



6<sup>th</sup> June 2019

## **Teachers' Training at Delhi Public School, Surat**

### **Training workshop report**

Consortium for Inclusive Education conducted a full day training session for the teachers of Delhi Public School, Surat. A total of **50 trainees** attended the workshop that was conducted by two resource persons namely Dr Preeti Verma, former dean and assistant professor of SNDT University, Mumbai and Ms Poonam Mishra, assistant professor of SNDT University, Mumbai.

The focus of the training was:

- 1. Introduction to Exceptionalities and Special Education.**
- 2. Introduction to Inclusive Education and models of Inclusive Education**

Inclusive education is very important to them and they are very enthusiastic about incorporating it in their school. However, there are efforts already being put like building the skills of teachers to educate children with special needs, they welcome anything that would support them in their efforts of making their schools an epitome of inclusive education. The principal of the school seems systematic in his approach of incorporating new activities for inclusive education, as a result of which the objectives of the training for regular teachers is what they needed support for.

The teachers were trained regarding the various learning disabilities and the strategies to educate children with special needs in classroom settings. There were various activities conducted during the sessions which made the teachers interact and discuss more.

#### **1.) Introduction to Exceptionalities and Special Education**

All children differ from one another to varying degrees. However, in some students the learning difficulties are more serious, and the children deviate more significantly in one way or another. These are youth who are exceptional in that their learning and behavior deviates significantly from the norm. They may show differences in the physical, intellectual, communicative, social, or emotional domains, or in some combination of these.

The term 'exceptional' means different things to different people. Some use it when referring to the particularly bright children or the child with unusual talent. Others use it when they refer to any typical or deviant child. An exceptional child is he who deviates, physically, intellectually and specially so marked by from normal growth and development that he cannot be benefited from regular classroom program and needs special treatment in school."



There are four types of exceptionalities or exceptional children:

1. The Intellectually exceptional child: These children are more neglected in terms of special provisions, particularly in the elementary school, than are children of any other area of exceptionality. They present a unique challenge to teachers and administrators who must plan a realistic program geared to meet the special needs of the gifted pupil and at the same time insure that society will benefit to the maximum from the unusual abilities and leadership qualities which the children and youth with high mental ability possess. If properly guided, they can become the evaluators and innovators of society, the great economists, industrialists, engineers, statesmen, scientists and linguists. They need special curriculum content and precepts, special methods of teaching, special leadership roles in the school and college society.
2. The physically exceptional child: Within the large category of the physically impaired children are a number of separate and distinct groups of children, each of which requires special thought by educators. Herein are children with impaired vision, children with impaired hearing, and children with speech impairments, children with orthopedic and neurological impairment. These children need special programs, special methods of teaching, special equipment and teaching aids. All these children need specialized care and specialized techniques of training and education.
3. The emotionally exceptional child: The emotionally disturbed children include those with behavior problems and those who are socially maladjusted or the delinquents. The causes of emotional disturbance or social maladjustment are a breakdown in the family constellation, a developmental disturbance, an economic, social or ethnic or religious conflict, unhappy home and school life generating all sorts of emotional insecurity, overcrowding in houses and schools, lack of individual attention, absence of individualized instruction, primitive discipline and ego-deflating methods of teaching or handling at home.
4. The multi-Handicapped exceptional child: The multi-handicapped exceptional child has a problem of exceptionality which is highly complicated. Children may be mentally retarded as well as speech impaired. They may be at the time suffering from epilepsy.

#### 1. Special education

Special education programs are designed for those students who are mentally, physically, socially and/or emotionally delayed. This aspect of "delay," broadly categorized as a developmental delay, signifies an aspect of the child's overall development (physical, cognitive, scholastic skills) which places them behind their peers. Due to these special requirements, students' needs cannot be met within the traditional classroom environment. Special education programs and services adapt content, teaching methodology and delivery instruction to meet the appropriate needs of each child.

An Individualized Education Program (commonly referred to as IEP) is a document, mandated by the IDEA, which clearly defines the individual goal and objectives set for a child with a disability. These



programs are written documentation of the special education program and academic modifications required to meet the child's individual needs. The two main purposes of a student's IEP are to:

- Set reasonable learning goals for the student, and
- State the required services that the school district needs to provide for said child.

IEPs are developed by a team including the child's teacher(s), parents, and supporting school staff. This team meets annually (at minimum) to assess the academic and developmental progress of the student, design appropriate educational plans, and adhere any changes if necessary. The main goal these reviews are to ensure that the child is receiving appropriate and adequate services within their least restrictive environment.

While each child's IEP is unique, all IEPs must contain the following specific information:

- Student's present level of academic achievement and overall performance
- Annual goals and/or objectives for the child (milestones that both parents and school staff feels is reasonably achievable within the next year.)
- Special education and related services, including supplementary services such as adaptive communication devices, adequate transportation services, and appropriate school personnel
- Portion of the day that the child will be educated apart from his or her typically-developing peers
- Participation and/or modification to district-, state-, and nation-wide assessments
- How child's progress will be measured

## **2.) Introduction to Inclusive education and models of Inclusive Education**

The session began with developing one's own definition of inclusive education. This activity made the teachers brainstorm among themselves and come out with their understanding of equitable education.

Encapsulating the responses, Inclusion is the provision of services to students with disabilities, including those with severe disabilities in their neighborhood schools, in age appropriate regular education classes, with the necessary support services and supplementary aides for both children and teachers.

Before understanding the meaning of inclusive education, the other three related concepts which differentiate from inclusive education is crucial to understand, as it defines the difference.

1. Special education: A system where,
  - a. Only children with special needs are allowed
  - b. The curriculum and the methods are adapted to meet the needs of children with specific needs
  - c. The teachers are known as special educators
2. Mainstream education: A system where,
  - a. All children are allowed irrespective of their needs



- b. The curriculum and the methods of teaching are regular.
- c. The teachers are not special educators. They are the regular teachers.
- 3. Integrated education: A system where,
  - a. All children are allowed irrespective of their needs, but they have to adjust and adapt to the surroundings.
  - b. The curriculum and methods are not flexible to the differing needs of the children. Rather the children are asked to adapt to the teaching methods, or they might fail.
  - c. The teachers follow the regular system of teaching
- 4. Inclusive education: A system where,
  - a. All children, with their individuality and differences, different levels of ability, different ethnic groups, girls and boys, valid or with disabilities
  - b. The curriculum and the methods are designed so that every child can learn and reach her/his full potential.
  - c. Adapt the curriculum, methods, and system to the needs of the children.

#### 1. Full inclusion VS Mainstreaming

Full inclusion is

In the "full inclusion" setting, the students with special needs are always educated alongside students without special needs, as the first and desired option while maintaining appropriate supports and services. Some educators say this might be more effective for the students with special needs. At the extreme, full inclusion is the integration of all students, even those that require the most substantial educational and behavioral supports and services to be successful in regular classes and the elimination of special, segregated special education classes. Special education is considered a service, not a place and those services are integrated into the daily routines (See, ecological inventories) and classroom structure, environment, curriculum and strategies and brought to the student, instead of removing the student to meet his or her individual needs. However, this approach to full inclusion is somewhat controversial, and it is not widely understood or applied to date.

Mainstreaming is

Mainstreaming, in the context of education, is the practice of placing students with special education services in a general education classroom during specific time periods based on their skills. To clarify, this means students who are a part of the special education classroom will join the regular education classroom at certain times which are fitting for the special education student.

#### 2. Models of inclusive education

Inclusive education is based on the right of all learners to a quality education that meets basic learning needs and enriches lives. It focuses particularly on vulnerable and marginalized groups and it seeks to develop the full potential of every individual. The ultimate goal of inclusive quality education is to end all forms of discrimination and foster social cohesion.



Co-teaching occurs when the teachers are equal partners. They both contribute to every phase of the class work, including planning and evaluation. A successful team teaching needs to be effectively planned and supported with needed resource materials. Changing to a team teaching approach does not happen in one year. It is a developmental process that needs adjusting by trial and error. Special education and general education teachers meet, plan, and teach together. Some adaptations in materials, methodology, presentation, and strategy are made after discussion amongst the teachers. It benefits students with disabilities, at-risk students, and higher functioning students simultaneously.

1. **One Teach, One Assist:** It is a co-teaching model where one teacher takes primary responsibility for delivering whole-class instruction while another teacher assists students with their work and maintaining expected behaviors, or provides other support as needed. This strategy offers teachers the opportunity to teach content without interruption while simultaneously supporting individual student needs. The teachers choose roles for each given lesson and determine the supports that should be required for successful lesson implementation (i.e., students needing specific accommodations or modifications, behavior supports, re-teaching, etc.)
2. **One Teach, One observe:** It's another co teaching model where one teacher observes and collects purposeful data while the other teacher delivers instruction. To implement this strategy- teachers first decide on roles for a given lesson and what type of data to collect. During the lesson, observing teacher sits to the side of the room or makes rounds in the classroom to discreetly record valuable anecdotal notes about student behavior, participation, and social interactions.
3. **Station teaching:** Stations teaching is a model where two teachers simultaneously conduct different lessons or activities related to the same content at stations or learning centers. Teachers work together to pre-plan teacher-led stations where new content can be introduced to groups, as well as independent stations where students can engage in reinforcement activities. To enable smooth transitions during rotations, all stations are paced so that teaching ends at the same time and independent work is rigorous and sustainable.
4. **Parallel teaching:** The class is divided in half. Each teacher teaches half of the class. Both teachers are presenting the material simultaneously to a group of students. The groups can be divided either heterogeneously or homogeneously. Parallel Teaching is used when smaller groups are preferable to one large group.
5. **Alternative teaching:** Alternative Teaching is a co-teaching model where one teacher works with a small group of students, as the other teacher instructs the large group. The small group lesson can take place in or outside the classroom and can focus on content that is similar or different from what is being taught to the rest of the class. The small group instruction provides an opportunity for the teacher to pre-teach, re-teach, enrich, or assess specific skills.
6. **Team teaching:** Team Teaching is a co-teaching model in which two or more people plan for and/or teach the same class or lesson. Team Teaching combines the expertise of multiple teachers within the classroom and provides more opportunities for small group learning and one-to-one teaching. Drawing on each teacher's experience and content knowledge, the teachers collaborate to plan engaging, culturally responsive, and academically rigorous lessons.

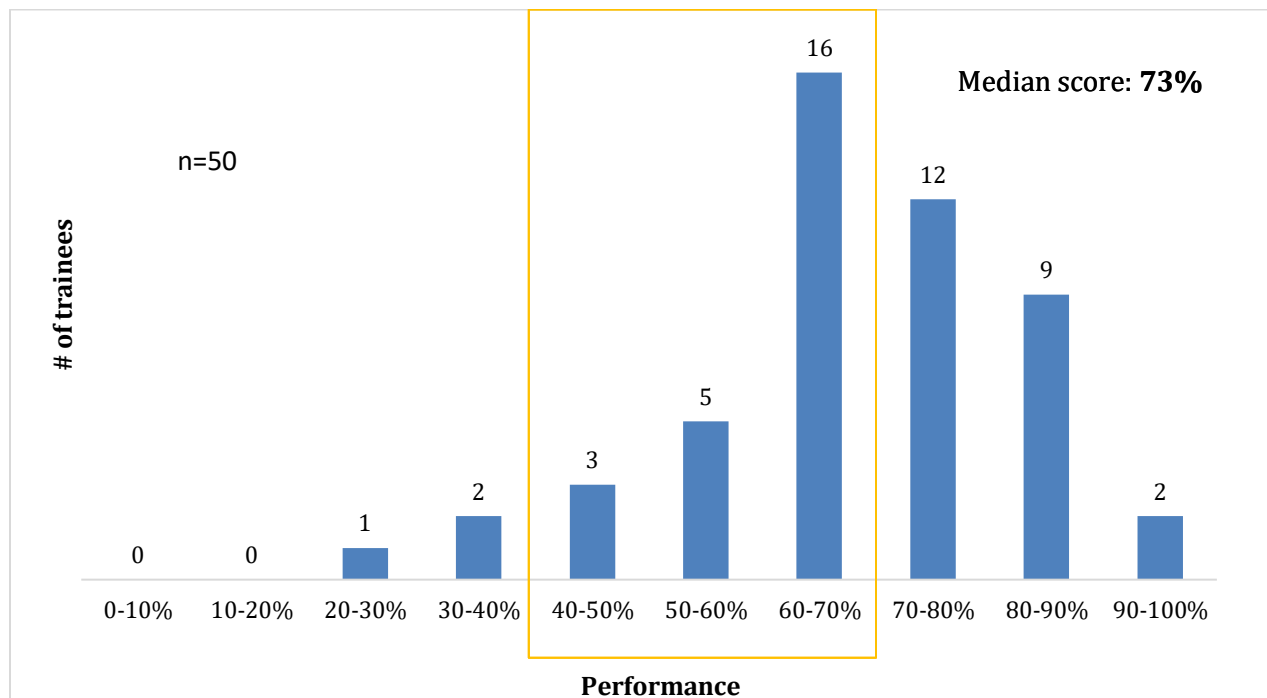


The trainees were informed about the basic styles of educating children with special needs which can be adopted in the classroom setting and can be taken care of. Along with informing them about the correct way of addressing the children, they were also informed on not taking any of the signs lightly and approaching the psychologist before labeling them.

### Pre Evaluation

The module presented in the training at Delhi Public School, Surat is the first part of the 5-day teachers training module developed by the professors of the SNDT University, Mumbai. Hence, the pre test has been taken during the presentation of the first module and the post- test shall be due after the last module of the training has been conducted. 'n' denotes the number of trainees which is 50

### Pre test:



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

1. "The assessments of the special child are not done when he gets an admission in the mainstream school. How can we then assess the child's needs?"

There has to be a need assessment or a psychological done before a child gets an admission in a mainstream school. It is necessary as it shall help the teachers build guidelines for the individualized educational plans (IEPs) for the specific child. If a psychological test is not done before hand, then the school has to ensure that the child is referred to a psychologist and as assessment is done. Without an assessment, the teacher cannot work on educating a child with special needs.



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2. *“What is the difference between a mainstream school and an inclusive school?”*

Mainstream school need not be inclusive school. An inclusive school is a modification in the mainstream school, where the curriculum and the methods of teaching are modified according to the needs of the children. An individualized education plan (IEP) is then prepared to address the needs and educate children with special needs.

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 **8/10** for the quality of training (based on an average of ratings from 50 trainees). The teachers were impressed with the content and want a follow-up training on the topics such interventions strategies and activities post identification of children with special needs in the classrooms.



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**Annexure:**

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





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## Agenda

**Venue** Delhi Public School, Surat  
**Date** Thursday 6<sup>th</sup> June 2019  
**Trainers** Dr Preeti Verma and Ms Poonam Mishra, SNDT University, Mumbai.

Time	Description
10:30 to 11:00	<ul style="list-style-type: none"><li>• Registration of the teachers and tea/breakfast.</li><li>• Introduction of the Consortium for Inclusive Education by Ms Shubhra Agnihotri</li><li>• Sensitizing about inclusive education by the resource persons</li><li>• Pre test to measure effectiveness of the training</li></ul>
11:00 to 14:00	Session: Introduction to Exceptionalities, Special Education, Inclusive Education by Dr Preeti Verma
14:00 to 14:30	Lunch
14:30 to 16:30	Methods of Inclusive Education by Ms Poonam Mishra
16:30 to 17:15	Q&A and feedback session
17:15 to 17:25	Vote of thanks





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### Registration List

DELHI PUBLIC SCHOOL SURAT				
Date	Name, E-mail & Address	Class/sec	Comments	Signature
06/06/2019	Sudha Tripathi	III-E		Sudha
	Afrin Chauhan	III-B		Afrin Chauhan
	Bharati Panchal	III-A		B
	Manisha Kataria	III-H		M
	Bushaina Doola	III-G		B
	Alka Bhatia	III-C		A
	Payal Churival	III-F		P
	Damini Singh	III-D		D
	Janki Ramani	Counselor		Janki Ramani
	Anjali Tashnani	Nur-D		Anjali
	Sweta Dugar	Prep-D		S Dugar
	Deepi Jagrani	Prep-C		D
	Monu Jain	Prep-H		M Jain
	Gunjan Ipsaka	Prep-B		G
	Kuntal Shah	Prep-F		K
	Preeti Shah	II-B		P
	Pooja Siswala	II-F		P
	Parul Rawer	I-H		P
	Manisha Dhaswar	II-D		M Dhaswar

Date	Name, E-mail & Address	Class/sec	Comments	Signature
06/06/19	Neetu Shroa	II-G		Neetu
	Arshi Maurya	I-C		A
	Ekta Agrawal	I-F		Ekta
	Pansandeep Kaur	II-C		Pansandeep
	Neelam Rathi	PN-C		Neelam Rathi
	Priyanka Gandhi	N-C		PR Gandhi
	Meghna Agarwal	P-E		Meghna
	Bhumi Sahni	P-J		Bhumi
	Vandha Gupta	Cover Teacher		Vandha Gupta
	Nancy Choksi	N-G		Nancy
	Shweta Pandey	N-I		Shweta
	Vasundhara Aera	N-A		Vasundhara
	Nirali Jainwale	PN-B		Nirali Jainwale
	Nitika Krunjal	N-E		Nitika
	Urnati Trivedi	Cover Teacher		Urnati Trivedi
	Poojeet Kaur	Counselor		Poojeet
	Saloni Shah	PN-A		S
	Aarti Sharma	P-A		Aarti
	Monica Shah	N-B		M





Date	Name, E.mail & Address	Class/Sch	Signatures/Comments
06/06/2019	Vyoma Shah	N-H	(V)
	Virali Thaveri	N-E	(V)
	Anzov Malhotra	P-I	<del>IB</del>
	Haashini Sakvaja.	N-J	IB
	Roohi Rajjar	I-D	Roohi
	Kainaz Variava	I-E	Kainaz
	Vandana Binnani	II-H	Vandana
	Jeeta Raj Ray	II-A	Jeeta
	Ankita Khatole	I-G	Ankita
	Neetu Basu	II-D	NP
	Sakshi Khanna.	I-B	Sakshikhanna.
	Balita Mehta	V	Balita - Head of Pre-Primary level
	P. J. DE FERNANDO	IX	P. J. DE FERNANDO - Head of Secondary level



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## Feedback

Feedback Form

Name of the school: Delhi Public School Surat Day and Date: Thursday 6/06/19

	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 type="checkbox"/>	<input checked="" 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: It was a great workshop, where we learnt different strategies for our Inclusive teaching. It will really be helpful to us in our day to day teaching. Thank you.

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Feedback Form

Name of the school: Delhi Public School Surat Day and Date: 6-6-19

	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: It was a very interesting session and we are now aware of the different ways to see the child and it will surely help us to follow in the class. We really thank you.

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Feedback Form

Name of the school: Delhi Public School Surat Day and Date: Thursday, 06/06/19

	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 type="checkbox"/>	<input checked="" 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: We became aware about Inclusive education. We hope to see you soon for the next session.

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Feedback Form

Name of the school: Delhi Public School Surat Day and Date: Thursday /6-06-2019

	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 checked="" 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: As I have a special child in my, now I know how to deal the class, how to deal with the particular student better.



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Feedback Form

Name of the school: Delhi Public School Surat Day and Date: Thursday 6/6/19

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

Quality of session 2:   

Comments: It will help the teachers to differentiate and help the children for the better development and future of the child.

Feedback Form

Name of the school: Delhi Public School Surat Day and Date: Thursday June 6<sup>th</sup> 2019

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

Quality of session 2:   

Comments: Got to learn a lot about Inclusive Education. We will definitely try to integrate the learnings from the workshop and try to follow it in our classrooms. Thank you for sparing out time for us and imparting your valuable knowledge to us.

Feedback Form

Name of the school: Delhi Public School Surat Day and Date: Thursday 6<sup>th</sup> June, 2019

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

Quality of session 2:   

Comments: Very encouraging. One needs to understand the mind of every child which was very well conveyed in the session. And the activity was very much helpful in understanding the feelings of the child related to inclusion and exclusion.

Feedback Form

Name of the school: Delhi Public School Surat Day and Date: Thursday 6<sup>th</sup> June

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

Quality of session 2:   

Comments: We got to learn many new things that how to deal with the children of different nature & characteristics especially the children with special. Thank you for sharing & your knowledge.



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