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Child Development & Pedagogy – Part 1

Children with Special Needs

CWSN is **Children with special needs**. Children with special needs are young adolescents that are determined to need exceptional care and necessities that are not needed by other children.

Inclusive Education for CWSN has been one of the major interventions of the erstwhile Sarva Shiksha Abhiyan(SSA) RTE and RMSA schemes. From the year 2018-19, Samagra Shiksha lays emphasis on improving quality of education for all students, including CWSN. Thus, this intervention is an essential component under Samagra Shiksha.

The Department of School Education & Literacy, MHRD was previously implementing Sarva Shiksha Abhiyan (SSA-RTE) as the main programme for universalizing elementary education for all children from 6-14 years of age. SSA had adopted a more expansive and a broad-based understanding of the concept of inclusion, wherein a multi-option model of educating CWSN was being implemented.

The Right to Free and Compulsory Education (RTE) Act, 2009 mandates free and compulsory elementary education to all children including CWSN. This act provides a legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. Section 3 (2) of the RTE Act lays impetus on the elementary education of children with disabilities. As per the Amendment of 2012, it also mandates that, a child with multiple and/or severe disabilities has the right to opt for home based education.

The disabilities in children or any other individual can be classified into the five categories

Intellectual disabilities

Children with this disability have low intelligence. Therefore, they struggle with the daily activities and take time to learn new things.

Cognitive disorders

This disability can affect children and grown-up adults anytime during their lifetime. It can happen because of a brain injury or multiple sclerosis.

Physical disability

It is the most common form of injury that can affect circulatory, nervous, or respiratory systems.

Psychiatric disability

Depression, anxiety, and other forms of mental disorders come under psychiatric disability.

Sensory disability

Children with hearing or speech impairment falls under this category.

A disability is defined as a condition or function judged to be significantly impaired relative to the usual standard of an individual or group,"

According to W.H.O., "A disability is a restriction or lack (resulting from impairment) of ability to perform an activity in the manner or within the range considered normal for a human being."

Disorder is any ailment that disturbs the health of an individual. Generally, disorder disrupts the normal functioning of an individual. It can be defined as blip (malfunction) in the usual functioning of a person

"Disorder can be defined as a blip in the usual functioning of a person."

Types of Disability

Cognitive Disability

The nature of this disability is mental since cognitive domain is related to using mental abilities and achieving results from it.

The word 'cognitive' is related to the area of mental functions dealing with logic, the processing of information received by the various sensory organs. Indeed, it is a neurological disorder that creates hindrance or obstruction for an individual to store, process and produce information

Children suffering from dyslexia, learning difficulties, speech disorders, problem in solving math calculations, short span of attention and short of memory are said to have cognitive disability.

Causes of cognitive disability

Cognitive impairment may be present at birth and may be genetic or chromosomal or result from complications of pregnancy. Chromosomal abnormalities such as Down syndrome, fragile X syndrome.

Genetic abnormalities such as phenylketonuria, Hunter syndrome etc, Prenatal drug and infections and exposure to alcohol. Lack of oxygen during labour pain or birth

Intellectual Disability

The nature of this disability is also mental since the intellectual domain is related to using the capacity of the mind. It is a disability characterised by significant limitations in both intellectual functioning and in adaptive behaviour. This is characterised by low intelligence quotient score (under 70) and significant problems in the ways learners adapt to new situations.

Causes of intellectual disability

Genetic Conditions These include things like Down syndrome and fragile X syndrome. **Problems during Pregnancy** This can interfere with fetal brain development.

Alcohol or Drug Use may also cause intellectual disability. **Problems during Childbirth** Like if a baby is deprived of oxygen during childbirth or born extremely premature. **Illness or Injury** Infection like meningitis, whooping cough or measles can lead to intellectual disability.

Physical Disability

The nature of this disability is physical since it relates to physical functioning of the body parts including sense organs.

This refers to the limitation on a person's physical functioning, mobility, dexterity or stamina. This includes upper or lower limb loss, poor manual dexterity, visual impairment, hearing loss or disability in coordination with different organs of the body.

Causes of physical disability

Illnesses like cancer, heart attack or diabetes cause the majority of long-term disabilities. Back pain, injuries and arthritis are also significant causes.

Lifestyle choices and personal behaviour that lead to obesity are also becoming major contributing factors. Musculoskeletal disorders also cause disabilities

Types of Disorder

Attention Deficit Hyperactivity Disorder (ADHD)

Attention deficit hyperactivity disorder is a group of behavioral symptoms that include inattentiveness, hyper active and impulsiveness. It is a medical condition affecting a person's ability to focus, sit still, and pay attention. They may have difficulty in focusing on tasks or subjects, or act impulsively; they may also get into trouble. They may be hyperactive or may be unable to control their impulses. This type of disorder is found more common in boys than in girls

Causes of ADHD

Genes and Heredity Genetic inheritance and abnormalities in genes may cause this disorder. Brain Injury and Epilepsy Children who have had traumatic brain injuries or who have epilepsy can often have ADHD-like symptoms. Environmental Causes Prenatal exposure to smoke

Sensory Processing Disorder (SPD)

Sensory processing disorder is a condition in which the brain has difficulty in receiving and responding to information that comes in through the senses. In fact, it refers to the way the nervous system receives messages from the senses and then turns them into proper motor and behavioral response

The common symptoms are showing heightened reactivity to sound, touch or movement. Under-reactive in certain situations example not noticing when name is called, lethargic, disinterested, poor motor skills, lack of attention, impulsive behaviours etc

Causes of SPD

Genetic or hereditary factors such as having a family history of autism, SPD. Have been understimulated during critical periods of neurological development.

Have been exposed to variety of environmental toxins. Have food allergies. Having developmental delays and other , neurological disorders

Autism Spectrum Disorder (ASD)

Autism spectrum disorder is a disorder that affects development. Here, the word spectrum refers to the range of symptoms and their severity. Generally, the young children with ASD have difficulties with communication, language, social skill and behavior. In other words, autism spectrum disorders are characterized by social

interaction difficulties, communication challenges and a tendency to engage in repetitive behaviors

Causes of ASD

ASD can be the result of heredity factors, genetic differences and genetic mutations. It can also cause through abnormal mechanisms of brain development and other neurobiological factors.

Environmental factors related to exposure to drugs, toxins like lead, insecticides, hydrocarbons

Oppositional Defiant Disorder (ODD)

Oppositional defiant disorder is a set or group of behavioral disorders called disruptive behavior disorders. It is called by this name because children who have these disorders always tend to disrupt those around them. It is one of the most common mental health disorders found in children and adolescents.

Causes of ODD

Genetics A child's natural disposition or temperament and possible neurobiological differences in the way nerves and the brain function may cause ODD.

Environment Problems with parenting that may involve a lack of supervision, inconsistent or harsh discipline, or abuse or neglect also cause ODD.

Obsessive Compulsive Disorder (OCD)

Obsessive compulsive disorder is a mental health disorder that affects people of all ages and walks of life. It is a type of mental disorder that causes repeated unwanted thoughts. To get rid of the unwanted thoughts, he/she performs the same task/activity again and again

Causes of OCD

Familial Disorder The disorder may run in the family, therefore close relatives of people with OCD are likely to develop it

The behavioural theory suggests that people with OCD associate certain objects or situations with fear and learn to avoid those things or learn to perform rituals in order to help reduce the fear or the stress related to that situation.

Strategies to Make Physical Activities Accessible for Children with Special Need

Inclusive Classrooms

Development of education laws in such a way that children with special needs get education within the normal classrooms along with other children so that they are well accepted in society.

Assistive Technology

Creating devices, tools or equipment's that help children with special needs to participate in learning activities

Adaptive Physical Education

A separate, adaptive class or modifications within a game, changing the rules of the game or sport to some extent can help the students in a big way.

Creating Specific Environment

Provide with specific play area with special requirements as needed by them.

Positive Behaviour

Teachers should show positive behaviour and healthy interactions and prevent negative behaviours.

Focus on Creative Games

Instead of competitive games and physical activities, the strategy is to develop creative games as it helps in team building and cooperation and prevents unnecessary competition and boosts the confidence of these children.

Accommodations and Modification

Teachers to modify the teaching strategies in order to accommodate the children with disabilities.

Professional Courses

Developing more professional courses and teacher certification programs for teaching physical education to children with special needs is essential to popularise the adaptive physical education programme to all

Impairment: Illness, injury, complexity arising from any difficulty in the way our body works

Visual impairment

Blind - Child who has sight adjustment capacity of 20 / 200 Snellen

Low vision - a child who has sight adjustment capacity of 20/70 Snellen to 20 / 200 Snellen

Child Behaviour to observe

Child often complains of eye pain, itchiness, or discomfort, Constantly reading close to the face, Attempts to brush away a blur, Excessive rubbing of eyes, Constant frowning, Shutting or covering one eye for visual tasks, Head-tilt or head-turn when looking at something, Leaning forward to see better, Excessive blinking

HOW TO TEACH Visual Impaired

They given a front seat in the classroom The classroom should have proper arrangements of lights Fonts of the book must be bold and dark for the low vision students

A magnifying glass can be provided to the students, Braille method should be used to teach blind students, Keep the passages and available open spaces in the classroom clear

Hearing impairment

Completely deaf -student's hearing loss level is 90 decibels or more such children cannot hear anything without using hearing aids

Partial hearing loss- The most common type of hearing loss is known as sensorineural hearing loss

The level of hearing is measured by audiometers in terms of decibels (db). Mild loss is within the range of 20-30 db., marginal 30-40 db., moderate 40-60 db.,severe 60-75 db. and profound loss is above 75 db

HOW TO TEACH Hearing Impaired

Hearing aids are designed to simplify the process of listening aids must be available for the child, teach them using sign language, drawl so that child could do the lip reading, various Body movements can be done to communicate with the child

Mental retardation -

A distinctive feature of a human is the intellectual ability when his intellectual powers are not functioning normally

Locomotor disability -

Disability of the bones, joints or muscles leading to substantial restriction of the movement of the limbs or a usual form of cerebral palsy

HOW TO TEACH?

They should be taught in the regular classes with a normal child, Accessories for these kids are very helpful as wheelchairs

The teacher also should pay attention to developing social, emotional and physical skills, They must be trained in motor skills

Learning disability -

A condition giving rise to learning difficulties, especially when not associated with a physical disability.

HOW TO TEACH?

They must be provided resource room, They provided the support and guidance of consultant Teachers should take up group learning

DO YOU KNOW

Dyspraxia- The inability to motor plan, to make an appropriate body response.

Dysgraphia- Difficulty with the act of writing both in the technical as well as the expressive sense. There may also be difficulty with spelling.

Dyscalculia- Difficulty with calculations.

Dyslexia - a general term for disorders that involve difficulty in learning to read or interpret words, letters, and other symbols, but that does not affect general intelligence.

INCLUSIVE EDUCATION

Inclusive education means education of all students, where all students are equal participants in the learning process. Provision of inclusive education involving

students with disabilities is based on the belief that those with disabilities should not have to depend on specialised services alone, to benefit from educational resources, activities and practices that are otherwise available to all

The Right to Education (RTE) Act (2009), which makes elementary education a fundamental right of every child, is of great significance to the government as well as private schools. Our schools and classrooms need to reflect this social, constitutional and legal right of every child to be included in the educational processes and practices – our classrooms, now more so than before, need to be ready to include students from different backgrounds, with differing needs and abilities

Provisions for CWSN included under Samagra Shiksha

- Support has been enhanced from Rs. 3000 per child per annum to Rs. 3500 per child per annum.
- Stipend for girls with special needs has been expanded from the previous allocation to girls from classes IX to XII (RMSA), to classes I to XII (Samagra Shiksha) in order to encourage girls for enrolment & retention and complete their schooling. Stipend is provided through Direct Benefit Transfer.
- The provision for home based education covering children with severe/multiple disabilities has been extended for children till class XII under the Samagra Shiksha scheme. In the year 2018-19, the provision for home based education covered 43,996 children with severe/multiple disabilities with an outlay of Rs. 9.22 crore.
- Allocation for resource support through special educators has been made separately in order to appropriately address the learning needs of CWSN from elementary to senior secondary level.
- The financial support for honorarium/salary for existing and new special educators (as per the Samagra Shiksha norms for salary of teachers). This allocation is over and above the norm of Rs. 3500/- towards student oriented component.

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