



9th January, 2019

SarvaShikshaAbhiyan Resource Centre Strengthening Training workshop report

Consortium for Inclusive Education conducted a full-day training for resource teachers of SarvaShikshaAbhiyan (SSA), Resource Centre, Anand district at BRC Bhavan, Vaghasi. A total of **52 trainees** attended the workshop that was conducted by 3 main resource persons (trainers) who imparted training on the following topics:

1.) Characteristics and psychology of children with cognitive delays (MR)

2.) Parents counselling and support

Under SSA, efforts are made to give quality education to children with special needs. Some kind of liaison with parents of such children is extremely essential. With the aim of supporting and strengthening the resource centres of SSA, Consortium for Inclusive Education conducted a training to enrich the knowledge of the resource teachers of SSA working in the mentally retarded (MR) children. They were trained regarding the broad range of disabilities included in MR category, identification of these disabilities, tackling children with special needs and the strategies to be used while counselling parents.

1.) Characteristics and psychology of children with cognitive delays (MR)

For inclusion of any child it is essential to make them an empowered person so that they can fulfil the requirement of the society. The child has to be exposed maximum to the external environment and environment has to be tweaked a bit for enabling the child to adapt in the society. Dr Dileep Sharma through the interactive session clarified a few basic concepts like:

1.) Classification of MR on the basis of Intelligence Quotient (IQ):

On the basis of IQ, MR can be classified in as follows:

- Mild mental retardation: IQ 50–55 to 70; children require mild support; formally called "Educable Mentally Retarded".
- Moderate retardation: IQ 35–40 to 50–55; children require moderate supervision and assistance; formally called "Trainable Mentally Retarded".
- Severe mental retardation: IQ 20–25 to 35–40; can be taught basic life skills and simple tasks

with supervision.

- Profound mental retardation: IQ below 20–25; usually caused by a neurological condition; require constant care.

2.) Personality developing model:

- Id: The only component of personality that is present from birth.
- Ego: The component of personality that is responsible for dealing with reality.
- Superego: The superego is the aspect of personality that holds all of our internalized moral standards and ideals that we acquire from both parents and society—our sense of right and wrong. The superego provides guidelines for making judgments.

A healthy personality results from a balance in the dynamic interaction of the id, ego, and superego.

3.) Identification of MR:

Common symptoms: Microcephaly, hydrocephaly, open mouth, thick tongue, clumsy gait/ seizer gait, slanting eyes, flappy skin, little figure, hyperactivity, restless, and salvia discharge.

Cognitive symptoms: Memory loss, speech and language, poor attention, lack of concentration, and poor eye-hand coordination.

Behavioural and social symptoms: Repetitive behaviour, lack of motivation, lack of confidence, fear of failure, lack of making friends, shyness, poor memory, lack of direction, lack of self-care, and rigidity.

Discussing a case study of a child unable to carry out daily activities, the trainer emphasized on getting the child assessed. Assessment of the child will help the resource teachers understand whether the child has fine motor or gross motor problem and the need of a child. Once the problem is known the resource person can devise an innovative play method to resolve the problem and if necessary can look for a physiotherapist or an occupational therapy. The trainer discussed that for making a child independent and developing the fine motor and gross-motor of a child eye- hand coordination is most important. For development of MR child it is essential to incorporate educating strategies focusing on improving eye- hand coordination such as: throwing and catching a ball, colouring in activities, connect-the-dot activities, stringing beads, bouncing balls, tossing a small bean bag into a hula hoop etc.

2.) Parents counselling and support

Dr Pallavi Trivedi, Professor in Psychology, Ilssas University, and Ms. Pratibha Purnik, Mitra Rehabilitation Centre informed the resource persons that parents of children special needs have to be handled sensitively as they are already going through a stressful situation. Counselling should be focused towards helping an individual overcome a problem.

The process of counselling should be an interactive process wherein the person having problem is resorted towards a solution. The trainers explained the resource persons that for conducting an effective counselling, parents should be assured that they won't be asked many questions. Important objective of a parent-counsellor interaction is to gain insight into the child's behaviour to get a proper perspective from the point of view of the home environment. Understanding insights can help a great deal in reducing the tension and anxiety of parents as well as the child.

Counsellor should behave with great caution and professional experience. It is most important during parental counselling to get over the perceived biases like behaviour of the child and gender, age, qualification of the parent etc. Parent counselling can at times be more difficult than child. The difficulty level is higher with the parents of children with special needs as they have to adjust to a wide variety of emotional and psychological problems. Parents of children special needs children might even get aggressive, compel the child to live up to the demands of society, unrealistic expectations from the child or blaming themselves for child's performance.

Parent counselling should be conducted in a healthy manner to bring a positive change in the attitude of parents and making them understand that each parent child relationship is unique and different. Counselling should be a continuous process, in which the parents can learn to accept the child as a different rather than a lesser person. The counsellor has to patiently deal with the parents to reduce their stress level, alleviate depression, prevent panic attack, reduce anxiety, and control anger. This requires a considerable amount of sympathetic understanding of the parents towards their child. Once the parents' confidence and trust are achieved it becomes easy to seek their cooperation.

The focus of counselling depends upon the needs of the disabled child and his parents. Counselling is a formal procedure or transaction in which both counsellor and parents aim to find a mutually acceptable plan of adjustment.

1.) Parental counselling process:

- Overcome fears
- Improve communication



- Cope with stressful situations
 - Resolve conflicts
 - Successful parent
- 2.) Suggestions for parents during counselling:
- Attention to the child's wants and feelings
 - Sufficient time to monitor the behaviour of disabled child
 - Parents expectations are to be made appropriate to the child's skills and potentials
 - Understand and tolerate the child's minor behaviour
 - Avoid labelling children either positively or negatively
 - Praise the child often
 - Don't discuss child's inappropriate behaviour with others in his presence
 - Use your facial expressions and other body language to communicate to your child
 - Be democratic in parental style, like less aggression, loving goodness and greater overall psychosocial adjustment
 - Parent must accept that the child's disability may exist entire lifetime

Example of questions raised by the school teachers:

1. "How can parents of an autistic child help him lead a normal life?"

Social communication is impaired amongst autistic child. Such children avoid eye contact and tend to remain within their own boundaries. To help them become inclusive in the society, parents should give them social expose, the child might not stay in that environment for long but they will at least be familiar with the outer world.

2. "Parents of children with special needs belonging to rural areas and low economic background are concern about whether to earn and safeguard the livelihood or spend on treatment and therapy of child?"

The villagers have to face lots of challenges. A counsellor should be sympathetic towards them. While counselling such parents you have to give them a solution keeping yourself in their position. If there is financial barrier as a resource person you should inform them about the govt. schemes available for these children and even liaison them with NGO's that can help them.

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 63 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.

We look forward to working with the SSA and conduct many such trainings in the future to strengthen the resource centres.



Annexure:

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



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1.) Agenda

Venue BRC Bhavan, Vaghasi, Anand district

Date 9th January, 2019

Resource persons

1. DrDileep Sharma
2. Dr Pallavee Trivedi
3. Ms. PraibhaPuranik

Attendance for the workshop: 52resource persons of SSA, Resource Centre, Anand district.

Time	Description
9:30 to 10:00	<ul style="list-style-type: none">• Registrationof the SarvaShikshaAbhiyan (SSA) trainees• Tea/ coffee
10:00 to 10:30	Welcome of resource persons and introduction to CIE by Ms. PromilaZalpuri
10:00 to 12:30	Characteristics and psychology of children with cognitive delays (MR) by Dr Deelip Sharma
12:30 to 1:30	Parental counselling by Dr Pallavee Trivedi
14:00 – 15:00	Lunch
15:00 to 16:00	Parental counselling by Ms. PratibhaPuranik
16:00 to 16:45	Certificate distribution



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2.) Photos





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3.) Registration list:

9-1-19 Resource Persons — 9.1.19. Wednesday			
Date	Name, E-mail & Address	Tel. No.	Comments
9/01/19	DR. DILEEP SHARMA Asstt. Prof. in Spl. Edu. Sardar Patel University dileep_sharma@yahoo.co.in	9413570615	Concepts of training are good. Appropriate arrangements for workshop. Dileep 3/1/19
9/01/19	Dr. Pallav Trivedi Assistant Professor ILSAS Vallabh Vidyanagar pallavi.ilsas@gmail.com	9428491288	It was wonderful conversation with teachers. Liked idea of Workshop. Trivedi 3/1/19
9.01.19	Pratibha S. Puranik Principal Mitra Rehabilitation Centre Moga	9924959756	mitrarchals@gmail.com The session was good. Participants were anxious to know more about how to deal with parents & children.





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SSA, IED Organised BRP/RT, Anand District, 9th Jan, 2019.

Date	Name, E.mail & Address	Tel. No.	Comments
1. 9/1/19	Parmer chandresh. R.	9016978073	-
2. "	Bajaj Sanjay K.	9512013053	
3. "	Parakh Mitesh Bipinchand	9033284614	
4. "	Bhatt Jyotirm. maheshbhai	9512013086	
5. "	Thakkar Kamal Kumar ^{Anandji}	9512013070	
6. "	Menat Rasikbhai Nandji	9512013081	
7. "	Rathod Nileshekumar. Ichubhai	9512013091	
8. "	Ghosh Anantkumar. Hasmukhbhai	903270156	
9. 9/10/2019	Khatri Rajnikant. Ramchand	9512013048	
10. "	Boraiya Harish Umedbhai	9512013060	
11. 9/10/2019	Mahida Dilip Shirsing	9512013079	
12. "	Patel Bhavinkumar. Shashibhai	9512013029	
13. "	Parmer Nileshebhai. Baskubhai	9512013065	
14. "	Lodhani Ashvinkumar. Avghubhai	9512013085	
15. "	Parmer Hitendra. J.	8866357401	
16. "	Thakkar Anitesinh Anantji	9512013055	
17. "	Raval Nitel Kumar. Rajnikant	9998176664	
18. "	Prajapati Prakashbhai. Zaverbhai	9512013036	

Date	Name, E.mail & Address	Tel. No.	Comments
19. 9/1/19	Patel Rohitkumar A.	9512013034	
20. 9/1/19	Malkhara Anites M.	9512013062	
21. 9/1/19	Parmer Ashu R.	9924234341	
22. 9/1/19	Rathod Bhavishu. B.	8780050348	
23. 9/1/19	Dabhi Vandana. V.	9512013092	
24. 9/1/19	Cradhvi Kamaxi. S.	9825908280	
25. 9/1/19	Ravi Dixaben D.	8238557481	
26. 9/1/19	Sharma, Pargna A.	9512013067	
27. 9/1/19	Bajaj Pargna N.	9512013066	
28. 9 Jan 2019	Vaishnav Fiqat Y.	9512013080	
29. 9 Jan 2019	Asari Revina N.	9512013077	
30. 9 Jan 2019	Chavadiya Sobha N.	9512013041	
31. 9/1/19	Joshi Kumbhar K.	9925885531	
32. 9/1/19	Patel Jinal. B.	9512013071	
33. 9/1/19	Parmer Anitesben. G.	9512013072	
34. 9/10/19	Sudani Mitaben S.	9512013073	
35. 9/10/19	Bennet Renuka P.	840288560	
36. 9/10/19	Patel Nikunj. M	9427734661	



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Date	Name, E.mail & Address	Tel. No.	Comments
27.9/11/19	Somi-Rimal- B	9512013038	
28.9/10/11/19	Vijay Taraji D	9725027558	
29.9/11/19	Desai, Rupa. C	9974005727	
30.9/01/19	Maharaj Bhavna J	9513013044	
31.9/10/11/19	Bansal Jalpa M	9512013040	
32.9/11/19	Pandey Falguni A	9512013057	
33.9/11/19	Solanki Ritaben. M.	9512013056	
34.9/11/19	Dave Vilas K. J.	9512013045	
35.9/11/19	Sanghal Jayshree M.	9512013052	
36.9/13/19	Ramrez Ritaben D	9512013043	
37.9/12/19	Pratap Rajendra N.	9512013046	
38.9/12/19	Dabhi Neelam S	9512013047	
39.9/11/19	Bhabha Kalpana A	9979871382	
40.9/11/19	Joshiyoti Sonakumari L.	9512013088	
51.9/11/19	Mitesh B. Punetha	9512013028	
	Arvind Pooch 707 @gmmi. L. Come	990645707	
52.9/11/19	Patel Mayendra P.	9512013027	

4.) Feedback form:

Average score:

Topic of training: 8.8

Quality of training: 9.0

Feedback form:

	1	2	3	4	5	6	7	8	9	10
1. Topic of training:	<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"/>
2. Quality of training:	<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"/>
3. Comments:	<p>મામા દાવુ G.R.E યોગીય થાય તો વધુ સમય મામા દાવુ બધું જાણવા મળે. તેમજ સમાજ નેતાઓ અધિકારીય કે રિસર્ચ ઉપયોગી બને.</p>									



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Feedback form:

	1	2	3	4	5	6	7	8	9	10
1. Topic of training:	<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"/>
2. Quality of training:	<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"/>
3. Comments:	<p>પ્રથમ ૪ સમયે Integrative lectures થયા છાત્રો બહુ નવું જાણવા મળ્યું. Teaching strategies પરના ના Topics include કસ્ટોમર આપે તે વધુ સારું.</p>									

Feedback form:

	1	2	3	4	5	6	7	8	9	10
1. Topic of training:	<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"/>
2. Quality of training:	<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"/>
3. Comments:	<p>સમાજના દરેકનાં CRD પ્રોગ્રામ બીજાવાય લેવા સિનેલીય. — વધુ CRDમાં MR વિષય બીજાવાય લેવા સારું.</p>									



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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: Training is very important for me.
useful

Feedback form:

1 2 3 4 5 6 7 8 9 10

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

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

3. Comments: પ્રથમ ૪ સરસ Integrative lectures અને
છઠ્ઠી બેઠક વગર સુધારા થયું.
Teaching strategies પાઠો ના Topics include
સરવાળાં આપે તો બેઠક સારી.