

VIDYA DEVI JINDAL SCHOOL, HISAR
GUIDE TO SPECIAL EDUCATION NEEDS DEPARTMENT

Dear Colleagues,

Please refer to the following document to understand the operations of Special Education Needs Department clearly and thus build a stronger communication system.

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CHAPTER 1

ABOUT LEARNING DISABILITY

Learning Disability is a general term that refers to a group of disorders which are due to identifiable or inferred central nervous system dysfunction, which may be manifested by delays in early development and/or difficulties in any of the following areas: attention, memory, reasoning, co-ordination, communicating, spelling, calculation, social competence, and emotional maturation.

A child with learning disabilities is one who possesses average to above-average ability, and often displays a discrepancy between academic achievement and intellectual ability.

Learning Disabilities are not primarily the result of:

- Sensory impairment
- Physical challenges
- Developmental delay
- Emotional disturbance
- Environmental influences

Learning disabilities, Attention Deficit Hyperactivity Disorder, behavior disorders, etc. can be separate or co-existing conditions. Other behavioural or personality disorders can develop as secondary characteristics. As such it is essential to recognize these secondary traits as well as address the primary difficulties.

DYSLEXIA

Definition: Dyslexia is difficulty with the alphabet, reading, reading comprehension, writing and spelling despite **adequate intelligence**, exposure, and **cultural opportunity**.

Characteristics of Dyslexia

According to the American Psychiatric Association (DSM-III-R, 1987): Often deficits in expressive language and speech discrimination.

According to the American Medical Association (Council on Scientific Affairs, 1989):

- poor coordination
 - poor spatial reasoning
 - right-left directional confusion
 - poor temporal orientation
 - poor color naming
 - poor visual labeling
 - mixed cerebral dominance
 - linear tracking errors
 - and failure to develop a leading eye.
- Often demonstrate behavioral difficulties secondary to reading difficulty.

DYSGRAPHIA

Definition: Dysgraphia is a type of learning disability that deals with writing. It is a writing impairment that consists of a memory difficulty for the motor movement associated with letters (Kapur & Lawton). This disability is characterized by a difficulty in the production of written language (Rosenblum, Aloni & Johnson). Often with dysgraphia there are inconsistencies between written and oral school performance (Lawrence). This disability is a hardwired neurological disorder manifested in the brain; it is something that the person will deal with over the course of their life (Lawrence). Dysgraphia is a disorder that poses different problems at different stages in life (Idonline.org).

Characteristics of Dysgraphia (Crouch & Jakubecy 2007)

- Cramped fingers on writing tools
- Odd wrists, body and paper positions
- Excessive erasures
- Mixture of upper and lowercase letters
- Mixture of printed and cursive letters
- Inconsistent letter formations and slant
- Irregular letter shapes and sizes
- Unfinished cursive letters
- Misuse of line and margin
- Poor organization on the paper
- Insufficient speed in copying
- Decreased speed of writing
- General illegibility
- Inattentiveness about details when writing
- Heavy reliance on vision to monitor what the hand is doing when writing

There are **4 types of dysgraphia** according to Feifer (Crouch & Jakubecy 2007).

Phonological Dysgraphia

Spelling unfamiliar words, nonwords, and phonetically irregular words are impaired. Students have trouble with spelling by sound.

Surface Dysgraphia

Students have trouble with representing the sounds of a language by written or printed symbols. They rely too heavily on sound patterns.

Mixed Dysgraphia

Students have trouble with mixing up letter formations and performing spelling tasks.

Semantic/Syntactic Dysgraphia

Grammatical problem in which students have difficulty in how words can be joined to make complete and comprehensive phrases

DYSCALCULIA

The *Diagnostic and Statistical Manual of Mental Disorders* [DSM-5] (American Psychiatric Association [APA] 2013) is used across the world to provide core standards for diagnosis. Their diagnostic criteria for mathematical impairment in specific learning disorder are problems with:

- number sense,
- memorisation of arithmetic facts,
- accurate or fluent calculation and accurate math reasoning (APA 2013, p. 67).

DSM-5 states that if the term 'dyscalculia' is to be used then this implies that the diagnosis refers to a 'pattern of difficulties characterised by problems with processing numerical information, learning arithmetic facts, and performing accurate or fluent calculation' (APA 2013, p. 67).

Butterworth (2003, p.1) explains that even at a basic level mathematics involves complex abilities, such as:

Understanding number words [?] numerals and the relations between them; being able to carry out mental arithmetic using the four basic arithmetical operations – addition, subtraction, multiplication and division; being able to carry out written multi-digit arithmetic using the four basic operations; being able to solve 'missing operand problems' ($?+4=6$); being able to solve 'word problems' which set arithmetical problems in realistic contexts, particularly using money and change.

To summarise, there is a consensus that dyscalculia involves difficulties with:

Number sense (an intuitive feel for numbers).

Memorisation and recall of facts that relate to arithmetic.

Calculation.

Mathematical reasoning: figuring out number related information.

Processing numerical information.

Understanding number in written and numerical form.

Basic mental arithmetic: addition, subtraction, division and multiplication.

Basic arithmetic with use of a pen and paper: addition, subtraction, division and multiplication.

Solving real world problems presented in written form.

Handling money and change.

A lack of fluency (speed) when processing number.

Number difficulties affect academic attainment and everyday life.

Types of Exceptionally Abled Children - Apart from Learning Disabilities sometimes we have children who are differently abled. In schools we may have children in this category from very mild to moderate level, but teachers and students must be aware about these exceptionally abled children. Sometimes students with these abilities in the class can be a challenge to engage if we are not well equipped.

Intellectually Exceptional

- Gifted children
- Academically Backward Children

- Creative Children
- Under Achievers
- Specific Learning Disability Children
- Mentally Retarded

Physically Exceptional

- The deaf and dumb
- The blind and near blind-Low vision-visually impaired
- Orthopedically handicapped
- Children with speech defects

Emotionally Exceptional

- Delinquent

Multi Exceptional

- Children with more than one defect

Types of Disabilities – RPwDs Bill 2016-

The types of disabilities have been increased from existing 7 to 21 and the Central Government will have the power to add more types of disabilities. **The 21 types of disabilities are given below:-**

Blindness

Low Vision

Leprosy Cured persons

Locomotor Disability

Dwarfism

Intellectual Disability

Mental Illness

Cerebral Palsy

Specific Learning Disabilities

Speech and Language disability

Hearing Impairment (Deaf and Hard of Hearing)

Muscular Dystrophy

Acid Attack Victim

Parkinson' s disease

Multiple Sclerosis

Thalassemia

Hemophilia

Sickle Cell disease

Autism Spectrum Disorder

Chronic Neurological conditions

Multiple Disabilities including Deaf Blindness

CHAPTER 2

STANDARD OPERATING PROCEDURE

STEP 1 – SCREENING AND IDENTIFICATION

The School has bought standardized inventories /tests to identify students with learning disability.

A part of these tests, Aptitude Test, is administered to all the new students, as school policy, at the beginning of the year, to screen for LD.

The students, who score below the level that is appropriate for their age on the screening test, are then tested further for reading, comprehension and mathematical ability. They are further referred to Clinical Psychologist for LD Tests & certification.

Many students are also referred by coordinators, language teachers or Math teacher for spelling, comprehension, memory and math difficulty in starting session.

We have many slow learners, under achievers, behaviour problem, low IQ and poor adjustment (personal, family, social, emotional) students who do not perform well academically, will be identified and tested.

Students having learning difficulties will be tested externally to get relaxation in subjects as per the CBSE norms.

Thus, the procedure of identifying students with possible learning difficulty.

STEP 2 – REMEDIAL CLASSES

Once identified, remedial classes are scheduled for the students.

Students from std. IV- VIII are sent to the SEN Dept. during their 3rd language lessons, assigned classes or prep time, as students with LD are exempted from studying the 3rd language (CBSE provision).

Students of std. IX and above who have the choice for opting subjects (CBSE provision) will be provided remediation during their regular classes through parallel classes or during prep time, as per requirement.

Every subject teacher will be taking remedial classes - (one to one or only 4-5 students max.) separately, twice a week on their convenient time from starting of the session with variation in the teaching techniques and methodology with all low performers due to different reasons. Teachers will refer specific learning difficulties/disabilities or slow learners to Special Educator and can seek support in teaching methods.

Students can choose teachers from other sections of same class and subject for remedials or additional support.

STEP 3 – INDIVIDUALISED EDUCATIONAL PLANS

The Special Educator then designs individual educational plans (IEPs) for each student, according to their needs.

IEPs are prepared based on the learning style (auditory, visual, kinesthetic) of the student.

The focus of every IEP is on two areas, depending on the need:

- PHONETICS
- CURRICULAR REMEDIATION – individual subjects taught in a more simplified manner.

Individualized Education Plan will be discussed with coordinators and every teacher.

Students having deficit in one or more areas will be trained in overall development like-music, dance, craft, sculpture, public speaking, sports, writing, media, photography, computer, designing etc. All teachers will be responsible for her overall personal growth- physical, social, emotional and intellectual development. Special Education Department and all teachers will facilitate in coping and adjustment of all special children in school with additional individual support and efforts.

Teachers will try to understand students learning difficulty and will provide individual attention, support, encouragement, leniency, extra time and exemption in some work without bias and negative attitude.

Every Mentor Teacher will provide emotional support, monitor overall progress of every assigned student and report to Counsellor/ Special Educator if any deterioration in behaviour and performance occurs. **Labelling of students will be strictly prohibited by teachers or students.**

STEP 4 – LEARNING DISABILITY CERTIFICATION

The students need to be certified by a body authorized by CBSE.

Learning Disability Assessment by an authorized body helps diagnose, very clearly, the exact nature of learning disability, i.e. whether it is Dyslexia, Dysgraphia, Dyscalculia and/or Attention Deficit Hyperactivity Disorder etc.

Certification also helps the students avail provisions and accommodations provided by CBSE to individuals diagnosed with any form of a learning disability, eg. extra time for writing during examinations, scribe, option of subjects etc.

STEP 5 – PROVISIONS AND ACCOMODATIONS

The CBSE provides the accommodations and provisions to students diagnosed with learning disability.

Board is extending several exemptions/ concessions to Spastic, Visually impaired, physically handicapped, Dyslexic, Autistic and candidates with disabilities as defined in the Persons with Disabilities Act, 1995 which have been circulated to the schools and also hosted on the website of the Board, from time to time. All such instructions/exemptions/concessions, in a consolidated form, are enclosed for the convenience of all stakeholders.

Instructions/Exemptions/concessions extended by the Board during Secondary (Class X) & Senior School Certificate (Class XII) Examinations for Differently Abled Candidates

GENERAL INSTRUCTIONS/CONCESSIONS (APPLICABLE FOR CLASS X & XII)

Medical Certificate

The medical certificate issued by the following agencies/organizations will be considered for granting concessions to Differently abled candidates:

Disability Certificate(s) issued by Government hospitals controlled by either the Central or State Governments;

Disability Certificate(s) issued by Recognized institutes of national level viz National Association for the Blind, Spastic Society of India etc; and

Disability Certificate(s) issued by Non-governmental Organizations/practitioners registered with Rehabilitation Council of India/Central Government/State Government of the Respective State.

Scribe and compensatory time

Spastic, Visually Impaired, Physically Handicapped, Dyslexic, Autistic and candidates with disabilities as defined in the Persons with Disabilities Act, 1995 are permitted to use a Scribe or allowed Compensatory time as given below or both :

For paper of 3 hours duration 60 minutes

For paper of 2½ hours duration 50 minutes

For paper of 2 hours duration 40 minutes

For paper of 1½ hours duration 30 minutes

Autistic candidate is permitted to use the services of a scribe or an Adult prompter.

Appointment of Scribe and related instructions

A person to be appointed as scribe should not have obtained his/her qualifications in the same subject (s) in which the candidate shall be appearing for the examination

Candidate shall have the discretion of opting for his own scribe and shall have the flexibility in accommodating change in scribe in case of emergency.

Candidate shall also have the option of meeting the scribe a day before the examination.

Centre Superintendent of the examination centre concerned shall forward to the concerned Regional Officer of the Board, a report giving full particulars of the candidate and of the scribe.

Suitable room shall be arranged for the candidate for whom a scribe is allowed and a separate Assistant Superintendent shall be appointed by the Centre Superintendent to supervise his/her examination.

Services of Scribe shall be provided free of cost

The Scribe shall be paid by the Board remuneration as prescribed from time to time.

Other General instructions/ facilities

To facilitate easy access, a few selected schools are made examination centers for special students.

Teachers from schools for visually impaired are appointed as Assistant Superintendent(s) (Invigilators) at the special examination centers. However, precaution is taken to appoint different subject teachers on different days.

Answer books of differently abled candidates are sent separately by the Centre Superintendents

A separate column is provided on the title page of the answer book for indicating the category of differently abled candidates.

Visually Impaired candidates are permitted use of screen reading software (like JAWS- Job Access with Speech) with prior approval of the Board. They also have the facility of using a computer or a typewriter for writing answers.

Use of calculator is permitted for LD in any of the examinations conducted by the Board

SPECIFIC EXEMPTIONS/CONCESSIONS (CLASS X)

Exemption from third language: Exemption from examination in the third language from Classes VI to VIII is granted to

Visually impaired candidates

Candidates suffering from speech / hearing defects

Dyslexic candidates

Candidates with disabilities as defined in the Persons with Disabilities Act, 1995.

Flexibility in choosing subjects :

Candidates with visual and hearing impairment, Spastic, Dyslexic, Autistic and candidates with disabilities as defined in the Persons with Disabilities Act, 1995 have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language any four of the following subjects can be offered: Mathematics , Science, Social Science, another language, Music, Painting, Home Science ,Foundation of Information Technology, Commerce (Elements of Business) & Commerce (Elements of Book Keeping And Accountancy), E –Typewriting (English), E-Typewriting(Hindi), Introduction to Computer Technology, Retail (NSQF) and Information Technology(NSQF)

Bonafide residents of Delhi appearing as Private candidate as per provisions of Examination Byelaws cannot take subjects having Practical Component at Secondary level. However, candidates with disabilities as defined in the Examination Bye-laws have the option of taking up Music, Painting, and Home Science as the subjects of study.

Physio-therapeutic exercises are considered as equivalent to Physical and Health Education course of the Board.

Alternate questions/ Separate Question Paper :

Alternative type questions are provided in lieu of questions having visual inputs for Visually Impaired candidates in the subjects of English Communicative and Social Science.

Separate question papers in enlarged print are provided in the subjects of Mathematics and Science.

SPECIFIC EXEMPTIONS/CONCESSIONS (CLASS XII)

Flexibility in choosing subjects: Bonafide residents of Delhi appearing as Private candidate as per provisions of Examination Byelaws cannot take subjects having Practical Component. However, candidates with disabilities as defined in the Examination Bye-laws have the option of taking Music, Painting, Home Science as the subjects of study.

Separate question paper and questions in lieu of practical component : Visually Impaired candidates are

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given separate question papers containing Multiple choice questions based on Practical component in lieu of practical in the subjects of Physics, Chemistry and Biology

Question papers administered in the subjects of Physics, Chemistry, Mathematics and Biology are without any visual input

Alternative type questions are provided in lieu of questions having visual inputs in the subjects of History, Geography and Economics

Students studying in schools affiliated to the Board and desirous of availing the exemptions/concessions should approach the concerned Regional Office of CBSE through the Head of their Institution preferably while in Class IX and/or XI. The request should be supported by relevant medical certificate and recommendation from the Head of the School/Institution. Only those students would be considered for grant of exemption/concession in whose respect relevant category has been entered during registration in Class IX and/or XI.

Advisory to schools as per the Guidelines of Inclusive Education of Children with Disabilities (IECD):

to ensure that no child with special needs is denied admission in Mainstream Education

to monitor enrolment of disabled children in schools

Schools to provide support through assistive devices and the availability of trained teachers

to modify the existing physical infrastructure and teaching methodologies to meet the needs of all children including Children with Special Needs

to ensure that they are made disabled friendly by 2020 and all educational institutions including hostels, libraries, laboratories and buildings have barrier free access for the disabled

to ensure availability of Study material for the disabled and Talking Text Books, Reading Machines and computers with speech software

to ensure adequate number of sign language interpreters, transcription services and a loop induction system for the hearing handicapped students

to revisit classroom organization required for the education of Children with Special Needs

to ensure regular in-service training of teachers in inclusive education at the elementary and secondary level. CBSE has 10 Regional Offices which deal with matters of different states.

Contact number, jurisdiction and address of Regional Offices is available on the website of CBSE. CBSE has also a Helpline 1800-11-8002 which is functional on all working days from 9 AM – 7PM.

Students with disability certificates issued by listed authority will be given a scribe during exams.

A student can now have more than one scribe.

CBSE will pay the scribe's fee.

Assistant superintendent to supervise the exam.

Visually-impaired candidates can now use portable video magnifiers.

Students can use a computer after getting a certificate from registered medical practitioners. This is to be used for typing answers only.

The computer used by visually impaired students cannot have an Internet connection.

STEP 6 – REINTEGRATION INTO THE MAINSTREAM

The whole and sole aim of pulling a student out of class and providing intensive remediation during std IV-VIII is so that, the student can be reintegrated into mainstream as soon as possible.

In class -IX there will be exemption of subjects for LD as suggested by Clinical Psychologist. Students with LD can pass Board exam easily by CBSE provisions and accommodations.

FORMS IN USE

The following forms will be made available at / with, the Coordinators, teachers. This is being done to help prepare and maintain due records of referrals and student cases, along with written feedback of the teachers.

REFERRAL FORM-Google Form – can be used to refer students with possible Learning Disability / Behavioural Issues (common form for academics related issues and counseling related issues). It may even be used to refer students who are facing difficulties related to academics.

TEACHERS FEEDBACK FORM – at the end of every term, teachers may provide the SEN Dept. with feedback about the student's progress in academic / socio-emotional development.

Important Note:

The Referral Form will be sent to all teachers by mail. TEACHER' S FEEDBACK FORM will be available in Counselling Department.

Please find the form to be used in APPENDIX I.

Fearful of teachers/authority					Needs a lot of teacher attention		
Excessive demands for teacher's attention					Makes very slow academic progress in comparison to peers		
Stubborn, uncooperative with teachers/authority					Seems to be falling further behind with time		
Irregular, poor school Attendance							

ANY OTHER REMARK

CO - TEACHER' S FEEDBACK

FOR USE OF Special Education Department ONLY (Action taken)

Training on Special Education-

Special Educator will attend various conferences, workshops, schools, institutions to get updated knowledge and practices in Special Education.

Teachers' Training - Teachers will be trained by Special Educator and external resource persons from time to time on teaching strategies, methodology, assessment & diagnosis, types of learning disabilities and intervention. Following areas will be covered for creating awareness in teachers and students--

- 1-Making awareness about special education needs among teachers and students.
- 2-Identifying special exceptional children-under achievers, low IQ, slow learners, emotionally unstable, poor performers due to various reasons.
- 3-Proper assessment and diagnosis for Learning Disabilities, Low IQ, poor adjustments, poor study habits.
- 4-Use of appropriate methods and techniques in teaching. Students for remedial classes, learning and memorizing, individualized educational plan, identifying weak areas and current level of students
- 5-Intervention for students- Improving their academic performance.
- 6-Identifying special talents of students in dance, drawing, craft, music or sports.
- 7-Identifying learning disabilities in new students taking admission.
- 8 -Remedial teaching methods will be provided to teachers.
- 9- Awareness made among teachers about special or slow learner child and use of various special education techniques.
- 10 -Training programme, seminars will be organized to train and sensitize teachers about attitude teaching methods and special education regularly.
- 11- One on one concentration will be given to solve specific learning difficulties and difficulties in subject.

OBJECTIVES-

Students will relieve from emotional, behavioural and adjustment problems. Students will get additional individual support, remedials, increased focus and practice and will overcome poor academic performance and will recover soon from learning difficulties. Students will become happy and contented. It is joint effort of all students and teachers to achieve this target. Maximum, low performers will improve in very short time with the joint and collaborative efforts of all and will join mainstream in very less time to contribute for society. Support from all is expected and required to achieve this real inclusion in which school equips for meeting all the needs of special children.