National Institute for the Empowerment of Persons with Intellectual Disabilities (DIVYANGJAN)
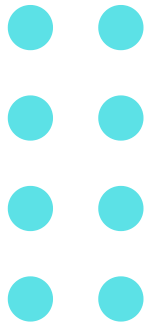
Manovikas Nagar P. O., Secunderabad - 500009, Telangana

2025 NATIONAL CONFERENCE

Specific Learning Disabilities: ASSESSMENT AND DIAGNOSIS

Theme: "Bridging Science and Practice: Precision Assessment for Every Learner"

NIEPID

Swavlamban

भारतीय पुनर्वास परिषद्
CRE Status

19th & 20th December, 2025

NIEPID Secunderabad

2025 NATIONAL CONFERENCE

NIEPID

Specific Learning Disabilities:
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About the Institute

The National Institute for the Empowerment of Persons with Intellectual Disabilities, formerly known as the National Institute for the Mentally Handicapped (NIMH), was established in 1984 at Manovikasnagar, Secunderabad, Telangana State. As an autonomous body under the administrative control of the Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice & Empowerment, Government of India, NIEPID is dedicated to providing quality services to persons with intellectual disabilities in the national interest.

To achieve optimal results, the institute has developed and introduced innovative structured training courses across multiple disciplines, including Early Intervention, Rehabilitation Psychology, Special Education, and Disability Rehabilitation at the Master's level. The training programs are offered on a progressive scale from certificate through master's level, ensuring comprehensive skill development for professionals in this field. Currently, the institute conducts certificate courses and diploma courses including D.Ed Special Education (Intellectual and Developmental Disabilities), Diploma in Vocational Rehabilitation (DVR), Diploma in Indian Sign Language Interpreting (DISLI), and Diploma in Early Childhood Special Education (DECSE). Additionally, it offers graduate courses such as B.Ed Special Education (Intellectual Disabilities) and Integrated Special & Inclusive Teacher Education Program (ISITEP), along with Post Graduate Diploma in Early Intervention (PGDEI), Master's programs in M.Ed Special Education, and M.Phil in Rehabilitation Psychology, all conducted in affiliation with different universities.

The institute's research policy focuses on continuously updating the research needs matrix, which encompasses three critical areas: the life-cycle needs of persons with intellectual disabilities, their holistic development, including therapeutic interventional needs, family support, resource support and capacity building needs, and public policy and enabling society initiatives. This comprehensive research framework ensures that the institute's work remains relevant and responsive to the evolving needs of the disability community.

NIEPID actively engages in community outreach by conducting international and national conferences, seminars, and workshops on intellectual disabilities in partnership with leading voluntary organizations and parent associations. Recognizing that effective rehabilitation of persons with intellectual disabilities requires community-based intervention, the institute provides services at the grassroots level through local centers. These services encompass identification and screening, comprehensive assessment, direct service delivery, training of local resource persons, and supply of training materials to beneficiaries, ensuring that support reaches those who need it most.

The institute maintains an unwavering commitment to quality in every aspect of its functioning to promote equality and dignity in the lives of persons with intellectual disabilities. This dedication to excellence is validated by ISO 9001:2015 certification, which ensures adherence to international quality management standards. Through its comprehensive approach that combines education, research, and community service, NIEPID continues to serve as a premier institution for the empowerment and inclusion of persons with intellectual disabilities in India, working tirelessly to create a more inclusive society where every individual can achieve their full potential.

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About the Conference

The National Conference on Specific Learning Disabilities: Assessment and Diagnosis is being organised with the objective of advancing evidence-based practices, promoting equity in assessments, and fostering professional collaboration to improve outcomes for individuals with learning disabilities.

Many professionals working in the field of SLD assessment continue to rely on outdated assessment practices, leading to inconsistent diagnostic criteria and significant disparities in identification rates among different demographic groups. The need for standardised, evidence-based assessment protocols has become increasingly critical, particularly in addressing the underidentification of SLD in culturally and linguistically diverse populations.

The conference will provide rehabilitation professionals, educational psychologists, special educators, and other stakeholders with valuable opportunities to enhance their knowledge and skills in evidence-based SLD assessment practices. By bringing together leading researchers, experienced practitioners, and emerging professionals, this conference aims to bridge the research-practice gap and promote best practices in SLD identification and diagnosis. Participants will learn about the newest research on the brain science behind learning disabilities, assessment methods that consider cultural differences, and tools that use technology for evaluations.
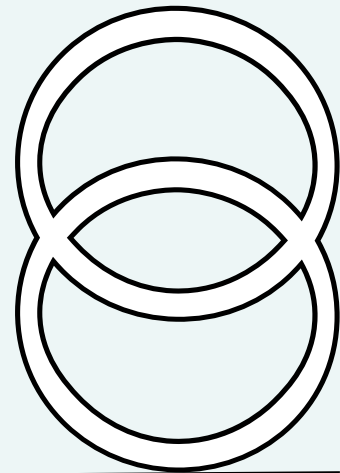
Aim of the Program

1. To enhance the knowledge and competencies of assessment professionals regarding current trends and evidence-based practices in SLD identification and diagnosis.
2. To promote culturally responsive and linguistically appropriate assessment practices for diverse populations of students with potential learning disabilities.
3. To familiarise participants with contemporary research findings in neuroscience and cognitive psychology relevant to SLD assessment and diagnosis.
4. To provide professionals and researchers in the field of learning disabilities the opportunity to share their knowledge, findings, and innovative practices with colleagues.
5. To familiarise participants with NIEPID's newly developed diagnostic tool for learning disabilities and its clinical applications through comprehensive assessment protocols.
6. To introduce professionals to NIEPID's innovative adult SLD assessment tool and demonstrate its utility in identifying learning disabilities across the lifespan.
7. To address policy implications and advocacy strategies for improving SLD assessment practices at institutional and systemic levels.

This theme emphasises the conference's focus on connecting current research findings with practical diagnostic approaches while highlighting the importance of personalised, accurate assessment methods for students with specific learning disabilities. It suggests both the scientific rigour needed for assessment and the practical application that educators and clinicians require in their daily work.
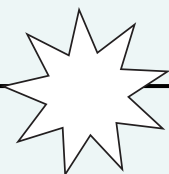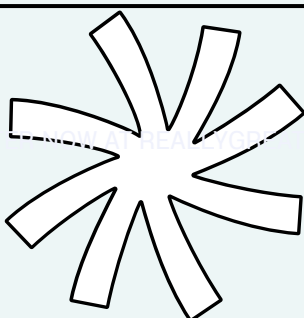
Conference Theme

BRIDGING SCIENCE AND PRACTICE: PRECISION ASSESSMENT FOR EVERY LEARNER

CORE DRIVING THEMES

- EVIDENCE-BASED ASSESSMENT PRACTICES FOR SLD
- EQUITY AND CULTURAL RESPONSIVENESS
- TECHNOLOGY INTEGRATION AND INNOVATION IN ASSESSMENT OF SLD
- NEUROBIOLOGICAL AND COGNITIVE FOUNDATIONS
- MULTI-TIERED ASSESSMENT SYSTEMS (RTI/MTSS)
- PROFESSIONAL DEVELOPMENT AND COMPETENCY
- INTERDISCIPLINARY COLLABORATION
- ETHICAL STANDARDS AND PROFESSIONAL PRACTICE
- POLICY AND SYSTEMIC CHANGE
- INTERVENTIONS FOR SLD
- CURRENT PRACTICES FOR SCREENING AND ASSESSMENT OF SLD
- TECHNOLOGY-ENHANCED PRACTICES
- CULTURAL AND LINGUISTIC CONSIDERATIONS

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Submit Abstracts for Oral and Poster Presentations

31 OCT, 2025

Abstract Submission
Submit your Abstract by
31.10.2025
to the email: **niepid.sld@gmail.com**

15 NOV, 2025

Abstract Acceptance
Acceptance of the Abstract will be confirmed by **15.11.2025**

30 NOV, 2025

Full Paper Submission
Submit the full paper of the accepted Abstract by **30.11.2025**

+91 9496347564   www.niepid.nic.in

10 DEC, 2025

Registration
Last Date for the Registration for the Presentation is **10.12.2025**

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NIEPID

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Abstract Submission Guidelines

1. Abstract Content

- Abstracts must be written in English.
- The content should be original and not previously published or presented.
- Avoid using tables, figures, or references in the abstract.

2. Format and Structure

- Title: Concise and accurately reflects the content (max 20 words).
- Authors: List all contributing authors with affiliations.
- Do not include author names or affiliations in the body of the abstract.
- Body: Maximum 300 words.
- Structure:
  - Background/Objectives
  - Methods
  - Results
  - Conclusion

3. Submission Process

- Submit abstracts electronically via email.
- Only one abstract per presenting author is allowed.
- All submissions must be received by the stated deadline.

4. Review and Notification

- All abstracts will be peer-reviewed by the scientific committee.
- Notification of acceptance or rejection will be sent via email by the specified date.
- Accepted abstracts may be selected for oral or poster presentation.

5. Contact

- For questions or technical support, contact the conference organising committee at niepid.sld@gmail.com.

Submission Categories Overview

Paper Presentations

- Paper presentations must be based on conducted research within rehabilitation or special education fields, specifically focusing on specific learning disabilities assessment and diagnosis, and should encompass comprehensive research components including research interest, findings, conclusions, and practical recommendations while demonstrating systematic investigation and evidence-based conclusions that bridge science and practice for precision assessment. These formal oral presentations are allocated a 10-minute presentation slot followed by 2 minutes for questions and answers, totalling 12 minutes per presentation. The target audience includes researchers presenting completed studies on SLD assessment methodologies, academics sharing empirical findings in learning disability identification, practitioners with research-based insights into diagnostic practices, and graduate students presenting thesis or dissertation research related to specific learning disabilities evaluation and intervention strategies.

Poster Sessions

- Poster sessions should focus on research done in rehabilitation or special education, specifically about assessing and diagnosing learning disabilities, and should include research interests, findings, conclusions, and recommendations that connect science with practical assessment for learners with SLD. Content should be clearly shown on a visual poster that is no taller than 200 cm and no wider than 90 cm, and it will be presented during 30-minute interactive sessions where questions and answers happen in a relaxed, conversational way. This setup lets visitors participate at their own speed and offers better chances to network and have in-depth talks about SLD assessment methods, diagnostic practices, effective interventions, and culturally sensitive evaluation strategies, with presenters available for continued conversation during the session.

Professional Sessions

- Professional sessions focus on practical applications of specific learning disability assessments and diagnoses, emphasising hands-on techniques and implementations that bridge current research with everyday clinical and educational practice. These sessions showcase up-to-date tools, materials, and methodologies relevant to SLD evaluation, including the latest assessment instruments and their applications, evidence-based therapeutic interventions, and professional development opportunities that enhance practitioners' skills in precision assessment for every learner. The presentation structure allocates 20 minutes for main content delivery, followed by 10 minutes for interactive audience questions and discussion, creating practice-orientated sessions that total 30 minutes. Target contributors include experienced practitioners in SLD assessments, clinical professionals specialising in learning disabilities, educational specialists working with diverse learners, and training and development professionals who can demonstrate practical applications of contemporary research findings in real-world settings.

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Full Paper Submission Standards

Formatting Requirements:

- Submission Guideline: Follow APA formatting standards
- Paper Specifications:
  - Paper Size: 8.5 x 11 inch
  - Font: 12-point Times New Roman
  - Spacing: Single-spaced throughout
  - Margins: One-inch margins on all sides
  - Alignment: Justified text alignment
- Reference Style: APA format mandatory
- Full Paper: Maximum 2500 words

Structural Components:

- Paper titles must be clear, descriptive, and concise while reflecting the SLD assessment research focus. Author information should include all contributors' details listed by contribution significance, with the corresponding author identified.
- The abstract and keywords section requires a comprehensive summary within word limits that captures essential research elements, along with relevant terms for searchability in SLD literature. The introduction must establish context by reviewing the literature, identifying research gaps, and presenting clear, measurable objectives that justify the significance of the study in assessing learning disabilities.
- The methodology and findings section demands a detailed description of the research design, participants, data collection procedures, and analytical methods, with the results presented and interpreted within the existing SLD literature context. The conclusion should summarise the key findings, acknowledge the limitations, suggest directions for future research, and provide actionable recommendations for practitioners in SLD assessment, along with broader policy implications.
- All references must strictly adhere to APA 7th edition guidelines, ensuring complete and accurate citations, with a preference for recent and relevant sources in the literature on learning disabilities assessment.

Publication Opportunities

- Selected full papers and abstracts presented at the National Conference on Specific Learning Disabilities: Assessment and Diagnosis will be published Sin the official conference proceedings, which will be assigned an ISBN number for formal academic recognition. This publication opportunity provides authors with a peer-reviewed platform to disseminate their research findings, innovative assessment practices, and evidence-based interventions to the broader professional community working in learning disabilities.

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Conference Registration

Registration Process:

- Participants are required to register by submitting a duly filled registration form via email along with their research paper and registration fees through online transfer. A Google form will be sent via email to all presenters for streamlined registration processing. Bank details will be provided upon receipt of the acceptance letter. The registration fee for the conference is
  - Students / Research Scholars - Rs. 800.00 only
  - Non-CRE Participants - Rs. 1000.00 only
  - CRE Participants - Rs. 2500.00 only
- Important Note for CRE Participants: Those who are Continuing Rehabilitation Education (CRE) participants must also register in the RCI CRE calendar in addition to the conference registration to ensure proper credit recognition.

Registration Fee Inclusions:

- Conference registration
- Conference kit
- Working tea and lunch
- A copy of conference publication (Book)
- Conference certificate

Accommodation:

- Accommodation will be provided on a payment basis with shared arrangements, allocated on a first-come, first-served basis. Participants who require accommodations should contact the organising committee in advance. Limited seats are available for accommodation.

Contact Information for Queries:

Dr. Ambady K. G.
Convenor - NCSLD
Phone: +91 9496347564
Email: akg.niepid@gmail.com

Key Submission Details

- Abstract Length: Maximum 300 words
- Payment Method: Online transfer (bank details provided after acceptance)
- Registration Deadline: 10th December, 2025
- Conference Dates: 19th & 20th December, 2025