



12th January 2019

Teachers' Training at Bright School

Training workshop report

Consortium for Inclusive Education conducted a training session for the teachers of Bright School, VIP Road, Vadodara. A total of **37 trainees** attended the workshop that was conducted by Ms. Mansi Jadeja who has an M.Phil. In Clinical Psychology from Gujarat Forensic Sciences, Gandhinagar and Masters in Arts in Psychology (Specialization in Clinical Psychology). Presently, she is working as an Assistant Professor, Department of Psychology, The Maharaja Sayajirao University of Baroda. The focus of the training was:

Challenges to Inclusion of children with special needs in regular schools

Bright School Sama, practices inclusion of children with special needs led by special educators and counselors. The school has identified few students with Autism, delayed speech, hyperactive children, cognitive delays and many other disorders. Bright School wishes to open doors to children with varied disabilities. They share the vision of the Consortium for Inclusive Education committed to provide continued in depth training for the teachers and school management. They have a dedicated counsellor who taken initiatives to spread as much information as possible to the teachers to handle children with special needs.

Consortium for Inclusive Education conducted a training to enrich the knowledge of the regular teachers who have children with special needs in their classrooms. They were trained regarding Inclusive Education, identification of common disabilities, and ways to help them in order to retain and moreover, expand their skills.

1) Challenges to Inclusion of children with special needs in regular schools

It is very important to understand that Inclusive Education is a means of creating effective classrooms where the educational needs of all children including children with disabilities are addressed. Moreover, according to **Rights of Persons With Disabilities (RPWD) Act 2016**, **"Inclusive Education"** means a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities.

In order to begin with achieving Inclusiveness, the factors which need to be taken care of are:

- A vision for inclusive education
- Regular functional assessments
- Build strong relationships with parents
- Qualified staff and adequate training
- Professional referrals and use of expertise
- Using a comprehensive system for education (rights, exemptions etc)
- Encourage peer support



On that line, the training stressed that any new beginning brings great challenges along with it and before we find the solution to the problem, a comprehensive understanding of the challenges is essential.

The trainees were educated on how to recognize the daily challenges in the curriculum, infrastructure, equipment, and resources and how they can overcome the basic day to day problems by adopting new strategies. For example, by planning curriculum and tests at different levels of difficulties: below average, average, and outstanding, the teacher can cater to all the types of students and not just plan for the average set of students.

a) Identification of Common Disabilities

The Identification of Common Disabilities such as Speech and learning disorder (SLD), Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD) can be classified into a checklist of symptoms such as:

1) Speech and Learning disorder

- Perinatal conditions
 - Low Apgar scores
 - Low birth weight and/or preterm birth
 - Hospitalization for longer than 24 hours in a neonatal intensive care unit
 - Difficulty with suckling, sucking, and swallowing
 - Chronic otitis media that may result in intermittent hearing loss
- Genetic or environmental conditions
 - Family history of LD
 - Adopted child status
 - Family history of spoken and/or written language problems
 - Exposure to environmental toxins or other harmful substances
 - Limited language exposure in home, childcare, and other settings
 - Poverty
- Developmental milestones
 - Delay in cognitive skills
 - Not demonstrating object permanence
 - Limited understanding of means–ends relationships (e.g., using a stool to reach a cookie jar)
 - Lack of symbolic play behavior



- Delay in comprehension and/or expression of spoken language
 - Limited receptive vocabulary
 - Reduced expressive vocabulary (“late talkers”)
 - Difficulty understanding simple (e.g., one-step) directions
 - Monotone or other unusual prosodic features of speech
 - Reduced intelligibility
 - Infrequent or inappropriate spontaneous communication (vocal, verbal, or nonverbal)
 - Immature syntax
- Delay in emergent literacy skills
 - Slow speed for naming objects and colors
 - Limited phonological awareness (e.g., rhyming, syllable blending)
 - Minimal interest in print
 - Limited print awareness (e.g., book handling, recognizing environmental print)
- Delay in perceptual-motor skills
 - Problems in gross or fine motor coordination (e.g., hopping, dressing, cutting, stringing beads)
 - Difficulty coloring, copying, and drawing
- Attention and behavior
 - Distractibility/inattention
 - Impulsivity
 - Hyperactivity
 - Difficulty changing activities or handling disruptions to routines
 - Perseveration (i.e., constant repetition of an idea)

2) Attention Deficit Hyperactivity Disorder (ADHD)

- Fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities.
- Has difficulty sustaining attention in tasks or play activities.
- Does not seem to listen when spoken to directly.
- Does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions).
- Has difficulty organizing tasks and activities.
- Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework).
- Loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools).
- Easily distracted by extraneous stimuli.
- Forgetful in daily activities.



3) Autism Spectrum Disorder

6-12 Month Markers:

- Infrequent eye contact
- Failure to orient to name
- Does not smile in response to smiles from others
- Social and emotional passivity
- Fixation on objects

By 12 Months:

- Poor or no eye contact
- Failure to orient to name
- Poor imitation
- No babbling by 12 months
- No gesturing by 12 months

By 16 Months:

- No single words by 16 months
- No pointing to objects or events of interest in an effort to share

By 24 Months:

- No spontaneous two-word phrases
- Loss of any language or social skills at any age

Example of questions raised by the school teachers:

1. *"I have a child with Autism Spectrum Disorder (ASD) in my classroom. How do I handle him when he gets aggressive?"*

Although it's best to consult a clinical psychologist to understand a child's behavior with ASD, the efforts that can be put in a classroom setting can be observing the child's behavior through various teachers and direct his energies to the activities the child likes, when he gets aggressive. Through this, the energies won't be destructive and the child would get a chance to channel his energies in a productive way.

2. *"I have a child with speech impairment in my classroom. His speech is delayed at times. How do I manage his pace with the pace of the rest of the students in the classroom?"*

Children with speech impairment usually catch up with the pace if given individual practice and attention during the beginning. Try to have individual sessions with him and gradually increase the pace of teaching him individually. Various activities can help him gain his confidence. Moreover, speech therapy can help him. Ask his parents to consult a speech therapist and he shall surely get better

Towards the end of the training, feedback was collected. The trainees rated the training with a score of **8.8/10.0** for the topic of training and **9.0/10.0** for the quality of training (based on an average of ratings from 37 trainees). The resource persons were extremely impressed and excited by the topics of trainings and the initiative. A lot of teachers requested more detailed and in depth training for the same.



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We look forward to working with the school and conduct much such training in the future to strengthen and empower the teachers.

Annexure:

- 1) Agenda
- 2) Photos
- 3) Registration list
- 4) Feedback form



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Agenda

Venue Bright School, VIP Road, Vadodara
Date 12th January 2019
Trainers Ms. Mansi Jadeja

Time	Description
11:00 to 11:15	Registration of the teachers.
11:15 to 11:20	Welcome of the resource person and brief of the Consortium for Inclusive Education by Ms. ShubhraAgnihotri
11:20 to 12:15	Presentation by Ms. Mansi Jadeja Inclusive Education and its challenges faced in Schools. She shall discuss the concept of Inclusive Education and its importance along with the challenges faced by children with special needs in schools and the ways to address it.
12:15 to 12:25	Q/A session by Ms. PromilaZalpuri
12:25 to 12:30	Vote of thanks by CIE and Bright School



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Photos





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Registration List

12.1.2019 Saturday Bright School, VIP Road.

Date	Name, E-mail & Address	Tel. No.	Comments
12/01/2019	Bhakti Khosla - bhaktikhsa@gmail.com	7067493393	
12/01/19	Zeal Mehta - zbmehtha06@gmail.com	9839 9737326779	
12/01/19	Ami Mehrunkar - Basandy2976@yahoo.co.in	9998496343	
12/01/19	Sanhita Kabay - arpitashenoi@gmail.com	6352751566	
12/01/19	Arpita Desai - hemveensharma@gmail.com	9586884449	
12/01/19	Veena H. Sharma - hemveensharma@gmail.com	9925100493	hemveensharma@gmail.com
12/01/19	Reshma M. Pawar	9904918200	Reshma 2810@gmail.com
12.1.19	Sybil F. Fernandes	7487850921	Fernandes @ gmail .com
12.1.19	Jennies M. Patel	9824463078	jenniespatel@gmail.com
12.1.19	Harsha V. More	9158300922	moreharshavipul@gmail.com
12.1.19	Poloumi Dutta	8013659807	poulomidutta@gmail.com
12.1.19	Aanal Dhomse	9638530978	a_dhomse@yahoo.co.in
12.1.19	Divya Solanki	8128519394	divyas2461994@gmail.com
12.1.19	Deepa Chakraborty	9426435924	chakraborty deepa@gmail.com
12/1/19	Sonal Parikh	8460874831	parikhsonal897@gmail.com
12/01/19	Harvinder Kaur Grewal	7698000356	beenai90572@gmail.com
12/01/19	Ms. Falguni Mehta	9714280518	ds 9335@gmail.com
12/01/19	Ms. Janki Thakkar	8866209070	Jankibright@gmail.com



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Date	Name, E.mail & Address	Tel. No.	Comments
19) 12.1.19	Ms. Sejal Tailor ^{sejal.tailor0307@gmail.com}	7574883494	sejal.tailor0307@gmail.com
"	Ms. Priti Mehta	9879650054	chiragpriti1979@gmail.com
20) 12.1.19	Ms. Heema Kachhiel	9879787992	himex - 2 @ yahoo.com
21) 12.1.19	Ms. Kinjal Shah	9638597319	kinjal 1117@yahoo.com
22) 12.1.19	Ms. Poojanka Badhu	8017210602	itipoojanka@gmail.com
23) 12.1.19	Ms. Sanju Kanwar	9724789956	sanju_g@mail.com
24) 12.1.19	Ms. ANKITA SINGH	8218342199	ankiank922@gmail.com
25) 12.1.19	Ms. AKANKSHA SHUKLA ^{akishukla123@gmail.com}	8849696976	akishukla 123@gmail.com
26) 12.1.19	Ms. Naiya Patel	9601290598	Naiya@gmail.com
27) 12.1.19	Ms. Kimmari Rajvanshi	7435822591	
28) 12.1.19	Ms. Jayshree Pandya	8401908509	
29) 12.1.19	Ms. Nidhi Shah	7043502889	
30) 12.1.19	Ms. Keshu Sonthalia	9824335075	
31) 12.1.19	Ms. Shweta Shah	9429535488	shweta.shah.us@gmail.com
32) 12.1.19	Ms. Pinkina Patel	9879386242	pinkina2@yahoo.co.in
33) 12.1.19	Ms. Reshma S. Parikh	9879879120	-
34) 12.1.19	Ms. Sunanda Kelkar	7990834309	-
35) 12.1.19	Ms. Shobha Rajpurohit	9898446474	



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Resource person & Principal			
Date	Name, E.mail & Address	Tel. No.	Comments
36 12.1.19	Ms Sangita D Cruz	9275756942	
37 12.1.19	Ms. Payal Shah	8128674916	
28.12.1.19	Ms. Mansi Jadya. Assistant Professor & Joint Coordinator - Counseling Centre, Department of Psychology, Faculty of Education & Psychology, MSV Baroda (mansijadya308@gmail.com)	9879627905	

Feedback



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Feedback form:

1 2 3 4 5 6 7 8 9 10

1. Topic of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒

2. Quality of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐

3. Comments: informative and very effective.
learned new ideas and new terms
used in education.

Feedback form:

1 2 3 4 5 6 7 8 9 10

1. Topic of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐ ☐

2. Quality of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐ ☐

3. Comments: Very good presentation. She
explain the Topic with clarity

Feedback form:

1 2 3 4 5 6 7 8 9 10

1. Topic of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐ ☐

2. Quality of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐ ☐

3. Comments: The workshop was good, short and
sweet. It provided briefly knowledge
about SLD, ADHD and autism children
and how to handle them.

Feedback form:

1 2 3 4 5 6 7 8 9 10

1. Topic of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒

2. Quality of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒

3. Comments: It was ressourceful to attend this workshop. I
hope it will be helpful for me to handle
my class and pupils.



Feedback form:

1 2 3 4 5 6 7 8 9 10

1. Topic of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒

2. Quality of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒

3. Comments: It was really good that before labelling any
child teacher's should aware about
the characteristics of SD, LD and ADHD.

Feedback form:

1 2 3 4 5 6 7 8 9 10

1. Topic of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒

2. Quality of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐

3. Comments: Very nice workshop, it will be helpful
for me in my class. got very knowledge.

Feedback form:

1 2 3 4 5 6 7 8 9 10

1. Topic of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒

2. Quality of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒

3. Comments: It was quite informative.
Thankyou.

Feedback form:

1 2 3 4 5 6 7 8 9 10

1. Topic of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒

2. Quality of training: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒

3. Comments: Enrich for classroom teaching.