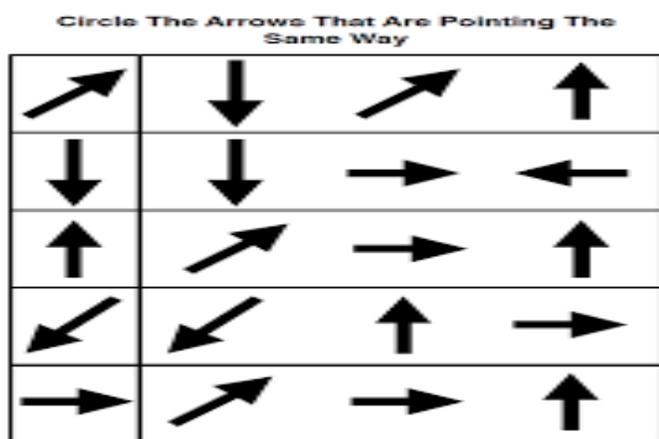
Suggested activities to actively engage students are for some of most commonly found disabilities in School Set-ups

Specific Learning Disability

According to RPWD ACT 2016 "Specific Learning Disability " means a heterogeneous group of conditions wherein there is a deficit in processing language,spoken or written, that may manifest itself as a difficulty to comprehend ,speak, read ,write, spell or to do mathematical calculations. It includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and development aphasis.

Activity 1: Understanding pictures

Activity Name	Understanding picture
Days to perform activity	Monday and Friday
Material Required	Sheet , pen/pencil/crayon
Role of members of family	- Provide worksheet , pencil/crayon to child - Tell the child to see and complete the worksheet accordingly - Explain the child how to complete the given worksheet
Learning Outcome of activity	Visual perception

https://www.google.com/search?q=occupational+therapy+free+visual+perceptual+worksheets&tbm=isch&safe=active&safe (for more sheets)

Activity 2: Concentration (Dots to dots)

Activity Name	Concentration
Days to perform activity	Everyday

Material Required	Sheet , Pen, Colours and double tap
Role of members of family	• Make a Coloured dot on the sheet • Tell the child to make numbers /shapes joining dots.
Learning Outcome of activity	Increasing Concentration

https://www.google.com/search?q=dot+to+dot+worksheet+s&tbm=isch&hl=en-GB&safe=active&chips=q:connect+the+ (easy level)

https://www.google.com/search?q=dot+to+dot+worksheet+diffiicult+level&tbm=isch&ved=2ahUKEwio5tKdgJPqAhW9NLcAHXOpCow (difficult level)

Activity 3: Sand tray

Activity Name	Sand tray
Days to perform activity	Tuesday and Thursday
Material Required	Sand tray, Sand/Dalia/suji /flour (whatever is easily available)
Role of members of family	• Give some sand /flour/dalai/sujji in tray • Tell the child to write the alphabet/numbers/shapes/ spellings as written • Instruct the child to follow the pattern • Encourage the child to write that alphabet in notebook
Learning Outcome of activity	Identification & recognition of alphabets /spellings

Activity 4: Read a Story

Activity Name	Read a story (Hindi /English)
Days to perform activity	Everyday
Material Required	Story book
Role of members of family	- Provide a story book to child - Tell the child to read a story - Tell the child to write a story in his words.
Learning Outcome of activity	Reading & writing skills

Activity 5: Clay model to explain how to prevent soil erosion

Activity Name	Clay model to explain how to prevent soil erosion
Days to perform activity	Wednesday and Saturday
Material Required	T/ray Flat Base (Hard Board), (wheat/maida) dough, Coloured papers/newspaper/ waste paper, Coloured pen.
Role of members of Family	Father, Mother, Brother, Sister. Along with the family members, the child will do the activity. - Father or any member of the family may help to provide hard board/tray and dough /clay. - Then the Child along with the members will make the *small models on each of the methods* to prevent soil erosion. - For each of the methods they will **write the name** **Methods to prevent soil erosion** A. A forestation B. Contour Ploughing (Ploughing along the contour of a hill) C. Terrace Cultivation (Cutting steps along the slopes to cultivate)

Handbook of Inclusive Education

|	
	D. Shelter Belts (Growing rows of trees to prevent erosion of soils by wind mainly in deserts)
	E. Strip Cropping (Growing strip of grass in between crops)
Learning Outcome	Will acquire understanding about how to save soils and conserve them.
	Understand technique of saving our environment from getting degraded.
Skill	Develop the skill of making models with simple things.

Afforestation   Contour Ploughing   Terrace Cultivation
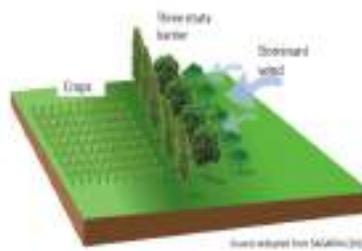
Strip Cropping   Shelter Belts

*Activities can be modified as per the level and interest of the child.

Hearing Impairment

According to RPWD Act 2016, Hearing Impairment –

(a)   "Deaf" means a person having 70 DB hearing loss in speech frequencies in both ears;

(b)   "Hard of Hearing " means a person is having 60 DB to 70 DB hearing loss in speech frequencies in both ears;

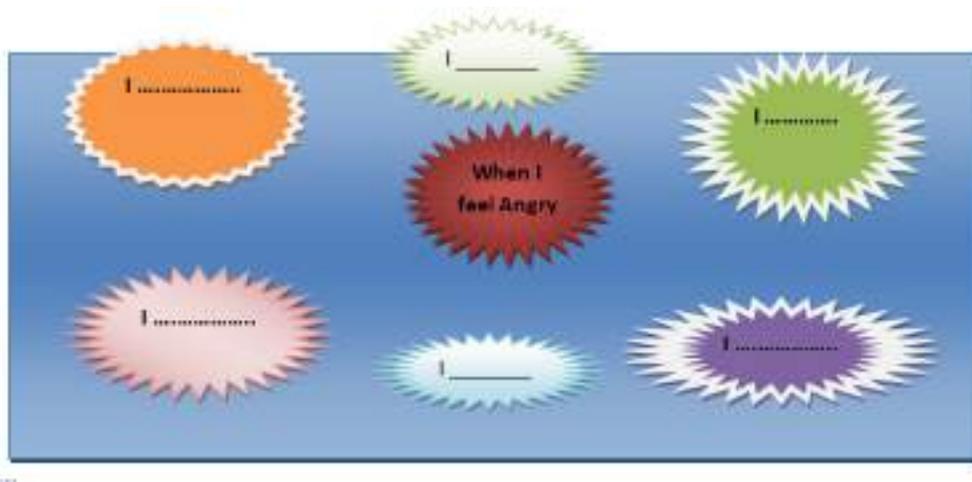### Activity 1: Salad (Fruit /Vegetable/Sprout)

Activity Name	Fruit /Vegetable salad/sprout salad /Macroni salad
Days to perform activity	Monday &Friday
Material Required	Different fruits/vegetables diced properly, chat masala ,bowl, spoon ,lemon
Role of members of family	• Tell the child to put diced fruit /vegetables in a bowl. • Then put chat masala and squeeze lemon. • Tell the child to mix it well. • In the end the child will tell all the steps followed in making fruit salad.
Learning Outcome of activity	Language development and Communication skills

Activity 2: When I feel Angry

Activity Name	When I feel Angry
Days to perform activity	Everyday
Material Required	Sheet /pen/.sketch pen

Role of members of family	Provide the material to the child
	Help the child to pen down or make picture of how he feels when he /she is angry
	Help the child in overcoming the situation by deep breathing exercises/physical exercise.
Learning Outcome of activity	Child is able to express and control his/her aggression

Activity 3: Identifying different sounds

Activity Name	Identifying different sounds
Days to perform activity	Tuesday and Thursday
Material Required	Utensils, toys ,alarm clock ,animal , birds etc
Role of members of family	• Tell the child to sit at one place and instruct him not to turn back • Play different sounds (toy ,using utensils)and tell the child to clap when he listens the sound and name if possible • Then show and tell the name of particular thing / object
Learning Outcome of activity	Developing hearing ability

Activity 4: Reciting Story through pictures/ written strips

Activity Name	Reciting Story
	Writing of story can be followed as per the level of the child.
Days to perform activity	Wednesday and Saturday
Material Required	Pictures of the story / written strips can also be used
Role of members of family	• Show any picture to child
	• Tell the child to speak/write 5-10 lines about the picture shown.
Learning Outcome of activity	Development of language and Communication skills

गतिविधि-7 चित्र आधारित कहानी लेखन

गतिविधि का नाम	चित्र आधारित कहानी लेखन
आवश्यक सामग्री	कहानी लेखन के लिए पेज (शीट)
अभिभावक/परिवार के सदस्यों की भूमिका	• बच्चे को नमूने में दी गई कहानी पढ़ने को कहना।
	• बच्चे को कहानी समझने और रिक्त स्थान भरने में सहायता करना।
गतिविधि से होने वाले लाभ	बौद्धिक क्षमता का विकास शब्द भण्डार में वद्धि लेखन कौशल का विकास।

नीचे दिए गए चित्र को ध्यानपूर्वक देखें और दी गई कहानी में रिक्त स्थान में चित्र देखकर उनके नाम लिखकर कहानी पूर्ण कीजिए।

Handbook of Inclusive Education

बहुत समय की बात है।एक _____ में एक _____ के किनारे _____

पर एक _____ बैठा था।तभी उसे चीख़ने की आवाज़ सुनाई दी। _____ ने

देखा नदी में एक _____ बह रही थी।कबूतर ने झट से पेड़ से एक _____

तोड़ा और नदी में डूबती चींटी के पास फ़ेक दिया। चींटी उस _____ पर बैठ गई। तब कबूतर ने उस पत्ते को

_____ से पकड़ कर बाहर निकाला। इस तरह उसने चींटी की जान बचाई।

कुछ दिनों बाद चींटी ने देखा एक पेड़ पर वही _____ बैठा डर के मारे काँप रहा था। वहीं थोड़ी दूर पर

एक _____ अपनी गुलेल ताने ख़ड़ा था। चींटी जल्दी से शिकारी के पास गई और उसके

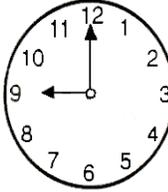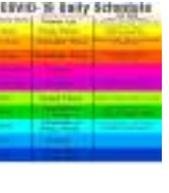_____ पर उसने ज़ोर से काट लिया।शिकारी का निशाना चूक गया।कबूतर झट से _____ गया।

कबूतर ने चींटी को धन्यवाद कहा। इस प्रकार कबूतर और चींटी में मित्रता हो गई।

*Activities can be modified as per the level of the child

Autism

According to RPWD Act 2016, "Autism Spectrum Disorder" means a neuro-development condition typically appearing in the first three years of life that significantly affects a person's ability to communicate, understand, relationship and relate to others, and is frequently associated with unusual or stereotypical rituals or behaviour.

Prepare a visual timetable for daily routine. It will help child to understand what to do and easy to convey his or her message using pictures

Day/Time	9'o clock	10'o clock	11'o clock	12'o clock	1'oclock
Monday	Brain gym / Aerobics/ Yoga	Mood meter & Eye Contact	Sprout salad/ Macroni	Organizing bed room & watering plant	Telling time & making schedule with picture cards
Tuesday	Brain gym / Aerobics/ Yoga	Mood meter & Social story	Lemonade / Bhelpuri	Taking care of pets & filling water bottles	Science experiments with water using salt / sugar /milk
Wednesday	Brain gym / Aerobics/ Yoga	Mood meter & picture Description	Fruit salad / Sandwich	Growing micro greens & preparing table for lunch	Dancing on the favourite song

Thursday	Brain gym / Aerobics/ Yoga	Mood meter & Paper tearing	Roohafza / Butter milk	Organizing bedroom &taking care of pets	Labeling five states using pencil flakes/ seeds pulses on map
Friday	Brain gym / Aerobics/ Yoga	Mood meter & Social stories	Vegetable salad / Chickpea salad	Taking care of micro greens & watering plant	Collecting and calculating weekly bills

*Pictures Card for visual schedule can be taken from the website mentioned below

https://in.pinterest.com/pin/320459329706580648/

Link for social stories-

https://www.abaresources.com/social-stories/

Activity 1: Eye Contact

Activity Name	Eye Contact
Days to do perform activity	Monday and Friday
Material Required	Balls,toy etc.(*Mirror)
Role of members of family	• Make the child sit in front of you • Bring ball or any other toy close to your eyes • Tell the child to look at the ball or toy and take it • *Child can see in mirror and speak few lines on how he /she is looking. Activity level can be increased as per the level of the child
Learning Outcome of activity	Making eye contact with people

Activity 2: Mood Meter

Activity Name	Mood Meter
Days to do perform activity	Everyday
Material Required	Emo's stickers/magnet
Role of members of family	In the morning, each member of the family will stick a sticker/mood magnet of How they are feeling and accordingly can plan the day /activity keeping the mood of home in the mind.
Learning Outcome of activity	Recognize& understand own and others emotions

FEELINGS CHART

SCARED	HAPPY	SAD
ANGRY	EXCITED	WORRIED
SURPRISED	SILLY	FRUSTRATED

Activity 3: Picture Description

Activity Name	Picture Description
Days to do perform activity	Tuesday and Thursday
Material Required	Any book /picture as per the grade of the child
Role of members of family	• Show any picture to child • Tell the child to speak 5-10 lines about the picture shown.
Learning Outcome of activity	Communication Skills

Activity 4: An Experiment with a Coin and a Dice

Activity Name	Experiment with a Coin and a Dice
Days to Perform activity	Friday

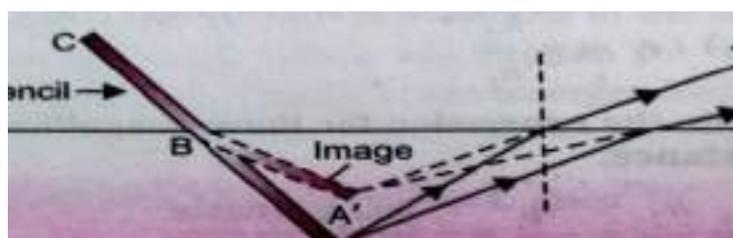| Material Required	Coin, Dice, A-4 size sheet and sketch pens
Role of members of Family	• Parent shows the two faces of coin i.e head and tailto the child. • • Now, the child tosses the coin and notes down result on the sheet. Suppose head comes up in the first two tosses, the child can write head two times. • In the next toss if tail comes up, the child can write tail on the sheet. • The child has to be told that even if the process is re-peated, no other number or thing can come, except head or tail. • Thus, parent can reinforce that there are only **two possible outcomes in case of tossing a coin i.e Head and Tail** • Provide a Dice to the child. If Dice is not available it can be easily made by using net of cube available at www.helpingwithmath.com an using marker or small bindi's numbers can be made Dice Net of Cube • The child can easily identify the numbers on the six faces of the dice. • The child can roll the dice and parent can help to note the number that appears using a straight line (**Tally Mar**k) in the table given below. • The child can count the number of tally marks and write the frequency as shown in the table below

Number on the face of the Dice	Tally Mark	Frequency
1	||	2
2	|	1
3	|||	3
4	|	1
5	|	1
6	||	2
Total		10

- The dice can be rolled 10 times,20 times… and so on.
- Thus, again parent can reinforce that in one throw of a dice the possible outcomes are 1,2,3,4,5 and 6 only.

Learning Outcome	• List all the possible outcomes in the toss of a coin and throw of a Dice.
Skill	Logical &Analytic skill

Activity 5: (Light Refraction)

Activity Name	Light Refraction
Day to perform activity	Saturday
Material Required	Glass bowl. Pencil, water, coin.
Role of members of Family	With the help of parents, student will do the experiments to show the refraction at home using water, pencil, coin glass bowl etc.
	When pencil is dipped in water, bending of pencil can easily be seen due to refraction.
	When a coin is placed in a bowl and water is poured,raising of coin shows the refraction.
	When a small bowl is placed inside a big bowl, if water is poured, then the apparent change in the size of small bowl can easily be seen due to refraction
Learning Outcome	Learner will be able to understand the phenomenon of refraction.
Skill	Learning by doing.

Link: https://youtu.be/jfikwNzZVXQ

Low Vision

According to RPWD Act 2016" Low Vision" means a condition where a person has any of the following condition, namely-

a) Visual acuity not exceeding 6/18 or less than 20/60 up to 3/60 or up to 10/200(Snellen) in the better eye with best possible correction or

b) Limitation of the field of vision subtending an angle of less than 40 degrees up to 10 degrees.

Activity 1: Smelling and Tasting

Activity Name	Smelling and tasting
Days to perform activity	Monday
Material Required	Fruits (mango, banana, orange, guava vegetables(coriander, mint, lemon onions) spices(cardamom ,ginger ,garlic), flowers (rose , lily , etc)
Role of members of family	• Provide the child with spices, fruits and vegetables • Through taste ,shape and texture recognize the vegetables, fruit and species • Tell the child to smell and identify the food item
Learning Outcome of activity	Developing Senses Identification of things

Activity 2: Move the Eye Balls

Activity Name	Move the Eye balls
Days to perform activity	Tuesday and Thursday
Material Required	Patch /cover on eye with hand/use thumb

Role of members of family	• Tie any toy/object with thread /move thumb and move it any direction in front of child (right, left, up, down) • Tell the child to follow the object with eyes • Revolve the object in circular motion in front of eyes (eye movement is to be done while performing activity, no head movement is to done)
Learning Outcome of activity	Developing eye sight
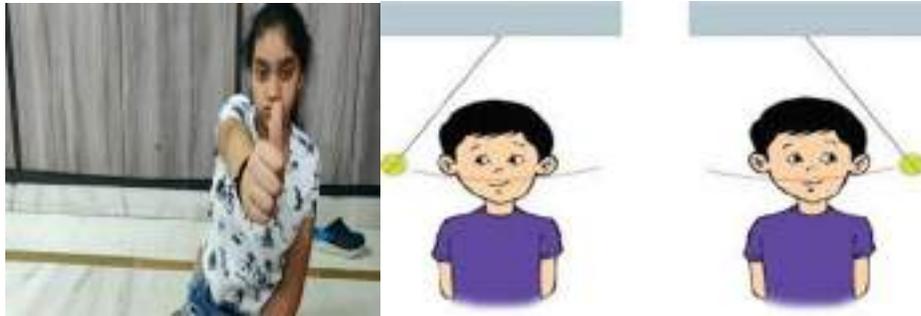
https://youtu.be/yzg94Iamm_c

Activity3: Addition of Integers

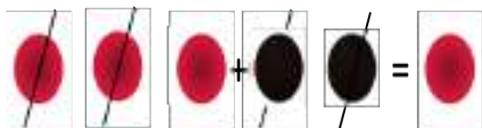| Activity Name	Addition of Integers
Days to perform activity	Wednesday
Material Required	Red Bindi and Black Bindi/ Buttons of two different colors A4 size sheet Pen or pencil
	• Parent to provide with bindis of two different colours. • Ask the child to denote red bindi by (+1) a positive integer and black bindi by (-1) a negative integer. + 1 -1 • Make the child understand that a pair of one red bindi(+1) and black bindi (-1) will denote zero. + 1 -1 = 0

Role of members of Family	Positive and negative integer of same value gets cancelled with each other.
	Zero is neither a positive or negative integer.
	• The child will perform addition of integers with coloured bindis.
	e.g. **(+3) +(-2)**
	+ 3- 2 = + 1
	The child denotes +3 with three red bindis and -2 with two black bindis. Now two red bindi's get cancelled with two black bindis and thus the child gets the answer as one red bindi which represents +1(positive integer)
	+ 4- 2 = + 2
	Similarly, The child denotes +4 with four red bindis and -2 with two black bindis. Now two red bindis get cancelled with two black bindis as they are of same value and thus the child gets the answer as two red bindis which represents +2(positive integer)
	-2 + (-1)=- 3
	Similarly, The child denotes -2 with two black bindis and -1 with one black bindi. Now we add all the bindis as they are of same colour and put the negative sign in front of the sum obtained and thus the child gets the answer as three black bindis which represents
	-3(negative integer)
	• The child observes red colour represents a positive integer and black colour bindi represents a negative integer.
	• The child repeats the process with more integers.
Learning Outcome	• Perform mathematical operations on Integers
Skill	• Interpersonal Skill and Logical &Analytic skill
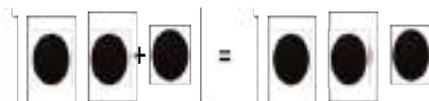
Activity 4:Making 3D Quilled Physiographic Map of India

Activity Name	3D Physiographic Map of India
Days to perform activity	Friday
Material Required	• Blank Physical Map of India, coloured quelling paper, glue/ fevistick, toothpick (to mark location), clay (for base of toothpick), coloured paper, coloured pens or Clay dough (colourful clay) or Edibles like boiled macaroni ,grated carrot, diced vegetables
Role of members of Family	Along with the family members, the child will do the activity. a. Father may help to buy the hard board, map and quilling paper b. Then the Child along with the members will mark each physiographic division with a different coloured quilling paper. c. For each of the physiographic division they will **write the name** of the given region. **Sample of the model:** **Methods:** 1. Take a blank Physical Map of India and mark the outline of each physiographic division with the help of Family members.

	2. With the help of different coloured quilling paper/clay, mark each region. 3. Paste with the help of glue/fevistick. 4. Use toothpick, coloured paper and coloured pen to mark different regions of India.
Learning Outcome	Will acquire understanding about different physiographic divisions of India, its map representation with the help of colour scheme.
Skill	Develop the skill of map-making with the help of quilling paper.

Activity 5 : Worry Jar (Low Vision)

Activity Name	Worry jar
Days to perform activity	Everyday
Material Required	Jar , paper and pen
Role of members of family	• Help your child to make slips of worries he /she is having.

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	• Cut and fold those slips and put it in the jar.
	• Tell the child to take out one slip every day.
	• Discuss about the worry and share a solution with the child
Learning Outcome of activity	Sharing emotions

Intellectual Disability

According to RPWD Act 2016, Intellectual Disability, is a condition characterized by significant limitation both in intellectual functioning (reasoning, learning, problem – solving) and adaptive behaviour which covers a range of everyday, social and practical skills.

Activity Name	Organizing Things
Days to do activity	Everyday
Role of members of family	• Discuss the importance of keeping things on right place
	• Show the right place where the things to be kept
	• Tell the child to pick his/her belongings from right place and keep it back
Learning Outcome of activity	Self help skills

Activity 1: Organizing Thing

Activity Name	Sowing seeds
Days to do activity	Saturday
Material Required	Pot, sand ,seeds, water
Role of members of family	• Tell the child to fill the pot with sand • Then guide the child to sow the seeds. • Next, water the soil. • Instruct the child to water the seed regularly when the soil dries. • Finally tell the child that plants grow into trees and give us fruit, food,paper etc. (Give one instruction at a time)
Learning Outcome of activity	Care for nature Self confidence Responsibility (water when soil dries)

Activity 2: Sowing seeds
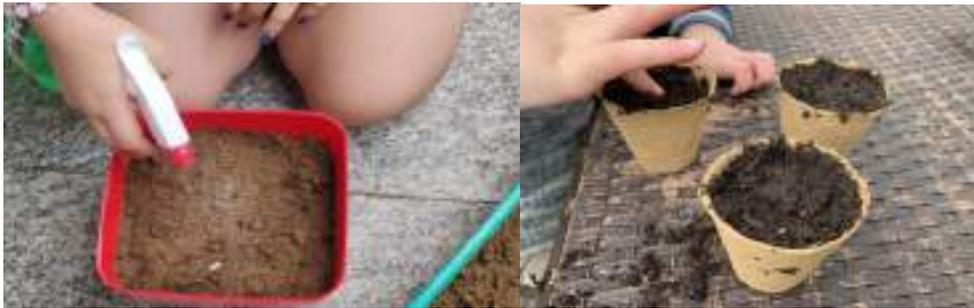
Activity 3: Hand Painting

Activity Name	Hand Painting
Days to do activity	Tuesday & Friday
Material Required	Water colour , Plate and a sheet
Role of members of family	• Pour water colour in a plate with little bit of water • Tell the child to dip hand in the colour. • Help the child in making different patterns as shown in the example above.
Learning Outcome of activity	Motor coordination,self confidence

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Activity 4: Shopping in Mini Market

Activity Name	Shopping in Mini Market with ₹50
Days to do activity	Wednesday &Thursday
Material Required	Notes ,Calculator and toys
Role of members of family	• Make a market scene arranging toys or eatables with price tag • Give ₹50 to child along with calculator. • Tell the child to buy things and help him/her in calculating. (Give one instruction at a time.)
Learning Outcome of activity	Self-help skills

Activity 5 Colour your Feelings

Activity Name	Colour your feelings
Days to perform activity	Everyday
Material Required	Colours (green ,yellow, orange and red)/ clay dough/ balloons of similar colours

Role of members of family	Parents will guide the child to colour the circle as he / she is feeling.
	To explain feelings parents can also show picture card of happy, sad or angry.
	After identifying the feeling of the child. Clay dough of similar colour can be given to child to play and calm down in case of anger.
Learning Outcome of activity	Expressing feelings

	Happy
	Sad
	Angry
	Furious

Way forward

The current global crisis has turned home into school and parents into teachers. For schools and teachers also, it is a new experience and to keep things in normal pace, teachers along with parents, help to make an effort to support students in learning. With the help of parents, school and teachers can communicate and stay connected.

Education and parental participation are interlinked. The effectiveness of any educational intervention largely relies upon the level of parental involvement in the whole process of learning.

Parents have to play several roles: care-giver, teacher, friend, employee, and many other. At times, it becomes difficult for parents to handle behavior issues and actively engage the child in other activities, as they, have work responsibilities too.

Parents' collaboration with teachers and school is not only beneficial for children; there are also possible gains for all stakeholders. It enhances:

- More Parental interaction and involvement with the children.

- Enhances responsiveness and sensitivity to their child with disability's needs.

- Regular interaction of parents helps the teacher in knowing about the smallest detail of the child concerning special needs. It also helps the teacher in planning an appropriate program for the child.

- Teachers acquire a better understanding of the family culture, which helps her in providing appropriate activities for the child.

Some of the activities that could be considered for the concerned child, are:

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Activity : Sensory game

Activity Name	Sensory game
Days to do perform activity	Monday through Friday , can be placed in the child's desk as a smaller version.
Material Required	Cotton ball, sandpaper stick, plastic and sticky tape,
Role of members of family	- Let the child sit in front of you - Place the articles of different textures in front of the child. - Child would touch every object and connect it first to the texture cards and later try communicating the textures. - Activity level can be increased as per the level of the child
Learning Outcome of activity	Recognising different textures and overcoming sensory avoidances.

This feels...

fluffy

rough

crinkly

sticky

Chart: different textures

Activity : Memory tray

Activity Name	Memory Tray
Days to do perform activity	Monday through Friday , can be placed in the child's desk as a smaller version.
Material Required	Items which the child works with on a daily basis, like stationary articles-pencil, crayons, erasers, colours, ruler, sensory ball, squishy ball, toys with sounds, puzzles, pencil box, books, food items, juice box, key chain, etc.
Role of members of family	• Let the child sit in front of you • Place the articles on a tray in front of the child. • Child would see every object for a span of 1 minute and later try recollecting it from memory,it can steadily move from 3 items to 10 and beyond. • Activity level can be increased as per the level of the child.
Learning Outcome of activity	Focus and short-term memory, which will further help in being organised and following schedules.

Activity : Wearing Masks during Covid

Activity Name	Wearing masks during Covid
Days to do perform activity	Everyday, especially while going out and when someone visits home.
Material Required	Chart and family members modeling
Role of members of family	Model, re-model and support the child with wearing a mask regularly for supporting the child: Follow the steps on the chart and demonstrate it visually step-by-step. Let the child recheck the steps followed, maybe even ask the child to check a family member's steps, because to teach is to learn.
Learning Outcome of activity	Recognize & understand own hand wash routine and hygiene necessities.

Activity : Washing Hands

Activity Name	Washing Hands
Days to do perform activity	Everyday
Material Required	Chart and singing a song for hand washing duration.
Role of members of family	Model, re-model and support the child with washing hands, singing the child's favourite song for 20 seconds for the supporting child to wash appropriately.
	Help the child to pull up the T-shirt/sweater sleeves, if in winter.
	Follow the steps on the chart and demonstrate it visually step-by-step.
	let the child recheck the steps followed, maybe even ask the child to check a family member's steps, because to teach is to learn.
Learning Outcome of activity	Recognize & understand own hand wash routine and hygiene necessities.

Activity : Hygiene is my priority

Activity Name	Hygiene is my priority
Days to do perform activity	Everyday
Material Required	Chart and child specific daily schedule.
Role of members of family	Model, re-model and support the child with washing hands, singing the child's favourite song for 20 seconds for the supporting child to wash appropriately. 1. Help the child to follow the daily schedule created along with the child. 2. You may divide each task with hand made charts, created together. 3. Enjoy your schedule.
Learning Outcome of activity	Recognize & understand own hand wash routine and hygiene necessities.

Welcome back

In April we go to new class and learn new things at school.

But in April 2020, school is closed because of corona virus.

I am staying at home for many days.

Mummy, Papa, Ma'am and friends are also at home.

In April 2020, I have new class with mummy and papa at home.

Charlotte Ma'am will talk to me on mobile or laptop.

Mummy will make schedule for me.

Mummy, Papa and I can have fun doing what Ma'am says

When school opens I can go to Senior LC to meet Ma'ams and friends.

Charts 1-5: created by Charlotte Thomas

Chart 1 : Sample daily routine

Chart 2 : Washroom routine

Chart 3 : Brushing teeth

Chart 4 : Physical exercises for home routine

Chart 5 : Going back to physical school daily routine

Note: Physical exercise instruction

In lockdown, work out aerobically by running on the spot, up and down stairs or around the garden, or by dancing vigorously. You can also dig out a skipping rope and jump that - it's harder than you remember.

Activity : Mindfulness

Mindfulness is the art of being present in the moment.

Activity Name	Mindfulness corner
Days to do perform activity	Everyday
Material Required	Colouring pattern sheets, colours, stamps, plain papers, mindfulness jar, puzzle and games, posters on mindfulness.
Role of members of family	Family members can create the corner in the child's working area or even have these items on a tray, for easy accessibility. the activities can be considered when the child is feeling a emotion strongly or needs a little time on their own. How they are feeling and accordingly can plan the day /activity keeping the mood of home in the mind.
Learning Outcome of activity	Recognize and understand your own and others emotions. Mindfulness helps in regulating

As per the directions given by the school, bearing in mind the needs of child, the teacher helps parents to engage students productively. She remains connected with parents to make things better during these difficult times. So it is must that teachers plan, implement, document, review and evaluate continuously to make the collaboration successful

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GLOSSARY

Albinism: A hereditary condition with partial or total absence of pigments in the eye

Assessment: The process of gathering information and identifying a student's strengths and needs through a variety of instruments and products data used in making decisions

Assistive listening devices (ALDs): Devices such as FM or sound field system that improves the clarity of what is heard by an individual with hearing impairment by reducing background noise levels.

Assistive technology : Any piece of equipment, or product system that increases, maintains or improves functional capabilities of individual with disabilities.

At risk: An infant or a child who has a high probability of exhibiting delays in development or developing a disability

Attention Deficit hyperactivity disorder (ADHD): A Disorder characterized by symptoms of in attention, hyperactivity, and /or impulsivity. Frequently observed in individuals with learning disabilities.

Audiologists: A professional, who studies the science of hearing including anatomy, function and disorders and provide education and treatment for those with hearing loss.

Category: Label assigned to individuals who share common characteristics and features.

Cerebral palsy: Several progressive disorder of voluntary movement or posture that is caused due to damage to developing brain.

Classroom arrangement: the physical layout of the classroom and its décor: a proactive intervention technique designed to minimize disruptions while increasing pupil engagement.

Collaboration : How individuals work together: a style of interaction among professionals.

Creativity: A term with multiple meaning, generally referring to the production of novel or original ideas.

Criterion-referenced assessment : An assessment procedure in which a student performance is compared to particular level of mastery.

Deaf: Limited or absent hearing for ordinary purposes of daily living.

Deaf blind: A dual disability resulting in impaired hearing and vision.

Decibel (dB): Units measure expressing the magnitude of a sound relative to the softest sound to which the normal human ear can respond

Developmental delay: A term defined by individual states referring to children ages 3 to 9 who perform significantly below developmental norms

Disability: An inability or incapacity to perform a task or an activity in an normative fashion

Discrepancy: In regards to learning disabilities, the difference between the student actual academic performance and his or her estimated ability

Down syndrome :A chromosomal abnormality frequently resulting in intellectual disabilities with accompanying distinctive physical features.

Dyslexia: A severe reading disability; difficulty in understanding the relationship between sounds and letters.

Early intervention: Thedelivery of a coordinated and comprehensive package of specialized services to infant and toddlers with developmental delays or at risk conditions and their families.

Epilepsy: A chronic condition in which person has reoccurring features.

Executive functioning : Internal regulations of ones 'behavior through control of emotions, inner speech, working memory , arousal levels and motivation. Considered impaired in individuals with

attention deficit hyperactivity disorder.

Expressive language : The formation and production of language, verbal and non verbal, that is understood by and meaningful to others.

Finger spelling : Form of manual communication; different positions or movements of the fingers indicate letter of the alphabet.

FM system Wireless : System that allows for the transmission of a signal from the teacher wearing a microphone to the student wearing a receiver ,increasing the volume of the teacher's voice over the volume level of classroom noise.

Frequency : The number of vibrations per second of a given sound wave: typically measured as cycle per seconds (cps) or hertz (Hz)

Full inclusion : An interpretation of the principle of least restrictive environment advocating that all pupils with disabilities are to be educated in the general education classroom.

Handicap : Difficulties imposed by the environment on a person with disability

Hard of hearing:Refers to a person who has a hearing loss but uses the auditory channel as the primary avenue for oral communication with or without a hearing aid.

Hearing impairment : Less than normal hearing resulting from auditory disorder(s)

Individualized education program : As written detailed plan developed by team for each pupil who receives special education

Instructional Technology : Any device that supports the teaching learning process, such as computer: a tool for delivery of instruction.

Language : A code used to communicate ideas via a conventional system or arbitrary signals

Learning disabilities: A disability in which there is a discrepancy between person's ability and academic achievement: individual possess average intelligence

Learning strategies : Instructional methodologies focusing on teaching students how to learn: designed to assist pupils in becoming more actively engaged and involved in their own learning.

Least restrictive environment (LRE): A relative concept individually determined for each pupil should be educated, to the maximum extent appropriate with classmates who are typical.

Multiple disabilities : Concomitant impairments that result in such severe educational needs that a student cannot be accommodate in a special education program solely on the basis of one of the impairments.

Multiple intelligence : An alternative perspective on intelligence suggesting that there are many different kinds of intelligence

Orthopedic impairments : Physical disabilities that occur from congenital anomalies, diseases, or other causes that adversely affects a child's educational performance.

Prevalence : The total number of individuals in a given category during a particular period of time.

Referral : A formal request by a teacher or parent that a student be evaluated for special education services.

Universal Design for Learning : The design of curriculum material instructional activities, and evaluation procedures that can meet the needs of learners with widely varying abilities and background.

Visual acuity : The ability to visually perceive details of near or distant objects

Visual impairment : Impairment in vision that, even with correction, adversely affects an individual's educational performance. The term includes both partial sight and blindness.

Working memory: The ability to retain information while also engaging in another cognitive activity

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Handbook of Inclusive Education

ABCs of Inclusion for Teachers

A ALL MEANS ALL

B BEHAVIOUR IS COMMUNICATION

C CHOICE

D BE A BEHAVIOUR DETECTIVE

E EVERYONE STARTS TOGETHER

F FAIR MEANS EVERYONE GETTING THEIR NEEDS MET

G GROWTH MINDSET

H CHILD HONOURING

I INDEPENDENCE

J JOYFUL LEARNING

K KIDS DO WELL IF THEY CAN

L LEAD WITH STRENGTHS

M MOVEMENT BREAKS

N NEEDS BASED

O OPEN MINDEDNESS

P PLAN & PURPOSE

Q QUESTION UNEXPECTED BEHAVIOUR WHY? WHY NOW?

R RELATIONSHIP

S SELF REGULATION

T ASSISTIVE TECHNOLOGY

U UNCONDITIONAL POSITIVE REGARD

V VISUALS FIRST THEN

W WORDS MAKE WORLDS

X X-TRA PROCESSING TIME

Y THE POWER OF YET!

Z ZONE OF PROXIMAL DEVELOPMENT

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