

Strategies and challenges for promotion of inclusion in IDD Children's

Deepak Kumar

Course Coordinator
(ID- Department)

DIRD COLLEGE OF SPECIAL EDUCATION

Classroom Management Strategies for IDD Children's

1. Allow for many breaks throughout the school day. Children with ID may require time to relax and unwind. Performing tasks will entail using more energy on their part and you must therefore allow them to take many breaks over the course of the school day.

2. Always speak directly to the child so he can see you- Never speak with your back to him. The child with ID needs direct contact, and if your back is turned, he may not know that the attention you are giving him is actually being directed at him.



3. Assign jobs in the classroom for the child so that he can feel success and accomplishment. Give him ones that you know he can succeed at and feel good about (i.e. erasing the blackboards).

4. Build a foundation of success by providing a series of short and simple assignments. In this way, the child can gain a sense of confidence and success.

5. Strategies to achieve success Provide opportunities for social success Use direct instruction of social skills

Modifications in Instructional Strategies

Provide an **outline of what will be taught** -

Highlight **key concepts** and provide opportunities to practise new skills and concepts: **Chunking of concepts**

Provide **reading lists well before the start of a chapter/ unit** so that reading can begin early.

All instructions, processes and material should be made **clear and are explained in verbal** as well as written form.



Chunking Definition

The chunking definition is grouping related items together so that someone can remember them more easily. An example of chunking is grouping the everyday items someone needs to have in their pockets before leaving the house. This might include house keys, car keys, cell phone, and a wallet or purse.



Chunking Techniques

 Chunking refers to the process of taking individual pieces of information and grouping them into larger units. By grouping each data point into a larger whole, you can improve the amount of information you can remember. Probably the most common example of chunking occurs in phone numbers.

Chunking

💡 **How it works** :- Imagine you are trying to remember a friend's phone number chances are you don't try to remember one digit at a time

💡 3 1 0 5 5 5 1 6 1 7

💡 Instead, you probably chunk the digit in to small group

💡 310 - 555 -1617

💡 The same idea works for spelling words and other information where you can put information in to chunks to make it easier to remember.

Spelling Words

💡 Chunking can be a great way to help children remember the spelling of longer words. Words are broken down into between two and four chunks and each “chunk” is memorised separately, before being combined to spell the whole word.

💡 **Days of week name**

💡 Sunday

💡 Monday

💡 Tuesday

💡 Wednesday

💡 Thursday

💡 Friday

💡 Saturday

Spelling Strategies

1. As an example, you could focus on learning the spelling of the days of the week.
2. After printing out the words, look for natural breaks in the words. For example, 'Monday' is separated into 'mon' and 'day'.
3. Remember how many 'chunks' are in each word and, if possible, try to make the chunks the same length. For example, 'Wednesday' is separated into three, three letter chunks - 'wed', 'nes' and 'day'.



4. After making chunks by cutting the words apart, scramble the papers and try to build the words again using the separate chunks.

5. Repetition is key with spelling so after building each word, practise spelling it orally (without looking) and then write it down.

Challenges

Understanding Disability:-One of the most significant challenge that seem to have affected the process of inclusive education is how disability is defined and understood in India.

Lack of Resources :-The resources and infrastructure for inclusive education includes basic facilities such as ramps, adequate lighting, wheelchairs etc. to enable a child with disability to attend a mainstream school. Such challenges are far greater in rural areas. In addition there is severe shortage of special education teachers, physical therapists and teacher aides etc. Large class sizes also pose a big problem to inclusive education which requires individual attention.

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- Non involvement of parents.
 - Lack of trained teachers.
 - Inappropriate communication.
 - Social and cultural stereotyping.
 - Lack of knowledge of local service
 - Lack of proper infrastructure.
 - Lack of participatory activity.
 - Partnership.
 - Collaboration and consultation.
 - Lack of support.
 - Peer rejection.

Abbreviations and screening

ABAS II/III

Adaptive Behaviour Assessment System, Second/Third Edition

CAIDS-Q

Child and Adolescent Intellectual Disability Screening Questionnaire

FSIQ

Full-scale IQ

GAC

General Adaptive Composite

WISC-IV

Wechsler Intelligence Scales for Children, Fourth Edition

TREATMENT

- 🧠 SENSORY INTEGRATION
- 🧠 EARLY INTERVENTION
- 🧠 DEVELOPMENTAL THERAPY
- 🧠 OCCUPATIONAL THERAPY
- 🧠 SPEECH THERAPY
- 🧠 ABA
- 🧠 SPECIAL EDUCATION
- 🧠 STEM CELL THERAPY



 **THANK YOU!!**