



20<sup>th</sup> April 2019

## Teachers' Training at Little Flower School

### Training workshop report

Consortium for Inclusive Education conducted a training session for the teachers of Little Flower School, Vadodara at their school premises. A total of **50 trainees** attended the workshop that was conducted by our empanelled trainer, Ms. Monaz Kathawala, CEO of Osmosis Learning Centre (Vadodara) and Educational Play Library (Bharuch) founded in 2010. She has 18 years of experience being a special educator.

The focus of the training was:

- 1. Introduction to Learning Disabilities (LD) and,**
- 2. The techniques to educate children with LD in classroom setting.**

Little Flower School has children with special needs and is keen on practicing inclusion and equitable education. Although, the concept of inclusive education and the details on various learning disabilities was new to them, the teachers were very curious to learn and could identify some of the disabilities in their classrooms. The principal was the most motivated throughout the training and was able to motivate other teachers also. Moreover, the teachers understood the need of inclusive education and believed in the concept. As, the subject was new to them, the training clarified most of their queries regarding undivided attention to all the students in the class, catering to the needs of all the children and so forth.

The teachers were trained regarding the various learning disabilities and the ways to tackle children with special needs in classroom settings. The second session was an introduction to the play way methods of educating children with special needs in the classroom or at home.

#### **1.) Introduction to Learning Disabilities (LD)**

Learning disabilities are neurologically-based processing difficulties. These processing difficulties can interfere with learning basic skills such as reading, writing and/or mathematics. They can also interfere with higher order thinking skills such as organization, time planning, abstract reasoning, long or short term memory and attention. It is important to realize that learning difficulties can affect an individual's life beyond academics and can impact relationships with family, friends and in the workplace.



The types of learning disabilities are:

1. Dyslexia: Dyslexia is a specific learning difficulty which affects a person's ability to read, spell and understand language that he hears or expresses himself clearly while speaking or in writing.

A child with Dyslexia:

- Speaks later than most children
- Has Difficulty rhyming words
- Has Slow vocabulary growth, often unable to find the right word
- Has trouble learning the alphabet, numbers, days of the week, colors, shapes
- Is extremely restless and easily distracted
- Has difficulty following directions
- Fine motor skills develop slowly

2. Dysgraphia: A specific learning disability that affects a person's handwriting ability and fine motor skills. Problems may include illegible handwriting, inconsistent spacing, poor spatial planning on paper, poor spelling, and difficulty composing writing as well as thinking and writing at the same time.

A child with Dysgraphia:

- May have illegible printing and cursive writing.
- Shows inconsistencies: mixtures of print and cursive, upper and lower case, or irregular sizes, shapes or slant of letters
- Inconsistent spacing between words and letters
- Has difficulty pre-visualizing letter formation
- Copying or writing is slow or labored
- Has cramped or unusual grip/may complain of sore hand
- Has great difficulty thinking and writing at the same time.

Dyscalculia: A specific learning disability that affects a person's ability to understand numbers and learn math facts. Individuals with this type of LD may also have poor comprehension of math symbols, may struggle with memorizing and organizing numbers, have difficulty telling time, or have trouble with counting.

A child with Dyscalculia:

- Shows difficulty understanding concepts of place value, and quantity, number lines, positive and negative value, carrying and borrowing
- Has difficulty sequencing information or events
- Exhibits difficulty using steps involved in math operations
- Shows difficulty understanding fractions
- Displays difficulty recognizing patterns when adding, subtracting, multiplying, or dividing
- Has difficulty putting language to math processes



- Has difficulty understanding concepts related to time such as days, weeks, months, seasons, quarters, etc.

Exhibits difficulty organizing problems on the page, keeping numbers lined up, following through on long division problems

## 2.) The techniques to educate children with learning disabilities in classroom setting.

Equally important as creating an inclusive environment issuing different teaching strategies to make learning accessible to every student. In an inclusive classroom, many students have a wide variety of educational needs. Therefore, having a large toolbox of instructional strategies for parents and teachers can help serve student better.

1. The role of a Parent: Parents are the immediate support system for a child. It is necessary for the parents to identify the need of the child at home and intervene accordingly. Moreover, the parents can be a vital support system for the schools to provide their children with the appropriate learning strategies to ensure inclusiveness and equitable learning opportunities.

- As a parent, arrange for your child to have one-to-one help as soon as possible - the ideal commitment in time is three sessions of one hour per week.
- Be encouraging of your child's strengths.
- Be patient and persevering with your child's teacher. Make yourself known to all new teachers
- Teach your child independence. For example, send him/her on simple errands.
- Be aware of the problems, symptoms and signs of stress - be aware of stress signs, such as bed-wetting and introversion which need subtle handling. They have all the problems of adolescence.
- Avoid too much pressure at home. Are you aware that your child does get very, very tired? Let them have holidays
- Never fall into the trap of comparing one child to another
- Encourage your child and keep motivation high by building on his strengths
- Boost your child's self-confidence and self-esteem
- Offer practical help with buttons and laces. Three of the most difficult tasks for a parent to teach their children are: fastening shoes, fastening buttons and tying ties.

2. The role of Teachers: After the family, come the school and more importantly, the teachers. The child spends his/her learning hours with the school and the teachers. It's the school and the teachers that play a vital role in providing equitable educational opportunities to the children with special needs and intervene appropriately.

- Be aware & sensitive to the child's needs
- Work on his strengths instead of pointing out his weakness.
- Build his self-confidence and self esteem
- Counsel him to approach a special educator
- Build on his social and emotional skills
- Act as a counselor
- Encourage him with extracurricular activities



- Encourage buddy system
- Use of structured Phonics
- Use color codes to highlight points

3. The role of Remedial therapy: It is a multifaceted approach, tailoring remedial intervention plans to a child's specific needs. It makes use of one-on-one instruction, small group instruction, written work, verbal work and computer-based work. Remedial Therapy focuses on skills rather than on content.

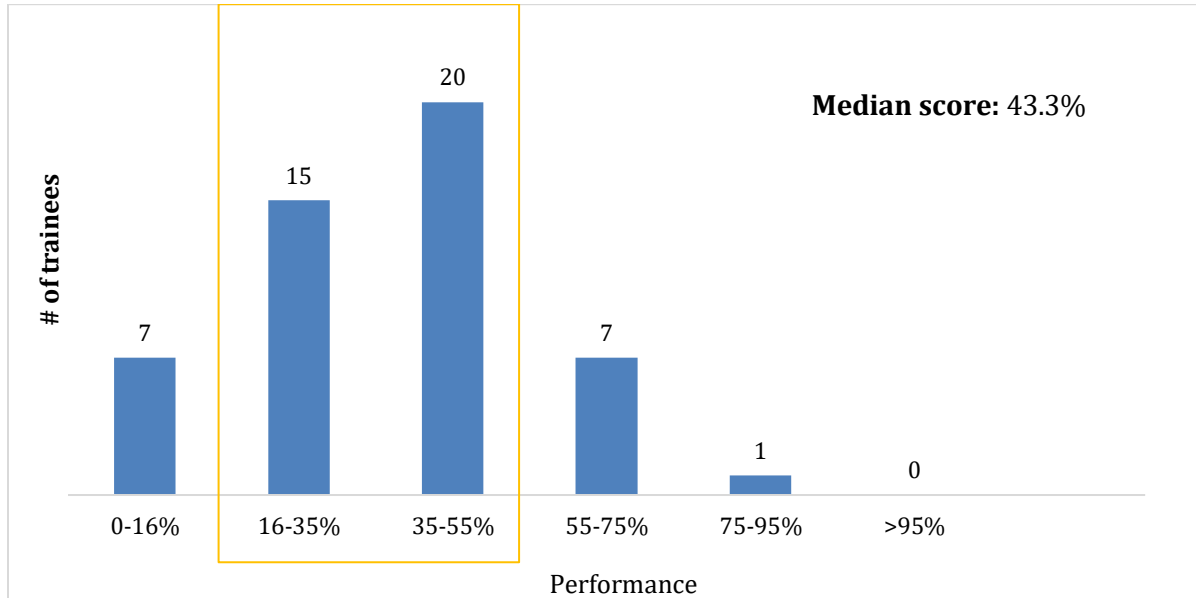
The therapy provided uses behavior teaching methods, which have clearly defined goals and strategies and is tailored and customized to each child's specific needs. Within the therapy sessions, children are involved in individual / group activities, gross motor and fine motor activities which are scheduled to form a part of and into the child's daily routine.

In order to understand the play way methods of educating children with special needs, there was a practical session in the training where the teachers were demonstrated the play way methods. It was emphasized that all learning should take place in the spirit and by the method of play. Play reveals the child's nature most clearly. It is considered nature's mode of education.

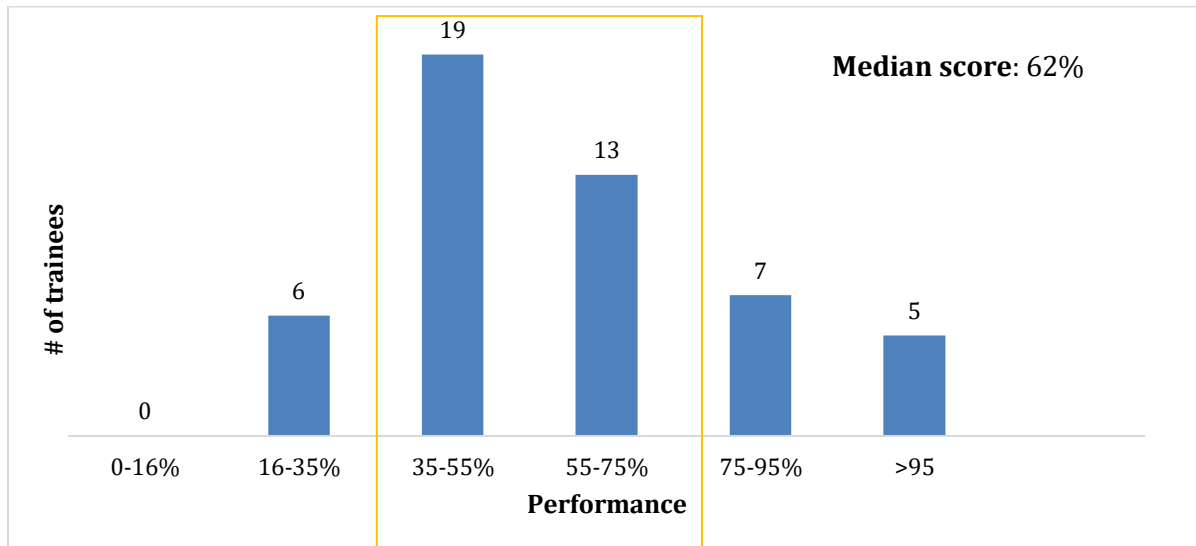


## Pre and Post Evaluation

### Pre test:



### Post test:



18.7% increase in the performance of the trainees.



### Example of questions raised by the school teachers:

1. *“I have children with a special need in my classroom. I believe that the regular teachers can be trained enough to educate these children According to you, is there any need of hiring shadow teacher in the school?”*

It’s really important for a regular teacher be trained enough to handle all the children in his/her classroom. The role of a shadow teacher is similar to that of a regular teacher, but he/she is more of a support for the regular teacher. The child with special needs need individual attention at times, and a shadow teacher can provide that without the regular curriculum and the classroom teachings being disturbed. A regular teacher and a shadow teacher work together hand in hand to provide equitable educational opportunities to all the children of the classroom.

2. *“We already have a lot of resources to educate children with special needs along with their peers. But I sometimes feel the child needs something more. Can we build our own resource repository in school and how?”*

There are a lot of resources that are cost-effective and can be made in schools. Equitable education is all about that “extra” effort that a teacher makes to be able to prepare the student to learn with his/her peers. The special educators in the school can be of a great help here. Even the art and craft classes and the resources there can be used as a creative mean to study.

Some of the teachers shared their experiences on the “**buddy child**” concept that they observe in their classrooms. The buddy child and the child with special needs learn he values of empathy, compassion and respect from each other. They also shared that they couldn’t have taught such lessons by teaching which they learnt from each other playfully.

Towards the end of the training, feedback was collected. The trainees rated the training with a score of **8/10** for the topic of training and **7/10** for the quality of training (based on an average of ratings from 50 trainees). As the concept was new, they would want a follow-up session soon majorly focused on their queries in the feedback session.



Consortium for  
**Inclusive  
Education**

**Annexure:**

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



## Agenda

**Venue** Little Flower School, Vadodara  
**Date** Saturday 20<sup>th</sup> April 2019  
**Trainer** Ms. Monaz Kathawala, CEO, Osmosis play centre.

Time	Description
10:30 to 11:00	Registration of the teachers and tea/breakfast.
11:00 to 11:15	<ul style="list-style-type: none"><li>• Introduction of the Consortium for Inclusive Education and the resource person by Ms. Shubhra Agnihotri</li><li>• The pre-test</li></ul>
11:15 to 12:15	Session: Introduction to Learning Disabilities (LD) and the techniques to educate children with LD in a classroom setting by Ms. Monaz Kathawala
12:15 to 12:30	Post test
12:30 to 12:45	<ul style="list-style-type: none"><li>• Question and answers</li><li>• Vote of thanks by Ms. Promila Zalpuri</li></ul>





Consortium for  
Inclusive  
Education

## Photos





Consortium for  
**Inclusive  
Education**





Consortium for  
**Inclusive  
Education**





Consortium for  
**Inclusive  
Education**





Consortium for  
**Inclusive  
Education**





### Registration List

Date	Name, E.mail & Address	Branch Tel. No.	Branch Org/Eng	Comments
20-4-19	Sonali N. Bejaj	9429744377	Eng. K.G.	
20-4-19	Archana R. Patwardhan	9978390228	Eng. K.G.	
20-4-19	Mrs. Seema V. Pandit			
20-4-19	Mrs. Vrushali J. Patil	9426773080	Haridham Eng. Primary	
20-4-19	Mrs. Tihiksha R. Joshi	7874116650	Eng. Primary Haridham	
20-4-19	Mrs. Nishita Y. Kale	9328243049	Eng. Primary main branch	
20-4-19	Mrs. Sampada S. Hlave	8155960545	Eng. Pri main branch	
20-04-19	Mrs. Payal D. Rowel	9099769759	Eng. Pri main branch	
20-04-19	Mrs. Manisha D. Jami	6351874205	Eng. K.G. Haridham	
20-04-19	Mrs. Malvi V. Jain	9455556486	Eng. K.G. Haridham	
20-04-19	Mrs. Ankita D. Patel	9825836222	Eng. K.G. Matschhaya	
20-04-19	Mrs. Anvi M. Rath	9428974231	Org. K.G. Matschhaya	
20/04/19	Mrs. Bhavna A. Dhomshe	9428305473	Matschhaya Org. K.G.	
20-4-19	Mrs. Mahita S. Arolkar	9726820805	Matschhaya Eng. K.G.	
20-4-19	Mrs. Rajeshree V. Deshmukh	9978069825	Matschhaya Eng. K.G.	
20-4-19	Mrs. Sweta P. Patel	9664949952	Haridham Eng. K.G.	
20-4-19	Mrs. Vazha D. Patel	9586621204	Matschhaya Eng. K.G.	
20-4-19	Mrs. Kalpani A. Dargal	9687541540	Matschhaya	

Date	Name, E.mail & Address	Tel. No.	Comments
20-04-19	Misty Reeta	9825466614	Eng. primary
20-04-19	Patel Pratibha	9714474514	Eng. K.G.
20-04-19	Preema Pathak	9586113851	Org. K.G.
20-04-19	Mayuri Surve	7069673371	Eng. K.G.
20-04-19	Hemangini Pandju	9624711790	Org. K.G.
20-4-19	Deesawala Pinkal	7567605648	Eng. K.G.
20-4-19	Mamika Maswadi	7846532740	Org. K.G.
20-4-19	Rohini Patel	9898308528	Org. K.G.
20/04/19	Tejal Tailas	8511171037	Org. K.G.
20/04/19	Hemal Panchal	9924567944	Org. K.G.
20/04/19	Soni Anjali	8347940889	Org. K.G.
20/04/19	Patel Swati	9925248479	Org. K.G.
20/04/19	Soni Sejal R.	9427463711	Org. K.G.
20-04-19	Desai Varsha Atul	8735867848	Org. K.G.
20-04-19	Dhazini A. Desai	9377349596	E. K.G.
20-04-19	Priti S. Naidya	9428581591	R. K.G.
20-04-19	Chaitali M. Das	9737069362	R. K.G.
20-04-19	Arpita Acharya	9898149304	Eng. K.G.



Consortium for  
Inclusive  
Education

Date	Name, E.mail & Address	Tel. No.	Comments
20-04-19	Brupa Mehta	9898823621	Eng. K.G.
20-04-19	Priya J. Nayak	9898407627	Eng K.G.
20-4-19	Krusha A Kale	999800916	Eng Medium.
20-4-19	Manisha Pahl	9998010958	R.T.
20-04-19	Saloni Babari	6353805949	Eng KG (H)
20-4-19	Sonal A Bhatia	9409816530	GUJ K.G
20/4/19	Trupti R. Joglekar	9624853846	Eng K.G
20/4/19	Aspita K. Patel	9173437555	GUJ .K.G
20/4/19	Tri Vadi shailsci	9624248832	GUJ. K.G
20/4/19	Bahushenye bharti	8849370072	GUJ. K.G
20/4/19	Gandhi Khushbu.	9624142502	Eng K.G.
20/4/19	Pandya Anjana	9712411165	Eng K.G.
20/4/19	Pothiwala Dipali. V.	9824418759	GUJ. K.G

Scanned with  
CamScanner



## Feedback

### Feedback Form

Name of the school: Little Flowers school main branch Day and Date: 20/4/19 Saturday

Quality of session 1:    1    2    3    4    5    6    7    8    9    10  
                          

Quality of session 2:                              

Comments: It was really nice and informative session.  
It will be helpful for teachers and students also.

### Feedback Form

Name of the school: Rainbow kidz Day and Date: 20/4/19 (Saturday)

Quality of session 1:    1    2    3    4    5    6    7    8    9    10  
                             

Quality of session 2:                              

Comments: Very nice play way method to teach them  
all children understand this method.

### Feedback Form

Name of the school: Little Flowers School Day and Date: 20/4/19

Quality of session 1:    1    2    3    4    5    6    7    8    9    10  
                          

Quality of session 2:                              

Comments: Today's session is very nice.  
We understand about special children.  
Dyslexia, special childrens Buddy system.  
phnics & playway method.





Feedback Form

Name of the school: Little Flowers School Day and Date: 20.04.19 Saturday

	1	2	3	4	5	6	7	8	9	10
Quality of session 1:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of session 2:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: overall session was good. we knew unique learning method to develop study level of students. Every child is special so no need to let down them. just build confidence of each child.

Feedback Form

Name of the school: Little Flower School Day and Date: Saturday - 20-4-19

	1	2	3	4	5	6	7	8	9	10
Quality of session 1:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Quality of session 2:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments: with lots of syllabus it become very difficult to teach with play way method. it is very ~~was~~ hard to do with this so how can we handle them with proper time?

Feedback Form

Name of the school: Little Flowers School Day and Date: Saturday, 20/04/19,

	1	2	3	4	5	6	7	8	9	10
Quality of session 1:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Quality of session 2:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments: The game session was brilliant. It was just fun to play. My question is: IF ~~we~~ we come across a child who is mentally disabled then how to treat or handle there in first two weeks if we find it difficult but afterwards do we need one extra attendant? For teaching and learning a teacher is available.

