



# VARIOUS GUIDELINES TO ENHANCE RESOURCE SUPPORT TO CHILDREN WITH SPECIAL NEEDS IN SSA

**Inclusive Education Unit  
Technical Support Group (SSA)**

## ABOUT THE BOOKLET

One of the key challenge areas in Inclusive Education is providing adequate appropriate resource support to Children with Special Needs. The AWP&B sanctions for IE in 2010-11 have included multi-category training of resource teachers, strengthening of resource rooms and training of care-givers. This brief booklet contains guidelines related to all these areas.

The key sources of providing this resource support under SSA are resource teachers, care-givers, parents, peers and volunteers. Although most of the States have appointed resource teachers, it is felt that to strengthen the academic support to CWSN. 10 to 15 day multi-category training should be provided to the resource teachers. Guidelines for this training have been developed to the National level with the help of experts. States should begin the multi-category training of resource teachers using these guidelines.

Another way of bridging the gap of inadequacy of resource support to CWSN is to hire care-givers and volunteers and build their capacities to deal with CWSN. The guidelines for the training of care-givers/ parents /volunteers are also included in this document.

States also need to take a call on strengthening the block level resource centres for IE to be recognized as training/ study centres for providing training to various target groups associated with CWSN. To start with, one block resource centre in every district may be selected for up-gradation. Guidelines for the same are also enclosed.

Parental counselling of CWSN is a very important strategy to create awareness on the need and importance of educating these children. It helps to identify the potential and strengths of CWSN. It is also important to make the parents aware of the facilities and legal provisions available for CWSN. Simple contents that should be a part of all parental counselling exercises being undertaken by the States are also included in this booklet.

It is hoped that all these guidelines will be a step forward in providing adequate and appropriate resource support to CWSN.

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## Norms/ Guidelines for Strengthening Resource Rooms for Academic Support to CWSN

In the context of RTE, it has become essential to strengthen schools to cater to the varied and diverse educational needs of CWSN. A National Consultation workshop on IE was held from 13<sup>th</sup> – 14<sup>th</sup> May, 2010, which emphasized upon strengthening current Inclusive Practices. Hence capacity building on IE at various levels (district, block, cluster, school, etc) and providing adequate resource support to CWSN is imperative. Thus it is important to strengthen the Block & Cluster level centers for implementing Inclusive practices.

### Objectives

1. To strengthen BRCs/CRCs/ Resource Rooms to function as Training Centers towards implementing IE
2. To document, collate and disseminate information function as a hub of awareness and information related to IE
3. To equip and upgrade the skills of Resource Teachers under SSA in handling diverse needs of CWSN
4. To build capacities of various stake holders under SSA
5. To equip the Training Centers with appropriate and current assistive and adaptive devices and training materials.

### Guidelines

- Location of such Centre could be BRC/CRC/Resource room.
- The Training Center should also function as a hub of awareness and information related to IE
- The Person in-charge (Training Centre Coordinator-TCC) of all training programmes should be:
  - District IE Coordinator
  - Wherever such a personnel is not available, a qualified & experienced SSA Resource Teachers (min 3 years experience in working with CWSN) be given responsibility
  - Wherever such a personnel is not available, an experienced Regular Teachers with Degree/ Diploma in Spl. Education (with 2-3 years experience in working with CWSN) should be given responsibility
- Should be used for training / capacity building of various target group like: Regular teachers, Special teachers Parents, Peer group Siblings, HMs, School administrators, Care-givers/ Aanganwadi
- Provisions should be made for accessing visiting faculty, therapists and CWSN in TC
- An Ideal TC should be equipped with across-disability and Disability Specific equipments and assistive devices like:
  - Communication devices

- TLM, Self learning material, ICT material, Audio-visual aids, reference books, Training Modules and manuals, best practices
  - Assessment kits,
  - Library with Adaptive materials,
  - Display charts of programme Schedule
  - Computers and Computer Assisted Instruction Packages
- The TCC should effectively converge with special schools/ NGOs

### **Norms for Trainers**

- The State Missions are advised to select a Team of resource persons from the following to be Trainers:
  - Members of SRGs and DRGs
  - BRCC/CRCC
  - SCERT and DIET Faculty
  - Experts in CBR, HBE/School Readiness and IE
  - Faculty from National / Regional Institutes, DDRC/CRC and University
  - Therapists, Rehab and Medical experts
  - Experts from NGOs/ Special schools/ Persons with Disability and Parents
  - Faculty from TTCs for Spl. Education (in SRG/DRG)
  - Resource Teachers
  - Teachers with disability
- The above Trainers could be further exposed in the specific areas in a 3-5 day training programme with the list of National Level Resource Persons
- Preference in Training should be given to teachers who have already identified/ working with CWSN.
- The monitoring of the Training Centres could be undertaken by SCERT/DIET/ SRG/ DRG comprising of experts from the field of special education.
- The Training Centre should be a Barrier free environment including training rooms, ramp, handrail, clear signages, route identifiers and disabled friendly counters, corridors, toilets etc.

***Note: These are just guidelines. The states can modify / adapt them as per their need.***

## Guidelines for Training of Resource Teachers in Across Disabilities

The resource teachers under SSA have been appointed in 31 States. These teachers are appointed at the block level and they work in an itinerant mode providing specialized support to CWSN. Generally, Children with Special Needs have diverse needs and many a times the teachers find it difficult to adapt the curriculum for the teaching/ training of CWSN. Hence, there is a dire need to develop strategies to enhance competencies of resource teachers to reach out to the needs of CWSN.

Hence in the light of the above, it is important to develop basic guidelines for the *Training of Resource Teachers* and to develop strategies for the training to cater to CWSN belonging to various categories of disabilities under SSA.

### Objective of Across Disabilities Training

1. To build competencies among IERTs to manage diverse needs of children across disabilities in Inclusive Education
2. To develop competency among IERTs for identification, functional assessment of CWSN across disabilities in IE
3. To develop competency among IERTs for planning, adapting and implementing the curriculum (content, process and evaluation) appropriate to the across disability needs of CWSN in IE
4. To train the IERTs as effective 'agents of change' to sensitize school management, regular teachers, parents and peer group of CWSN
5. To effectively equip the resource teachers to contribute in the development of school development plan

**Duration:** Minimum 4 to 5 weeks (24--30 working days) Other practicalities to be decided by respective states.

**Methodology:** Preferably in phased manner with appropriate coverage of theory and practical with field based 'Hands-on' support in an Inclusive setup.

### Trainers:

- Members of SRGs and DRGs
- BRCC/CRCC
- SCERT and DIET Faculty
- Experts in CBR, HBE/School Readiness and IE
- Faculty from National/Regional Institutes, DDRC/CRC and University
- Therapists, Rehab and Medical experts
- Experts from NGOs/ Special schools/ Persons with Disability and Parents
- Faculty from TTCs for Spl. Education (in SRG/DRG)
- Resource Teachers
- Teachers with disability

## **VISUAL IMPAIRMENT: 40 HRS**

### **Introduction to Visual Impairment- 5 hrs through theory and practice**

- Concept of Blindness and Low vision, characteristics and identification
- School preparedness and family counseling
- Sensory training, concept formation and development of communication skills
- Social and psychological implications
- Use of functional assessment tools of vision for educational planning, selection of reading writing medium

### **Educational Aspects -10 hrs through theory and practice**

- Training in plus curricular (core essential) skills – ADL, O& M, teaching Braille/ large print, sensory training, , use of special appliances and social skills
- Classroom management for blind and low vision
- Adapting teaching strategies in curriculum transactions and evaluation for blind and low vision in inclusive setup
- Understanding and management of mannerisms
- Creation of barrier free environment
- Use and maintenance of various educational, assistive and low vision devices
- Physical education and participation in co-curricular activities
- CCE
- IEP report & record maintenance

### **Skill Development for the VI CWSN – 25 hrs through practice, visits and hands on**

- Orientation & mobility and ADL
- Training on various assistive devices
- Preparation of TLM
- Money Concept
- Sensory Integration
- Pre- Braille Skills
- Social Skill

### **Adaptive Devices**

- Brailier
- Braille Slate
- Abacus
- Mathematical Devices
- Taylor frame
- Low vision kit
- Magnifier glasses
- Tactile diagram
- Tactile Maps
- TLM - Subject wise

## **HEARING AND SPEECH IMPAIRMENT- 40 HOURS**

### **Hearing and Speech Impairment (HI and SI) - 8 hours through theory**

- Introduction to Hearing Impairment and Speech Impairment  
Incidence & prevalence of hearing Impairment in India
- Defining Hearing Impairment and Speech Impairment
- Speech Language and hearing development  
Development of auditory behaviors  
Developmental milestones of speech and language skills
- Causes and prevention of hearing and speech impairments:
  - Prenatal, perinatal and postnatal causes
  - Congenital and acquired hearing loss
  - Genetic and Syndromic deafness
- Types and Degree of hearing Loss: Conductive, Sensory and Mixed hearing loss
- Importance of early identification and assessment
  - Speech and Language Assessment
  - Impact of Hearing Loss on Communication
  - Articulatory deficits/ Speech and Language deficits
- Use and Maintenance of different kinds of hearing aids

### **Educational Aspects and Adaptive Devices- 27 hrs through theory and practice**

- Impact of hearing loss on learning
- Difficulties in receptive and expressive language
- Reading and writing difficulties
- Difficulties in concept formation
- How to induct a child in regular school
- Awareness regarding the potentialities and limitations of the child: Student, Teacher, and Peer counselling
- Need based educational support, including placement options
- Providing barrier free environment – Environmental strategies
- Strategies for curriculum adaptation
- Use of ICT, including speech trainer
- Inclusive Teaching strategies, including the loop induction system inside the classroom
- Preparation of TLM, subject wise
- Modes of communication- sign language, total communication, lip reading, oral-aural
- Requirement of adaptive device / TLM
- Regular School -Need Management and time table Academic & non academic
- Comprehensive and Continuous evaluation
- IEP report & record maintenance

### **Support Systems- 5 hrs through practice and hands- on**

- Speech therapy
- Language development
- Development of social skills



## **CEREBRAL PALSY AND ORTHOPEADIC IMPAIRMENT: 40 HRS**

### **Introduction to Cerebral Palsy (CP) and Orthopaedically Handicapped (OH) – 8 hrs through theory and reference**

- What is CP & OH
- Causes and Prevention of CP & OH
- Identification and characteristics and types of CP & OH
- Classification of CP & OH
- Functional assessment and assessment tools for CP & OH

### **Needs Assessment and Planning - 8 hrs through theory and practical**

- Identifying educational needs of CP and OH in Inclusive Education
- Assessment methods and learning styles among CP & OH in IE
- Formulating IEP
- Planning and designing adaptive furniture in inclusive classrooms
- Relevance of training in ADL for CP and OH in IE
- Educational implications and options for CP & OH

### **Educational Aspects – 24 hours through hands on and practical**

- Linkage between medical, education & rehabilitation professional
- Use of assessment tools for Educational planning in IE
- Teaching strategies for CP & OH in inclusive classrooms
- Strategies for curriculum and TLM adaptation for CP & OH in inclusive classrooms
- Restructuring furniture, positioning and classroom related support, based on individual needs
- Creating BFE
- Behaviour management in inclusive classrooms
- Need based educational supportive service
- Case studies for IEP: Early Intervention, school readiness, inclusion in primary schools, HBE and pre-vocational preparation for post primary age group
- Transition to inclusive classroom
- IEP documentation & record maintenance
- Preparation and adaptation of TLM for teaching and Continuous Comprehensive Evaluation (CCE)
- Training on adaptive devices and support services for CP & OH
  - Adapted furniture/ chair
  - Splint, callipers, braces, wheel chairs, artificial shoe, etc
  - Commode chair
  - Modified chair
  - Tricycle
  - TLM (need based and subject wise)
  - Physio therapy
  - Occupational Therapy
  - Speech Therapy
  - Sensory Integration Therapy
  - Social Skill Training

## **LEARNING DISABILITIES AND ATTENTION DEFICIT HYPERACTIVITY DISORDERS: 40 HRS**

### **Introduction to LD and ADHD – 8 Hours: Through Theory & Manual**

- Meaning & concept LD & ADHD
- Causes of LD & ADHD
- Characteristics and Classification of LD & ADHD
- Behavioural patterns associated CW LD & ADHD

### **Education: 8 Hours: Through Theory & Manual**

- Functional assessment and Curriculum based assessment tools for LD & ADHD in IE
- To understand class & subject - wise educational needs CW - of LD & ADHD in IE
- Teaching strategies and curriculum for CW - LD and ADHD in IE

### **Educational Aspects: 24 Hours: Through Case Studies, Practical, Theory & Hands-on**

- Need Based Assessment of CW - LD & ADHD
  - Strategies for formulating IEP in IE for CW – LD & ADHD in IE
  - Curriculum adaptation class and subject wise in IE
  - Strategies for Behavioral Management in IE
  - Preparation of TLM in IE
  - Need based educational support
  - School readiness
  - CCE
  - IEP report & record maintenance
  - Development of TLM (need based and subject- specific)
  - Therapeutical and Support Services
- 
- Occupational Therapy
  - Speech Therapy
  - Sensory Integration Therapy
  - Social Skill Training
  - Communication
  - Parents involvement in Education of LD & ADHD under SSA

## **MENTAL RETARDATION- 40 HRS**

### **Introduction to Mental Retardation (MR) – 10 hrs through theory and reference manual**

- Concept and definition of MR
- Characteristics and Classification of MR
- Causes of MR
- Identification and screening of CWSN with MR in IE
- Functional assessment and assessment tools for MR in IE
- Planning and implementing IEP for MR

### **Education- 10 hrs- through theory and reference manual**

- Educational implications and guidelines for placement of children with MR in Inclusive Education (IE)
- Relevance of Functional Academics and ADL in IE for MR
- Relating IEP in IE for MR (Customising time table, assessment, intervention, adapting examination criteria, Evaluation and Reporting progress for promotion)

### **Educational Implications- 20 hrs Hands on and practical with support of a manual**

- Educational assessment and interpreting data for setting IEP goals subject-wise in IE.
- Teaching Strategies to implement IEP (subject-wise) in IE
- Training of study skills
- Strategies of curriculum adaptation and teaching methodology
- Preparation of TLM for MR (need based and subject wise)
- Behavioural management in IE
- Need based educational supportive service in IE
- Case studies for IEP: Early Intervention, school readiness, inclusion in primary schools, HBE and pre-vocational preparation for post primary age group
- Transition to inclusive classroom
- IEP documentation & record maintenance
- Adapting TLM for Continuous Comprehensive Evaluation (CCE)
- Socialisation Training in IE
- Generalisation of academics, social and ADL skills age appropriately in IE

## **MULTIPLE DISABILITIES- 40 HRS**

### **Introduction to Multiple Disabilities- 5 Hrs (Theory and Simulation exercises)**

- Concept of MD
- Identification and Characteristics of MD
- Causes and Types of MD
- Importance of Early Intervention
- Functional assessment and assessment tools for MD

### **Education Aspects- 20 Hrs (Theory and Practical with case studies, Hands-on)**

- Impact of Multiple Disabilities (combinations) on Educational of children with MD under SSA
- Induction of CW MD in to Regular school
- Assessment of learning styles of CWMD
- Developing IEP for children with MD and implementation in IE
- ADL needs of MD with specific reference to schooling
- Understanding additional needs of children with MD
- Need and Strategies of curricular adaptation and Teaching strategies for CWMD in IE
- Preparation of needs-based TLM for MD
- Understanding Behaviour patterns and its management in inclusive classroom
- Planning for Needs-based educational supportive service
- Appropriate educational options: Regular School, and HBE
- Strategies for School Readiness (Early Intervention) techniques & method
- Methods of Adaptive evaluation of CWMD in IE

### **Therapeutical and Support Services- 10 Hrs (Theory and Practical with Hands-on)**

- Use of Aids & Appliances for Mobility, Communication and ADL
- Physio and Occupational Therapy
- Speech Therapy
- Positioning & Handling
- Sensory Integration Therapy
- Social Skill Training
- Communication
- Training in ADL
- Parents involvement in Education of MD under SSA

### **Different types of Assistive Devices/ equipment and assistive Technology to be used including ICT- 5 Hours (Practical Demonstration)**

- Adapted furniture/ chair
- Splint, calipers, braces, wheel chairs, artificial shoe, etc
- Commode chair
- Modified chair
- Tricycle
- TLM (need based and subject wise)

## **DEAFBLINDNESS- 40 Hours**

### **Introduction to Deafblindness 8 Hours - Through Theory and Reference Manual**

- Concept and Description of Deafblindness
- Types and Classifications of Deafblindness
- Causes of Deafblindness
- Screening and Identification of Children with Deafblindness (CWDB)
- Associated conditions with deafblindness

### **Educational Aspects - 20 Hours- Through theory and practice**

- Impact of deafblindness on development and education
- Functional and educational assessment of Children with Deafblindness (CWDB)
- Developing Individualized Educational Programme
- Use and maintenance of various educational and assistive devices
- Inclusive Teaching strategies and adaptations in curriculum
- Preparation of TLM
- Augmentative and Alternative Communication
- Communication Training / Sign Language / Tactile Sing Language
- Understanding Behaviour patterns and its management in inclusive classroom
- Appropriate educational options: Regular School, and HBE
- Need based educational support service
- Service delivery models for CWDB
- Transition to inclusive classroom

### **Orientation and Mobility Training - 7 Hours- Through hands on and practical**

- Adaptations in O&M techniques for CWDB
- As mentioned in the VI Section
- Sign Language Training
- Total Communication

### **Therapeutic and Support Services- 5 Hrs (Theory and Practical with Hands-on)**

- Use of Aids & Appliances for Mobility, Communication and ADL (PacMate etc)
- Physio and Occupational Therapy
- Speech Therapy
- Sensory Integration Therapy
- Training in ADL and Social Skill Training
- Communication
- Parents involvement in Education of CWDB under SSA

## **AUTISM SPECTRUM CONDITIONS- 40 HOURS**

- Introduction 10 Hrs- **Theory and Practical**
- Definition, Prevalence and Cause
- Understanding the Spectrum
  - Communication
  - Social understanding
  - Play and Imagination
  - Sensory Integration
- Identifying CWASC
- Fundamental Features of Autism
  - Understanding Unique Learning Styles in ASC: Difficulty combining and integrating ideas; Organising & Sequencing; Flexibility and Transitioning; Self monitoring; Distractibility; Generalising; Integrating information in context for meaning; Excessive focus on details with limited ability to prioritize the relevance of details; Concrete thinking; Strong Impulses; Excessive Anxiety; Sensory Perceptual Issues; Strong rote memory; among others
- Need and Importance of Early Intervention
- Parents involvement in Education of ASC under SSA

## **Educational Implications 30 Hrs- Theory, Hands on, Practical**

- Familiarising oneself ASC using Case Studies
- Carrying out Functional Assessments
- Identifying Specific Educational Needs
- Writing IEPs and tracking progress
- Strategies for Adapting the curriculum
- Strategies for Adapting the environment
- Assessing appropriate educational options
- Understanding Behaviours, Carrying out Functional Analysis of Behaviours, Addressing Behavioural issues in Inclusive Classrooms
- Developing and preparing TLM (need based eg schedules, - communication tools, social stories, visual cues, transition tools; and subject specific )
- Using Behavioural Principles to Teach
- Strategies for Intervention and Teaching
- Strategies to enhance communication
- Strategies to enhance social understanding, leisure, and play skills
- Occupational Therapy & Sensory Integration therapy, Speech Therapy
- Learning ADLS
- Strategies for School Readiness
- Transition to Inclusive Classroom
- Facilitating Pre-vocational Training
- Self Awareness of ASC
- Peer Sensitisation and Support
- Adaptations for CCE.

***Note: These are just guidelines. The states can modify / adapt them as per their need.***

## Guidelines for the Training of Care-Givers

### Overall Objectives

- To train the care- givers/ volunteers/ parents for imparting training to CWSN having severe, profound and multiple disabilities.
- To equip the care- givers/ volunteers for enabling CWSN listed above towards IE
- To prepare caregivers / volunteers to act as agents of support in managing family based needs in home based education (HBE)
- To enable caregivers / volunteers to identify, provide referral guidance and create awareness about disabilities in given communities.

### After completing this module the caregivers/volunteers will gain knowledge and skills on:

- Concept of child development
- Identification, types, causes and prevention of different kinds of disabilities
- Assessment of various kinds of special needs, including educational options available
- Development of IEP/ child profile
- Needs and intervention strategies for different kinds of disabilities
- Activities of daily living as per disability
- Various kinds of assistive devices and their use
- Important early learning skills associated with reading, writing and number work
- Psych- social and behaviour management techniques
- Various kind of play and recreational activities
- Importance of Family, Health and Medical Intervention
- Various legislations and facilities available for persons with disability

### Duration: 15 days

### Eligibility: Class Xth for family members; Class XII for others

**Methodology of training:** Lecture, hands- on, demonstration, case studies, training modules, group-based activities, field visits, exposure to inclusive set up and audio visual presentation.

### Trainers

- Members of SRGs and DRGs
- BRCC/CRCC
- SCERT and DIET Faculty
- Experts in CBR, HBE/School Readiness and IE
- Faculty from National/Regional Institutes, DDRC/CRC and University
- Therapists, Rehab and Medical experts
- Experts from NGOs/ Special schools/ Persons with Disability and Parents
- Faculty from TTCs for Spl. Education (in SRG/DRG)
- Resource Teachers
- Teachers with disability

## **Child Development**

The trainee will know

- Stages of child development
- How children learn to understand and interact with the environment
- How children learn through play
- Development of a person from childhood to adulthood

## **Autism**

- Definition
- Prevalence
- Types of Autism
- Causes of Autism
- Facts about Autism
- Characteristics
- Identification of Autism
- Understanding and Management of Autism
- Teaching of Activities of Daily Living

## **Mental Retardation**

- Definition of Mental Retardation and Adaptive Behaviour
- Prevalence
- Classification and Different Levels of Mental Retardation
- Characteristics
- Identification of Mental Retardation
- Some common types of mental retardation
- Difference between mental retardation and mental illness
- Causes and prevention of mental retardation
- Teaching areas of persons with mental retardation

## **Cerebral Palsy**

- What is Cerebral Palsy
- What are the causes of cerebral palsy
- What are the different types of cerebral palsy
- What are the characteristic features of the various types of cerebral palsy
- Identification of Cerebral Palsy

## **Multiple Disabilities**

- Definition and different types of multiple disabilities
- Identification of multiple disabilities
- Characteristics and causes of multiple disabilities
- The role of family, parents and professionals
- Impact of disabilities on learning
- Learning needs of children with multiple disabilities



- Teaching strategies and curriculum for multi-disabled children
- Individualised Education Programme (IEP)
- Services for multi-disabled children in India
- Definition – and its components

### **Hearing Impairment**

- Identification of Hearing Impairment
- Different degrees of hearing loss
- Cause of hearing loss
- Problems faced by persons with hearing loss
- Intervention strategies

### **Visual Impairment**

- What is visual impairment
- Identification of Visual Impairment
- Causes of visual impairment
- Detecting visual impairment
- Sensory training
- Orientation and mobility
- Braille reading and writing
- How to teach activities of daily living

### **Language and Communication**

- Early learning skills
- Link between language, communication and speech
- Importance of communication in everyday life
- Different modes of communication used by individuals with cerebral palsy, autism and mental retardation who may not be able to use speech as the primary mode of communication
- Strategies for enhancing and giving opportunities to individuals without speech to communicate

### **Learning and Understanding: Reading, Writing, Arithmetic**

The trainee will know:

- Important early learning skills associated with reading, writing and number work
- Applying reading, writing and number skills in daily living activities

### **Activities of Daily Living**

#### **A. Positioning, Lifting, Carrying and Transferring**

The trainee will know:

- Correct Positioning for persons with physical problems
- Lifting and carrying techniques

- Transfer techniques

## **B. Eating and Drinking**

The trainee will know:

- Difficulties in Eating and Drinking
- Suitable positions for feeding
- Correct methods for feeding people with problems in eating and drinking

## **C. Dressing**

The trainee will know:

- Difficulties in dressing and undressing
- Suitable positions for dressing and undressing
- Correct methods of dressing and undressing for people who have problems

## **D. Management of Personal Needs**

The trainee will know:

- Difficulties in using the toilet, bathing and grooming
- Suitable positions for each activity
- Correct methods of assisting persons having problems

## **E. Special Furniture**

The trainee will know:

- Special furniture and equipment
- Advantages of using special furniture for positioning
- Assistive devices for the hearing and visually impaired

## **Assistive Devices**

To familiarize the trainee with

- Gaiters
- Calipers
- Mobility devices (parallel bars, walking stick, walkers, crutches, wheel chair, tricycle)
- Aids for eating
- Aids for reading
- Communalization aids
- Teaching aids
- Simple repair and maintenance of assistive devices
- Psycho-social and Behavioural Management

## **A. Psycho-social Management**

The trainee will know:

- The meaning of psycho-social development
- What is good and what is poor self-esteem
- The technique of building good self-esteem
- The importance and meaning of motivation and how motivate the client
- The importance of bonding

## **B. Behaviour Management**

- Different types of behaviour problems that might be present in a person with disability
- Simple management techniques that will help the persons with disability to learn new behaviour and modify the problem (challenging) behaviour.

## **Play Activities**

- What is play?
- How does play help in the development of the child with disability?
- Various play activities
- Safety at play
- Things that can be used for toys

## **Recreation Activities**

- Definition of leisure
- Importance and advantages of leisure
- Different types of leisure

## **Non-Traditional Therapies**

- What are the non-traditional therapies?
- Different types of non-traditional therapies
- Benefits and values of different non-traditional therapies.

## **Family, Health and Medical Intervention**

### **A. Family**

- Concept of caregiving
- Family dynamics
- Positive attitudinal changes
- Family guidance and counselling

### **B. Health**

- Nutrition
- Issues related to sexuality
- Signs and prevention of sexual abuse

### **C. Medical Intervention**

- Application of first aid
- Management of epilepsy
- Management of pressure sores

### **Legislations on Disability**

#### **Different Government Policies, Acts and their components**

- Right to Education Act, 2009
- National Trust Act, 1999
- The Persons with Disabilities Act, 1995
- Rehabilitation Council of India Act, 1992
- Facilities Available for Persons with Disability
- United Nations Convention for the Rights of Persons with Disabilities (UNCRPD)
- National Commission for the Protection of Child Rights (NCPCR)

# Contents of Parents Counselling Camps

## Key Objective

To create awareness among parents regarding the education of CWSN

## Duration

2-3 days

## Essential Content

- Understanding the implications of disability and accepting the child
- Facilities concessions available for CWSN
- Provisions under RTE 2009 - Facilitating admission to neighbourhood schools
- Educational options available
- Guidance for referral support
- Role of parent groups/ SHGs
- Basic dos and don't's

## Methodology of training

Lecture, hands- on, demonstration, case studies, disability-related material, group-based activities, field visits, exposure to inclusive set up and audio visual presentation.

## Trainers

- Members of SRGs and DRGs
- BRCC/CRCC
- SCERT and DIET Faculty
- Experts in CBR, HBE/School Readiness and IE
- Faculty from National/Regional Institutes, DDRRC/CRC and University
- Therapists, Rehab and Medical experts
- Experts from NGOs/ Special schools/ Persons with Disability and Parents
- Faculty from TTCs for Spl. Education (in SRG/DRG)
- Resource Teachers
- Teachers with disability.

*Note: These are just guidelines. The states can modify / adapt them as per their need.*