

INCLUSION POLICY

Kangaroo Kids Education Ltd. (KKEL)

Billabong High International School (BHIS)

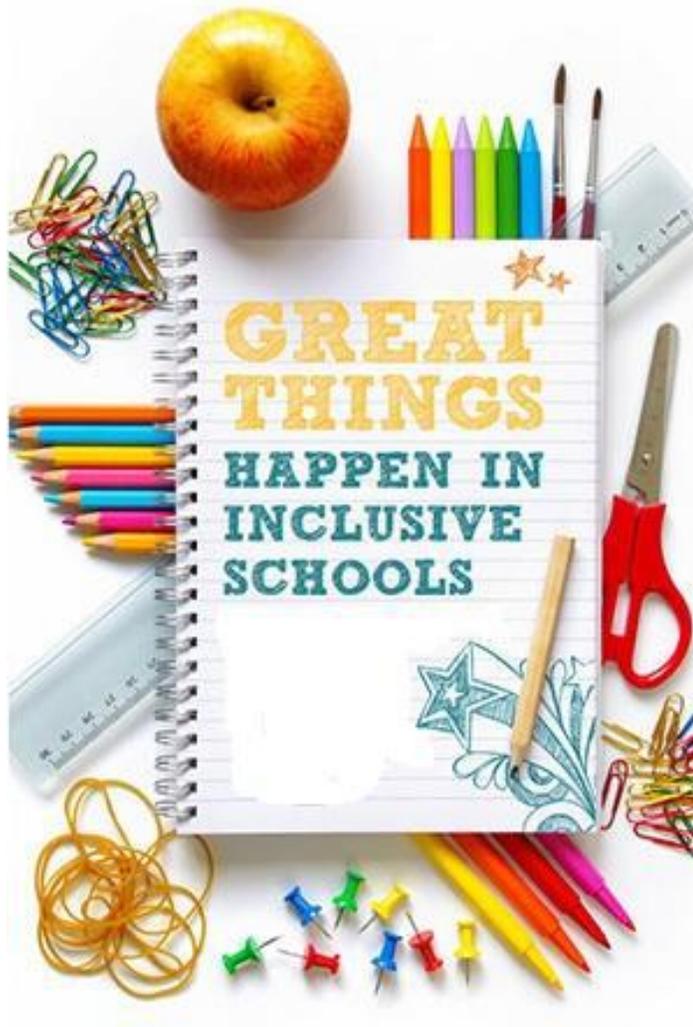


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Note from our Founder – Lina Ashar

"We value education that exists as much for the heart as the head, as much for the soul as the mind."

With the surge of technology, many jobs that were once performed by humans will now be automated. However, there are still things like creativity, empathy, motivation and emotional quotient which humans possess that a machine cannot replicate. Empathy will be one of the key valued competencies in the future. It is the awareness of one's own feelings and the ability to understand and share the feeling of others.

Empathy should not be confused with sympathy. Empathy is simply putting yourself in the shoes of the other person. It is a skill that can be developed. As the world progresses towards becoming increasingly interconnected, we need to make sure our children understand perspectives different from their own. This helps in developing their Emotional Quotient.

Daniel Goleman identified 5 key elements of Emotional Quotient:

1. Understanding others
2. Developing others
3. Having a service orientation
4. Leveraging diversity
5. Political awareness

The bottom line is that, inclusion has better outcomes for **ALL**, the child that has been *included* and for *all* the other children in the class.

- Lina Ashar

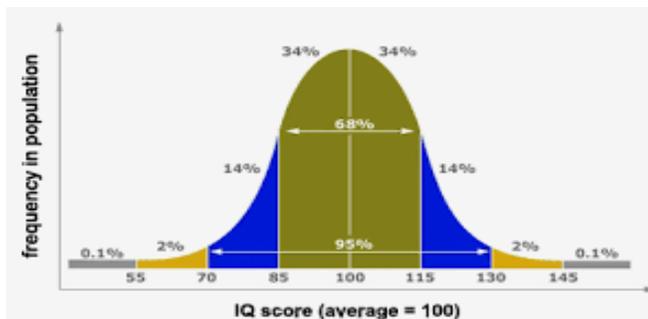
WHY INCLUSION?

Dear Team,

An eight-grade intellectually challenged, cancer survivor successfully completes the 800 meter race. The thunderous applause and cheering by the principal, teachers and his fellow class mates gives him much more joy than a mere medal. A third grader on the Autism Spectrum Disorder recites an entire poem addressing the school assembly, with clear speech and eye contact. A child on a wheel chair steals the show by performing at the annual concert with his class. A boy in grade 7, having Attention Deficit Hyperactivity Disorder (ADHD) is helped to get back on track by his study-buddy every time he loses his focus. A 4th grader is encouraged by his teacher to write a book as a classroom activity, which later gets published as a children's story book. The same teacher discusses activities with the PE teacher in which all children can participate together. A child on an Individualized Education Plan (IEP) sits with a pictorial synopsis of the lesson being taught in class which enables him to enhance his learning in the classroom.

These are just a few examples of a regular day at KKEL. This is because at KKEL we embrace Inclusive Education and aim to 'ignite human greatness' in each and every child by enabling them to discover, enhance and maximize their potential.

To further understand our vision at KKEL, let's take a look at the bell curve (See picture below). A standard classroom consists of 95% typically developing students. The remaining 5% fall in the extremes: children with special needs on one end and gifted and talented children on the other. It is our pursuit to not only support the children that fall in the middle of this bell curve, but to ensure that ALL children get the desired support. Inclusion is all about providing extra SUPPORT to the children with special needs (children on the left end of the bell curve) and providing additional CHALLENGE to Gifted and Talented Children (Children on the right end of the bell curve) in the classroom environment.





We recognize that a 'one-size-fits-all' approach would not effectively reach out to such a diverse group, so instead we adopt a unique teaching learning approach that capitalizes on each student's learning strengths, needs and interests. This helps to lay the foundation of an inclusive society by respecting diversity and provides better opportunity to develop empathy, create friendships, learn through peer modeling, and enhance cognitive skills, social quotient, emotional quotient, fun quotient and academic outcome for ALL learners.

BENEFITS OF INCLUSION FOR ALL STAKEHOLDERS

Special Education Needs (SEN) Students: By being included in a mainstream classroom, children with Special Education Needs (SEN) are:

- able to observe and learn from their peers.
- Increased interaction with typically developing children can help students with SEN develop social and communication skills.

When children with special needs are in regular classes, they have access to a more enriched educational experience, than if they were separated from typical students, giving children with SEN a greater chance at learning and developing the skills they will use throughout their lives. This has a great impact on the self – esteem of the child, and the child learns a lot through peer modeling. The inclusion model is also beneficial because it prepares children with SEN for life after school, when they will have more contact with typical people.

Families of Special Needs Students: Having their child included in a regular classroom is often a “dream come true” for parents of children with SEN. Like any parent, they want their children to be accepted by peers and to have an opportunity to form real friendships. Inclusion in classrooms helps give children with SEN the best chance at leading a “normal” life. It allows students and their families to become part of the school community and opens the door for integration into the neighborhood as well.

Typically Developing Students: Students who do not have disabilities, “typical children” benefit from inclusion socially and academically. Research shows that having peers with SEN in class and the Peer tutoring Model gives children the opportunity to demonstrate positive academic outcomes, such as increased academic achievement, assignment completion, classroom participation and also helps them to appreciate themselves and the people who are different. By teaching a concept or helping students with SEN practice a skill, children get an increased experience with the material. This strengthens their subject knowledge and gives them a chance to better master skills. In an Inclusive Education classroom, the teacher uses multiple level instructions to make the content as explicit as possible, which in turn leads to the typical children also learning better. Inclusion makes it easier for children to prepare for life in an inclusive society. Typically developing students often grow to befriend children with special needs and form meaningful relationships. This helps them learn how to be respectful, empathetic and accepting.

Teachers: Teachers of inclusive classrooms benefit from having a diverse population of students. Having students on such different levels gives teachers a chance to develop their teaching skills and ability to differentiate lessons and activities. Inclusion is also advantageous to teachers because it allows them to strengthen their collaboration skills as they work together with other teachers, specialists, counsellors, special educators, shadow teachers and parents to design the best education plan for their students with.

OUR INCLUSION POLICY

Kangaroo Kids Education Ltd. (KKEL) and Billabong High International School (BHIS) value the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards, which is evident in our vision statement. We do this by taking account of the children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our children. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ability, gender, age or background.

Aims:

KKEL and BHIS are distinguished inclusive institutions that aims to actively seek to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children. This means that equality of opportunity must be a reality for all our children which is attained through the minute attention given to the different individuals and groups of children within our school irrespective of whether they are girls or boys; children from minority faiths and ethnicities; children who need support to learn English as an additional language; children with additional learning needs; gifted and talented children; children with special educational needs; and children with emotional and behavioral difficulties.

The potential of each student, regardless of ability and background, will be achieved within the framework of the following stated aims:

- To promote an atmosphere which encourages the pursuit of excellence
- To enable each student to develop his/her skills: creative, linguistic, mathematical, scientific, social and physical; and to develop an attitude of enquiry in acquiring these skills
- To assist students in overcoming learning difficulties when and where these occur
- To instill a sense of responsibility towards oneself, the school and also the community at large.
- To give all students an awareness of their own worth and a sense of achievement
- To provide a caring atmosphere in the school in which stable relationships can be formed.
- To establish a sense of tolerance, justice and respect for others and the environment in which we live
- To develop an awareness of the spiritual interpretations of life
- To develop the growing partnership between home, school and the community
- To help the school become a focus for community development
- To prepare youth fully for the world of work or further study on leaving school.

Planning, Teaching and Learning:

- Our curriculum is planned in such a way that it meets the specific needs of individuals and groups of children.
- When planning, teachers set high expectations and provide opportunities for all children to achieve.
- Teachers need to be aware that children bring different experiences, interests and strengths to school which influence the way they learn.
- Teachers plan their approaches to teaching and learning so that all children can take part in lessons fully and effectively.
- Teachers need to ensure that co teachers and shadow teachers have access to lesson plans in advance so that they can support the children appropriately.
- Teachers should take specific action to respond to children’s diverse needs by:
 - Creating effective learning environments
 - Securing their motivation and concentration
 - Providing equality of opportunity through teaching approaches
 - Using appropriate assessment approaches
 - Setting targets for learning
 - Developing positive relationships with students
 - Setting appropriate learning challenges
 - Responding to the diverse needs of the children
 - Overcoming potential barriers to learning and assessment for individuals and groups of children
 - Providing other curricular opportunities to meet the needs of individuals or groups of children
 - Commitment to the Core aims for Children and Young People (Every Child Matters)

Teacher’s lesson plans include details of differentiation for Gifted and Talented Children (G & T) and Children with Special Education Needs (SEN). This can take many forms including:

Gifted and Talented:

Support to G & T children can be provided by creating an enrichment corner in the classroom. Below are tips to keep in mind while planning activities for the Enrichment Corner.

- Tasks which demand higher-order thinking skills
- Access to advanced resources and materials which support the level of challenge
- Extension – not ‘more of the same’ but more appropriate work
- Stimulating lessons that have pace so that pupils are motivated by challenge

- Creative learning tasks which have a degree of open-endedness and uncertainty to permit pupils to impose meaning, make reasoned judgments or produce multiple solutions
- The opportunity to take risks in an organized way and sometimes to fail and to work collaboratively
- Learning which involves authentic tasks and opportunity for choice and personalization.

We recognize that such learning experiences benefit all students, not just those identified as Gifted and Talented. Therefore, although at times Gifted and Talented children will be offered special learning experiences, most often teachers use an ‘open door’ or inclusive model of provision in which all students get an opportunity to participate in the above.

Special Education Needs (SEN):

An Individualized Education Plan (IEP) is the way for extending support to children with Special Education Needs. Below are tips to keep in mind to create an IEP.

- Differentiated learning objectives and success criteria
- Specific intervention strategies to suit the child’s learning style
- Appropriate learning equipment
- Multi-sensory learning opportunities
- Extra adult support if needed (Shadow Teacher)
- Learning opportunities which reflect IEP targets
- Mixed ability and homogeneous groupings
- Use of contingency management principles in class
- Mutual discussions of goals to suit the child’s needs

Children with special educational needs have learning difficulties that call for special provisions to be made. All children may have special needs at some time in their lives.

Early Identification:

The school encourages early identification of special educational needs. This is done through monitoring of achievement and teacher observation. It is the role of the teacher to inform the Centre of Wellbeing (Inclusive Education Cell) of concerns regarding a child’s learning. The Centre of Wellbeing then ensures further assessment and support.

Teaching:

Teachers and support staff ensure that all children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Are taught in a way that allow them to experience success
- Use materials that reflect a range of social and cultural backgrounds without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Participate fully regardless of disabilities or medical needs

Review:

We achieve educational inclusion by continually reviewing what we do, by asking ourselves these questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

Differently Able Children:

BHIS is committed to providing an environment that allows differently able children full access to all areas of learning. Our school premises are designed for complete wheelchair access with a ramp at entrance, and elevators throughout the campus. All our classroom entrances are wide enough for wheelchair access and the washrooms are adapted to be wheelchair friendly.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to differently able children to complete certain activities. In their planning teachers ensure that they provide these children the opportunity to develop skills in practical aspects of the curriculum.

Teachers and support staff ensure that the academic work and activities **work** undertaken by differently able children:

- Takes account of their pace of learning and the equipment they use
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials

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- Allows opportunities for them to take part in educational visits and other activities linked to their studies
- Uses assessment techniques that reflect their individual needs and abilities
- Takes account of children whose disabilities impact their behavior and make reasonable adjustments to accommodate this.

Children with Special Education Needs (SEN):

- Children have special education needs if they have learning difficulties or disabilities that make it harder for them to learn, than most children of the same age. These children may need **extra** or **different** help from that given to **other children** of the same age.
- These children will require additional provisions to be made for them because of a range of special needs, such as:
 - difficulties in thinking and understanding, or
 - physical or sensory difficulties, or
 - emotional and behavioral difficulties, or
 - difficulties with speech and language, or
 - how they relate to and behave with other people.

SEN at KKEL and BHIS:

The Policy magnifies how KKEL and BHIS will do its best to ensure that the necessary provision is made for any student who has SEN and those needs are made known to all who are likely to teach them. The school will use its best endeavors to ensure that the teachers in the school are able to identify and provide for those students who have SEN.

- KKEL believes that, what is essential for students with Special Education Needs is good for all students.
- KKEL and BHIS are committed to equal treatment for all, regardless of a student's Special Education Needs (SEN). Therefore at KKEL and BHIS, all students across the spectrum including gifted, differently able and self-paced learners are entitled to equal opportunities to discover, enhance and maximize their potential. Thus, all students are integrated into the mainstream classroom.
- Our leadership team and teachers are aware of the importance of identifying and providing for those with SEN.
- Our classrooms have optimum Teacher – Student Ratio and are supported by co-teachers till the primary grades.

- At KKEL and BHIS, we provide a broad and balanced curriculum for all children. When planning and teaching, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning. These requirements are likely to arise as a consequence of a child having SEN.
- Teachers at KKEL and BHIS try to take account of these requirements and make provisions where necessary to support individuals or groups of children and thus assist them to participate effectively in curriculum and assessment activities.
- Children may have SEN whether throughout, or at any time during their school career. This policy ensures that the curriculum planning and assessment of children with SEN take account of the **type** and **extent** of the difficulty experienced by the child.
- For supporting teachers to practice inclusion and support children with SENs in class, each KKEL and BHIS school has Counselors and / or Special Educators.
- Provision for **children with SEN** is an important matter for the school as a whole. The school's Principal, Coordinators, SEN Coordinator, Teachers, Counsellors, Special Educators, Shadow Teachers, Administrative and Ancillary Staff, all have important day – to – day responsibilities. All teachers are teachers for children with SEN. Teaching these children is therefore a whole school responsibility.

ADMISSION POLICY:

- KKEL and BHIS are selective in accordance with its Admissions Policy and welcome student with SENs provided it can offer the support required.
- Each classroom has the provision for two differently able children – one child with SEN and one with a behavioral / physical concern.
- A clear process has been put in place for admission of children with SEN.
 - When an application is received for a child with SEN, the admission officer forwards the application to the counselor / special educator / principal.
 - In circumstances when the admission officer / coordinator suspect of SEN in the child – however, the details of the same are not mentioned in the application, the admission officer can request the counselor / special educator for an observation.
 - For appropriate screening at this level, it is recommended that all admission officers, coordinators and teachers are aware about the different SEN in children, therefore will be able to identify the same. (For this to be possible, the counsellors at the centre are recommended to conduct a workshop on development stages and the range of childhood and learning disorders, for all staff. And the admission officer / coordinator are recommended to read on the signs and symptoms of Autism Spectrum Disorders, Attention Deficit Hyperactivity Disorders, Developmental Delays and Learning Disorders in children.) This will help them pick out signs of these in children during their 1st interaction. Once they observe atypical signs, they can ask for an interaction with the inhouse counsellor to confirm.
 - If it is of knowledge that the child has SEN, we need to get the following set of documents :

Diagnostic / Psycho-educational reports- Evaluated by a Developmental Pediatrician / Registered Psychologist consisting of the following:

 - Development Quotient / Intelligence Quotient
 - Behavioral Assessment
 - Screening of Academic functioning
 - Assessment for Autism (For children showing signs of ASD)
 - Specific Learning Disability Assessment (if applicable)
 - Report Cards from Prior School (if applicable)
 - Vision / Hearing evaluation (if applicable)
- Reports are important to understand the child's current level of functioning and areas of concern. We need this information at the time of admission to see if the child will benefit from the KKEL curriculum and also to make plans and arrangement for the child when he / she comes on board.
- After studying the child's reports, the counselor / special educator / principal will meet the parents and the child.
- In case the required reports are not available, one month's time is provided to the parents / guardian to furnish the assessment reports.

- It is also helpful to orient the parents about the policy pertaining to Shadow Teachers at this point of time.
- It is important for us to understand that a Shadow Teacher is not a mandate for a child with special needs. We ask for a Shadow Teacher only when enough settling period (about 1.5 months) is given to the child and the teacher has tried taking care of the child – in spite of this the child is **not benefiting from the class, or his / her or other children’s safety is of concern.**
- After a careful evaluation and discussion, decision about admission will be reflected to the parents. **Only the Principal of the school has the right to reject an application.**

IDENTIFICATION AND REFERRAL:

A clear identification and referral process is stated for when a child who is already admitted is identified / suspected of having Special Education Needs by the teacher. Please refer to the Process document for the same.

Please remember that early identification is vital.

The same referral process can also be used for children who do not have SEN, however, are likely to benefit from counseling for varied emotional, behavioral, social, environmental, cognitive factors.

CURRICULUM BASED ASSESSMENT (CBA):

Curriculum Based Assessment (CBA) is an informal assessment to understand the child’s current level of academic functioning. It helps us understand the child’s academic achievements and areas of improvement in different subjects which in turn helps us formulate goals for IEP.

NEED FOR ASSESSMENT AND CERTIFICATION:

It is important for each child’s file to have his / her Diagnostic / Psycho educational reports- Evaluated by a Developmental Pediatrician / Registered Psychologist consisting of the following:

- Development Quotient / Intelligence Quotient
- Behavioral Assessment
- Screening of Academic functioning
- Assessment for Autism (For children showing signs of ASD)
- Specific Learning Disability Assessment (if applicable)

- Report Cards from Prior School (if applicable)
- Vision / Hearing evaluation (if applicable)

Reports are important to understand the child's current level of functioning and areas of concern which help plan child's interventions and give concessions / modifications in examination. Updated reports should be requested for in every two years.

What does a child with SEN or G & T do in the classroom?

The child with SEN is an integral part of the classroom and is involved in all activities that happen in class. It is the responsibility of the class teacher to ensure that the child is engaged in all classroom activities irrespective of the child's ability. The counsellor and Special educator meet with the class teacher regularly to help the teacher with strategies / techniques that will help her involve the child better in the classroom.

What does a teacher do with children with SEN in the classroom?

The role of the class teachers is crucial here as she/he will be the catalyst of the strategies discussed and the responsibility of the child's inclusion in classroom becomes her / his chief duty. All the strategies and techniques explained to her/him are to be implemented consistently and with patience . Labeling, neglecting, depending on the shadow teacher (if appointed) having the attitude 'He/She is special, so not my responsibility' is complete violation of Inclusion Policy

Role of Co – teacher:

The co-teacher should know the lesson plan in detail as much as the main teacher. Once the main teacher has introduced the concept, the co-teacher approaches the child with special needs, and provides support / challenges depending on the child's needs. This ensures additional support for the child, and also increases is learning outcome from the class.

The role of the Child:

Children of all ages must be given information about their needs in a way they can understand. The support available must be explained and the children should, as far as possible, be involved in developing their intervention plans and setting targets in reviews. This ensures that they are a part of the assessment process and are actively involved in self evaluation.

Working as a Team:

It is essential for all the stakeholders to meet regularly to communicate about the progress of the child. To ensure this, the Counselor / Special Educator should meet the class teacher / coordinator at least once in a fortnight. And the counselor / special educator + teacher / coordinator should meet the parents at least once a month.

Role of a Counselor:

Qualification: Masters degree in Psychology (specialized in clinical or counselling psychology.)

- Regular classroom observation.
- Identification of children in need of Counselling at the centre and provide them with appropriate help (i.e. Therapy)
- Refer the child to an external agency for assessment and certification, if required.
- Conduct an Intake Interview, case history, assessment and review the child's current level of functioning.
- Review and decide on next stage based on Diagnosis of the assessment report (i.e. counselling or remedial.)
- Make a case formulation and counselling plan and conduct timely counselling sessions.
- Help appoint a Shadow Teacher for the child, if required.
- Meet regularly with the teacher, coordinator and parent to discuss the progress of the child and also to suggest strategies to be followed in class and at home.
- Collaborate with the special educator in designing the IRP/IEP/ICP in order to have a holistic approach of intervention
- Prepare guidelines and follow up regularly with the special educator and shadow teacher.
- Discuss the intervention and progress of each child at the centre.
- Review the progress of therapy at regular basis to confirm the efficiency of the intervention.
- Attend meetings regarding children under counselling with (i.e. Parent, special educator and coordinator meeting.)
- Attending Parent teacher meeting (i.e. PTM).
- Be a part of admission process (i.e. refer to inclusion policy.)

- Encourage and appoint peer counsellors and study buddies.
- Conduct workshops and group sessions for students, teachers, counsellors, parents and shadow teachers.
- Conduct / Monitor the Morning activity for children.
- Maintaining documents with efficiency and regularity
- Be a team worker.
- Work on self development and update knowledge in field on a regular basis to improve performance.
- Follow the code of conduct of the department and maintain confidentiality at all times.

Role of a Special Educator:

Qualification: Bachelors or Masters degree in Spl.Ed./Diploma/Certificate in Special Education (preferably with experience in dealing with children with SEN).

- Regular classroom observation.
- Identification of children in need of Special Education at the centre and provide them with appropriate help (i.e. Individualized Education / Remedial Plan)
- Conduct intake interview, CBA and review the child's current level of functioning.
- Based on the diagnosis of the assessment report review the nature of the intervention program i.e. remedial/customized curriculum for all subjects or one subject
- Make IEP / IRP and conduct timely sessions.
- Design worksheets / assessments for the children.
- Help appoint a Shadow Teacher for the child, if required.
- Meet regularly with the teacher, coordinator and parent to discuss the progress of the child and also to suggest strategies to be followed in class and at home.
- Prepare guidelines and follow up regularly with the counsellor and shadow teacher.
- Discuss the intervention and progress of each child at the centre.
- Review the progress of intervention at regular basis to confirm the efficiency of the intervention.
- Attend meetings regarding children under intervention with (i.e. Parent, coordinator and counsellor meeting.)

- Attending Parent teacher meeting (i.e. PTM).
- Be a part of admission process (i.e. refer to inclusion policy.)
- Encourage and appoint study buddies.
- Conduct workshops and group sessions for students, teachers, counsellors, parents and shadow teachers.
- Conduct / Monitor the Morning activity for children.
- Maintaining documents with efficiency and regularity
- Be a team worker.
- Work on self development and update knowledge in field on a regular basis to improve performance.
- Follow the code of conduct of the department and maintain Confidentiality at all times.

Role of SEN (Centre of Wellbeing) Coordinator:

(The below roles and responsibilities are in addition to the ones mentioned above for counsellor / special educator)

- Promoting and monitoring the execution of the Inclusion Policy and the implementation of the Process.
- Guiding the Counsellors / Special Educators
- Monitoring the Case work and Documentation done by the team
- Conducting programs / activities / workshops to promote inclusion
- Designing objective and scientific methodology to interventions applied in the department/school
- Advocating and training the team to be medium of self-dependence and dignity of SEN students
- Working on Standardizing the Assessment and Curriculum Implementation
- Maintaining up to date documentation for all cases and Centre based activities
- Being the link between leadership team and the counsellors and special educators
- Promoting Quality in all the areas of work
- Take initiative and execute creativity
- Contributing to the whole school staff training



- Following the mission and vision of the school and putting the child's wellbeing as the Primary goal.

Role of a Shadow Teacher: (Appointed by parent for the child in the classroom)

Eligibility: The applicant should have Bachelor's Degree. It will be preferred if she has a B.Ed. or a diploma in teaching / special needs.

Commitment: The applicant has to commit at least for the whole academic year.

Remuneration: The cost of the shadow teacher will be borne by the parents besides the school fees.

Approval: The coordinator, counsellor, etc will first approve the applicant. The Shadow Teacher has to sign the Undertaking describing her role and responsibilities before joining.

Leave policy for the shadow teachers only:

- The shadow teacher will be entitled for four casual leave per term.
- Attendance will be maintained at the centre.
- In case of planned leave, application needs to be submitted much in advance and in case of more than a day's leave, substitute needs to be arranged. Substitute (i.e. parent, special teacher, etc.) differs as per the case and the centre supervisor and the counsellor will take the decision.
- When a substitute is arranged, the substitute teacher needs to be introduced to the school for safety purposes. Also, there needs to be a handover of information from the shadow teacher to the substitute for helping the child well.
- Parents are requested to inform shadow teacher's absentee at school reception.
- The decision of whether the child attends school in the absence of the shadow teacher lies solely with the teacher / grade coordinator.

Please Note: the shadow teacher needs to be present for all special days, fieldtrips and special events to assist the child. In the absence of the shadow teacher the child can be disallowed from attending special days, fieldtrips and special event. Parents need to be informed about the same when the academic year starts.

Source of work:

- The shadow teacher will be accompanying the child throughout the school hours unless otherwise mutually decided by Teacher, Coordinator and Counsellor.
- Observe the child's behaviour patterns and needs carefully and fill up the Daily Record Form.
- Understand the child's strength and limitations and record them.
- Implement the program (IEP /IRP/ICP) that will target the child's needs and will help set clear goals for the child – thus establish when help is needed , and when we can create challenging situations that would help the child learn independence at school.
- Collect data of child's progress.
- Discuss improvements and areas of improvement with counsellor and class teacher, therefore move towards goal of independence.
- Help the child in communication, social skills and academic tasks.
- Be sensitive to child's feelings.
- Attend meeting scheduled with the parent, class teacher, counsellor and the coordinator.
- Closely monitor child's progress.
- All activities pertaining to the child should be of primary concern.
- Maintaining confidentiality with regards to the child's diagnosis, as well as behaviour concerns. The shadow teacher should not discuss the child with any other staff member.
- The shadow teacher is expected to maintain professional conduct and follow the rules and regulations of the school.
- Usage of mobile phones is not permissible in the school premises. (Except in case of emergency)
- Decline involvement in any class activities, unless permitted by the coordinator or the counsellor.
- Discuss the concerns / difficulties with the counsellor.

Policy for appointment of Shadow Teacher:

It is essential to inform all parents about the policy regarding shadow teacher during the admission process. A shadow teacher is needed for a child who is unable to cope with the classroom curriculum and therefore needs aid in learning in the class. Also, a shadow is needed if



the child's or other children's safety is at stake. For children who need the support of a shadow teacher (as mutually decided by the principal, teacher and counselor), it is the parent's / guardian's responsibility to provide one. If a shadow teacher has not been appointed within one month, the parent would be sent 3 notices at the interval of a week each. After this, the child would not be allowed to come to school until the time a shadow teacher has been appointed. It is essential to inform the parent about this rule when they are recommended to appoint a Shadow Teacher. Parent is solely responsible to provide a shadow teacher.

TONIC and TOXIC Elements in an Inclusive Classroom

You too are a marvelous teacher like Ann Sullivan.....

It wasn't until April 5, 1887, when Anne took Helen Keller to an old pump house, that Helen finally understood that everything has a name. Sullivan put Helen's hand under the stream and began spelling "w-a-t-e-r" into her palm, first slowly, then more quickly.

Keller later wrote in her autobiography, "As the cool stream gushed over one hand she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten – the thrill of a returning thought; and somehow the mystery of language was revealed to me. I knew then that 'w-a-t-e-r' meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away."

Here is a list of a few things to remember for ALL CLASSROOM TEACHERS:

TONIC for Inclusive Classrooms	TOXIC for Inclusive Classrooms
Consider students with special needs as full members of your class.	Cluster all the students with special needs in one place in the room – at the back, on one side of the room, in one row.
Use Differential instruction.	Co-teacher works exclusively with students with disabilities.
Work with your co-teacher as a real partner, negotiating and sharing all aspects of work in the class.	Have the shadow-teacher, co-teacher, or other specialist sit beside the student and have them work on separately on another task from the rest of the class, in the back or a corner of the room.
Students with special needs are part of all aspects of the class to the extent that outsiders find it impossible to identify the children with special needs.	Provide only a chair.
Ask for help from special educators and counselors to understand the IEP and expected goals to be achieved for the children with special needs.	Forget to individualize and provide the child the opportunity to go at his pace.
Identify which multiple intelligence and learning style the child with special needs responds to best and incorporate in the delivery of the topic in the classroom, even if that particular intelligence is not mentioned in the lesson plan or POW of DRM.	Leave the child out of an activity just because you think he or she may not be able to do it.
Tap into the power of peers.	Allow the children with special needs to bully others or others to bully him / her.
The child with special needs is primarily the class teacher's responsibility and she is the one who takes ownership for the child.	The special needs child does not belong only to the shadow teacher or the special teacher.

SUPPORT FOR CHILDREN WITH SPECIAL NEEDS:



❖ **INDIVIDUALIZED INTERVENTION:**

Individualized Intervention is an intensive support program that is tailored to the students needs.

Type	Criteria	Facilitator	Objective	No. of Session per week	Duration	Assessment
Individualized Education Plan (I.E.P.)	Psychological Evaluation Reports with an IQ score of 70 or below.	Special Educator	To design curriculum based on the student's strengths, needs and areas of development.	2-3 sessions	One academic year	Biannually (i.e. before the end of Term one and Term two)
Individualized Remedial Education Plan (I.R.P.)	Psychological Evaluation Reports with an IQ score above 70. Or With specific Learning Disabilities Or ADHD Or Other environmental conditions affecting the child's learning	Special Educator	To help students cope with learning concerns such as Math, Writing, Reading, Language and Perception. This program is build such that, students who are at risk of learning difficulties with the specialized support and intervention can cope with their learning concerns and are confident to take up the regular curriculum	1-2 sessions	One academic year	Quarterly (.e. assessments to be done by the facilitator in every volume)

Individualized Counseling Plan (I.C.P)	Difficulty in managing behavior, academic stress, emotions and other social adjustment needs	Counsellor	Develop scientific and objective intervention modules to help reduce the concerns or develop coping skills to deal with the concerns presented	Maximum limit 2 sessions	Based on the child's need	A review of the plan to be done in every volume to assess the shift.
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Other Important Things to Remember:

1. Before designing the I.E.P or I.R.P. program parent consent is a must
2. The I.E.P must be built on the basis of detailed case history, CBA, psychological evaluation reports and observations of the resource person.
3. Before putting the child on I.E.P. an undertaking is to be signed by the parents. This undertaking is comprised of parents consent, understanding the long term goal and that the student will be on I.E.P. till grade 7, after which other options such as vocational training, NIOS needs to be explored.

❖ **GROUP INTERVENTIONS:**

Group Interventions are planned such that, they provide a safe, nurturing, accepting environment in which feelings and experiences can be shared.

- **Morning Activity:** Is an integral part of the group intervention program. Morning Activity is the first session that is planned for the SEN students. It is a medium of channelizing the excessive energy that the students have. The morning activity is planned such that students are exposed to a variety of stimulations in the form of social skills, yoga, art, brain gym, sports etc.
 - Duration: 60mins (i.e first two periods) everyday
 - Selection criteria: IEP students
- **Group Counseling Sessions:** The purpose of Group counseling session is to facilitate skills to help students deal with the social adjustment needs such as expressing feelings and thoughts to others, ability to listen attentively, being sensitive towards the needs of

others, etc. These interventions encourage the establishment of trust and provide access to information from others. They help rebuild self-esteem.

- **Life Skills:** Life skills have been defined by the World Health Organization (WHO) as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". The life skills program in the schools is created keeping this definition in mind.
 - Duration: 60mins
 - Selection criteria: Need based

❖ SUPPORT GROUPS:

- **Support group for parents:** Support group for parents are formulated with the idea that parents can have exchange of ideas for better emotional and practical support. These groups encourage the re - establishment of trust, validate experiences and provide access to information from other parents. Most importantly, extensive group therapy must convey to the parents that they are not alone. During these interactions number of resources are shared that can help parents, understand, enhance skills to manage behavior and other concerns, self help tools are also to be given to the parents.
 - **Duration:** 60 to 90mins (quarterly basis)
- **Shadow teacher training:** The Shadow Teacher Training programming is to be initiated with the idea of providing support and guidance to the Shadow teachers as they are the primary facilitators of the intervention plan.
 - **Duration:** 60mins (monthly for a period of one academic year)
 - **Take away:** Certificate of completion of the training program
- **Mentoring:** Mentoring program is initiated as
Student Mentors/Buddy System/Peer Counselors: The objective of having students as mentors is to help students model and learn from their peers. These mentors have a primary role to facilitate independence of the student with SEN in the class. The entire plan is to be designed and supervised by the Centre of Wellbeing Personnel. This personnel should explain and demonstrate the plan to the mentor only after taking the consent of the mentor as well as the child with SEN

❖ ADVOCACY:

- **Research & Development:** The department should continuously strive to update their skills and interventions approach with a scientific outlook. Over one academic year various topics are not only researched and studied about and displayed on the board allotted to the department.
 - **Duration of content display: 30days (topics to be research and put up on a monthly basis)**

- **Social Experiments:** The department should conduct at least two social experiments in one academic year. The purpose of these experiments is to promote scientific outlook and advocate significance of mental health.
 - **Awareness Campaign:** The department must conduct awareness campaigns to stomp out stigma associated to mental health. At least two awareness campaigns are to be carried out in one academic year;
 - **Mental Health Week- October**
 - **Inclusive Schools Week-December**

DEVELOPMENTAL CHECKLIST

Monitoring child development is important to ensure that children meet their 'developmental milestones' age appropriately. Observing that children are more or less 'on track' for their age is helpful in order to detect early on if there are any delays in development.

The earliest possible detection (and treatment if appropriate) of developmental challenges is helpful as it can allow the early intervention to help minimize the impact these developmental delays can have on children's skill development and subsequently their confidence, or serve as an indicator of a possible diagnosis.

Developmental checklist is a guide as to what is appropriate for a particular age range and can be used to highlight any areas that a child may be delayed in, to enable early intervention.

The following guidelines need to be implemented by the facilitators while filling in the checklist:

- The 'Developmental Checklist' needs to be filled by both Parents and Facilitators.
- The parent fills their observation at the beginning of each academic year. The facilitator goes through parent responses and considers this as her starting point.
- The teacher fills this checklist two times in a year for all children.
- It will be incorporated in the 'Assessment and Observation Sheet' for Month 3 and Month 9.
- This will help facilitators track the developmental milestones for children every 6 months.
- The document comes in two parts; in part 1 the teacher tracks the child development in the areas of Fine Motor Skills, Gross Motor Skills, Language and Literacy, Cognitive Development and Social and Emotional Development.
- The part 2 lists the developmental red flags.
- The facilitator is expected to fill both part 1 and part 2 in Month 3. After filling the same, if the child shows any delay in the developmental milestones (part 1), the facilitator shares the same with the coordinator, and together they work on improving the skills of the child for the coming 6 months, until the next observation in Month 9. If concern still persists, further observation is to be done, challenge areas need to be discussed with the Counsellor and Parent/s and a mutually agreed upon plan needs to be implemented.
- However, if the child has any positives on the developmental red flags list (part 2) on Month 3 / Month 9 or observation at any time of the year, the teacher will bring this to the immediate attention of the coordinator / counsellor. In this scenario, further observation is to be done at the earliest, challenge areas need to be discussed with the Parent/s and a mutually agreed upon plan needs to be carried forward, as per the Inclusion Policy recommended by KKEL.
- After filling the Month 9 observations, the teacher continues to work on improving the child's development.

- At the end of the academic year, the facilitator and coordinator hand over the 'Developmental Checklist' observations for all children to the next grade teacher, and share intervention details (if any) for her to continue from there.

STAFF REQUIREMENT FOR EACH SCHOOL / CENTRE:

It is essential for each centre to have qualified Counselors and Special Educators. The number of staff to be appointed can be calculated by using the below technique-

1. Enlist the number of Cases on IEP, ICP and IRP plans respectively.,
 - Each child on IEP gets 2 sessions per week with a special educator.
 - Each child on IRP gets 1 session per week with a special educator.
 - Each child on ICP gets 1 session per week with a counsellor.
2. Each Special Educator / Counsellor will not have more than 27 to 30 working periods in a week.
3. So after enlisting the above data, and following the calculation, the staff requirement can be calculated.

Example- If a centre has the below data:

Number of Cases:

IEP Cases	IRP Cases	ICP Cases
15	25	55

So the number of Sessions will be:

IEP Sessions	IRP Sessions	ICP Sessions
30	25	55

Total No. Sessions:

Special Education	Counseling
30 + 25 = 55	55

So the Staff Required at this Centre Will Be:

2 Special Educators
2 Counsellors

EQUIPMENT / BOOKS/ TOYS REQUIREMENT FOR ALL CENTRE OF WELLBEING

Equipment / Toys

Sr. No	Equipments / Item	Purpose	Quantity	Approx. Price
1	Tweezers Set	Fine Motor + Sorting + Attention Building	6	600
2	Big Soft Ball/ plastic ball/ blow the ball	Sensory + Motor Coordination + Social Skills	Soft 1 Plastic 1 1 blow the ball	300
3	Colored Sand & Sand Tray	Sensory + Fine Motor + Tracing	1 tray	500
4	Board for buttoning Activity	ADL skill of Buttoning + Fine Motor	1	500
5	Textured books	Sensorial	1	750
6	Fake Money	Arithmetic + ADL Skills	1	150
7	Small Black Board / Slate	Writing Skills + Fine Motor Skills	2	150
8	Abacus	Math	1	150
9	Big Clock with Movable Hands, with dates, months and seasons at a glance	ADL Skills	1	200
10	Weight Cuffs (1/2 Kg.)	Writing + Fine Motor Skills	2 (Rs. 250 each)	500
11	Pencil Grippers	Writing + Fine Motor Skills	2 right handed + 1 left handed	750
12	Lacing Boards with different pictures	Fine motor skills + ADL Skills	4	500
13	Alphabet Pecs Board	Academics	1	450
14	Number Pecs Board	Academics	1	450
15	Flash cards (1 colours and 1 shapes)	Academics	Set of 1 each	400
16	Flash cards (Diagraphs, Phonics, numerals)	Academics	Set of 1 each (Rs. 300 each)	900
17	Communication PECS	Behavior Therapy	1 set	1200
18	Textured Flash Cards	Academics	1 set	450
19	Manipulative pieces	Abstract thinking	Set of 100	300
20	Plastic mike	Social skills training	1	200
21	4 to 6 step situation sequence	Logical Reasoning and sequencing	1	350
22	Jenga	Rapport, planning	1	400
23	Clay-Thera-Putty	Play Therapy	6 tubs (Rs. 200 each)	1200
25	Hula hoop	Play therapy	1	150
26	Floor Mat	Therapy	1	350
27	Bean Bag Chair	Therapy	2	1000
28	Portable speakers	Music therapy in group sessions	1	250
			Total	13150

Books

Sr. No	Book Titles	Purpose	Quantity	Approx. Price
1	Hands are not for Hitting	Behavior Modification	1	350
2	Words are not for hurting	Behavior Modification	1	350
3	Feet are not for kicking	Behavior Modification	1	350
4	Teeth are not for biting	Behavior Modification	1	350
5	Pepper throws a tantrum	Behavior Modification	1	75
6	Pepper learns good manners	Behavior Modification	1	75
7	Pepper learns good habits	Behavior Modification	1	50
8	Pepper goes to school	Behavior Modification	1	50
9	Pepper is jealous	Behavior Modification	1	50
10	Pepper learns to take blame	Behavior Modification	1	50
11	Pepper learns to take turns	Behavior Modification	1	50
12	Pepper lends a helping hand	Behavior Modification	1	50
13	Pepper gets stage fright	Behavior Modification	1	50
14	Pepper in the dark	Behavior Modification	1	50
15	Pepper goes to the doctor	Behavior Modification	1	50
16	Pepper cleans his room	Behavior Modification	1	50
17	Pepper crosses the road	Behavior Modification	1	50
18	Pepper is careless	Behavior Modification	1	50
19	Pepper is selfish	Behavior Modification	1	50
20	Pepper and mamma's new job	Behavior Modification	1	50
			Total	2250

Beyond this paper, colors, chart paper, sketch pens, etc. and other stationary is needed which needs to be procured from school supplies depending the no. of children and activities planned keeping the child's individual needs in mind.

RECOMMENDED WORKSHOPS FOR ALL STAKEHOLDERS:

Workshops for Children:

1. Empathy
2. Preconceived notions
3. Anger and Emotion Management
4. Peer Pressure
5. Bullying & Cyber bullying
6. Assertiveness
7. Puberty, Sexuality and Safety – Holistic age appropriate sex education
8. Friendships and Relationships
9. Time and Task Management
10. Cognitive Skills – Problem Solving, Creativity, Decision Making

Workshops for Parents:

1. Parenting in today's times
2. Parenting children with special needs
3. Starting a support group for parents
4. IQ, EQ, SQ, PQ

Workshops for Teachers:

1. Inclusion Policy
2. Inclusion, Sensitization, Motivation – Inclusion in Practice
3. Understanding children with special needs – different childhood disorders, signs and symptoms, referral process.
4. Inclusion toolbox 1 – strategies for handling behavioral concerns in classroom (Behavior Modification)
5. Inclusion toolbox 2 – teaching methodologies and skills
6. Inclusion toolbox 3 – modifications in classroom (For G&T and SEN)
7. Learning Disability – Identification, diagnosis, modifications, access arrangement, dealing with them in class
8. Co – teaching and Shadow teachers
9. ABT, Play Therapy, Music Therapy for SPA and Art Team

Workshops for Shadow Teachers:

1. Inclusion, Sensitization
2. Role of Shadow
3. Behavior management
4. Teaching Skills

5. Collaborating with teacher in class

Internal Training for Centre of Wellbeing Staff:

1. Inclusion Policy
2. Process and Documentation
3. Centre of Wellbeing as a part of the school
4. ABT
5. Brain Gym
6. Play & Music for Children
7. Working with shadow teachers
8. New developments in counseling
9. Sp. Ed. Strategies / Instructional Methods
10. Perception /Attention / Motor Skills / other functional skills
11. Reading Skills / Writing Skills
12. Innovation in Sp. Ed.

SAMPLE LESSON PLAN FOR HOW TO INCORPORATE INCLUSION IN THE CLASSROOM:

GRADE	Grade 5	SUBJECT	English	TEACHER		DATE		NO. OF SESSIONS	1
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TOPIC	Nouns	SUBTOPIC	Proper /Common/Collective/Abstract nouns
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<p>LEARNING OUTCOMES – The learners will be able to.</p> <ul style="list-style-type: none"> • Define nouns (starter) • Analyse the differences between Proper /Common/Collective/Abstract nouns (Procedure)
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INTRODUCTION/ STARTER	PROCEDURE	PLENARY
<p>Video- The teacher shows a video on various types of nouns and asks students to brainstorm post the video. Few questions are asked and answers elicited to gauge level of understanding.(3 min)</p>	<p>Gallery Walk -The teacher keeps 10 charts across the class and asks learners to move around the class observing the charts and making notes. The chart depicts information and visuals of nouns. (self learning) During this procedure, the role of the teacher is to question students to gauge their understanding (15 min)</p>	<p>Ballot Box The teacher keeps 4 boxes depicting each noun- common/proper/collective/abstract and distributes chits to each learner and asks them to put the right noun in the right box after reading the word (noun) from the chit. (3min)</p>

HOME EXTENSION	NA
FORMATIVE OBSERVATION	<p>Groups of learners to be given A4 size sheets and given around 10 minutes to come up with one paragraph containing 10 sentences /visual (poster)/poem/sentences-(ten lines) on types of nouns- Proper/Common/Collective/Abstracts. The students will be asked questions to gauge understanding. (15minutes)</p> <p>The teacher marks each group with a rubric depending on the creativity of the group. (The formative observation will be a part of the procedure followed by plenary)</p>
EVALUATION	<p>Two stars and a Wish -</p> <p>- The teacher has cut outs of two stars and a wish (wand) and elicits feedback from all students. (2 min)</p>
TEACHER REFLECTION	The class went off well... (This is written by the teacher post the session)

MULTIPLE INTELLIGENCES



LEARNING STYLES



QUESTIONS TO ASK

DOK 1-Level one –Recall

• Can you recall ____? • When did ____ happen? • Who was ____? • How can you recognize ____? • What is ____? • How can you find the meaning of ____? • Can you recall ____? • Can you select ____? • How would you write ____? • What might you include on a list about ____? • Who discovered ____? • What is the formula for ____? • Can you identify ____? • How would you describe ____?

DOK 2 –Level two –skill & concept

• Can you explain how ____ affected ____? • How would you apply what you learned to develop ____? • How would you compare ____? Contrast ____? • How would you classify ____? • How are ____ alike? Different? • How would you classify the type of ____? • What can you say about ____? • How would you summarize ____? • What steps are needed to edit ____? • When would you use an outline to ____? • How would you estimate ____? • How could you organize ____? • What would you use to classify ____? • What do you notice about ____?

DOK 3-level three- strategic thinking

• How is ____ related to ____? • What conclusions can you draw ____? • How would you adapt ____ to create a different ____? • How would you test ____? • Can you predict the outcome if ____? • What is the best answer? Why? • What conclusion can be drawn from these three texts? • What is your interpretation of this text? Support your rationale. • How would you describe the sequence of ____? • What facts would you select to support ____? • Can you elaborate on the reason ____? • What would happen if ____? • Can you formulate a theory for ____? • How would you test ____? • Can you elaborate on the reason ____?

DOK 4- level four- extended thinking

• Write a thesis, drawing conclusions from multiple sources. • Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment. • Write a research paper on a topic. • Apply information from one text to another text to develop a persuasive argument. • What information can you gather to support your idea about ____?

NOTE-

- USE THE ABOVE QUESTION STEMS TO DESIGN TASK DEPENDING ON THE LEARNERS YOU HAVE.
- ALL LEARNERS SHOULD BE A PART OF THE ENTIRE LESSON.



Summary:

At Billabong High International School we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Queries & Suggestions:

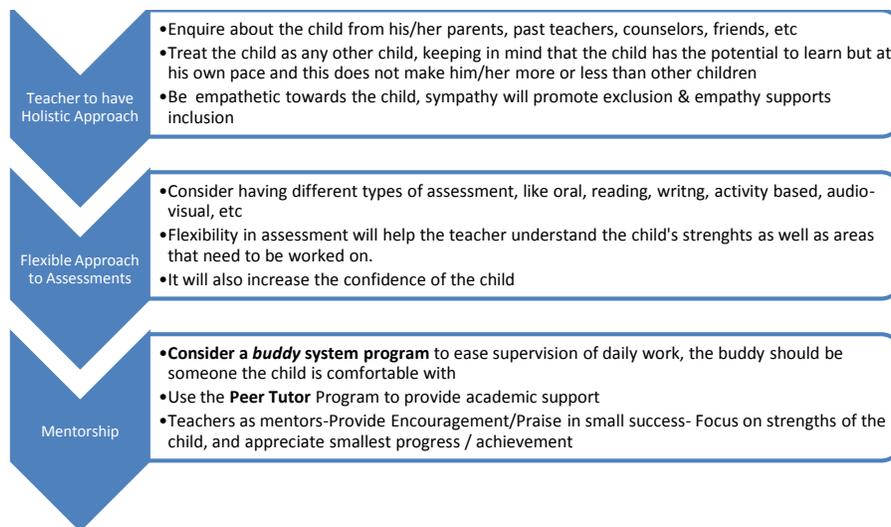
Should you require further information please write to spnd.hod@billabonghigh.com

FAQs

1. How do I handle slow learners in my classroom?

- *A slow learner* is a child of below average intelligence, whose thinking skills have developed significantly more slowly than the norm for his/her age. This child will go through the same basic developmental stages as other children, but will do so at a significantly slower rate. However, this development, while being slower, nevertheless is relatively even.
- Please remember that slow learners are not children with Learning Disability. Children with Learning Disability have average or above average intelligence, but have specific difficulties which can make learning very difficult. It is a discrepancy between the child's potential and actual achievement.

Strategies to work with slow learners in class:



2. What is the role of a shadow teacher? Who appoints them? How much do they need to be paid?

It is important for the school team to understand that a Shadow Teacher is appointed for the wellbeing of the child and not to provide extra support to the class teacher. The shadow teacher's primary role is to facilitate independence in the child.

Policy for appointment of Shadow Teacher:

It is essential to inform all parents regarding the shadow teacher policy during the admission process. A shadow teacher is needed for a child who is unable to cope with the classroom

curriculum and requires individualized support in the class. Also, a shadow is needed if the child's or other children's safety is at stake. For children who need the support of a shadow teacher (as mutually decided by the principal, teacher and counselor), it is the parent's / guardian's responsibility to provide one.

If a shadow teacher has not been appointed within one month, the parent would be sent 3 notices at the interval of a week each. After this, the child would not be allowed to come to the school until the shadow teacher has been appointed by the parents. It is essential to inform the parent about this rule when they are recommended to appoint a Shadow Teacher. Parent is solely responsible to provide a shadow teacher.

Eligibility: The applicant should have HSC/equivalent certificate, however a Bachelor's Degree will be preferred. A certificate or diploma in remedial education will be highly preferred, though it is not a pre-requisite.

Commitment: The applicant has to commit for a minimum of one Academic Year.

Remuneration: The cost of the special teacher will be borne by the parents besides the school fees. It is to be mutually decided by the parents and shadow teacher.

Approval: The coordinator, counsellor, etc will first approve the applicant. The Shadow Teacher has to sign the Undertaking describing her role and responsibilities before joining.

Leave policy for the shadow teachers only:

- The shadow teacher will be entitled for four casual leave per term.
- Attendance will be maintained by the centre.
- In case of planned leave, application needs to be submitted much in advance and in case of more than a day's leave, substitute needs to be arranged. Substitute (i.e. parent, shadow teacher, etc.) will be decided case bases by the centre coordinator, the parent.
- When a substitute is arranged, the substitute teacher needs to be introduced to the school with a letter drafted by the parent along with an identity proof and photograph for safety purposes. Also, there needs to be a handover of information from the shadow teacher to the substitute for helping the child well.
- Parents are requested to inform shadow teacher's absentee at school reception with a written note or application.
- The decision of whether the child attends school in the absence of the shadow teacher lies solely with the teacher / section coordinator.
- Important Note: The shadow teacher needs to be present for all special days, fieldtrips and special events to assist the child. In the absence of the shadow teacher the child can be disallowed from attending special days, fieldtrips and special event. Parents need to be informed about the same at the start of the academic year.

Role & Responsibility of the Shadow Teacher:

- The shadow teacher will be accompanying the child throughout the school hours unless otherwise mutually decided by Teacher, Section Coordinator and Centre Coordinator and the Counsellor/Special Educator.
- He/she is required to observe the child's behaviour patterns and needs carefully and collect data of child's progress in terms of maintaining the Daily Record Form.
- Must be prompt at understanding the child's strength and limitations and record them.
- Will play an important role in implementing the intervention program (IEP /IRP/ICP) that will target the child's needs
- Will play an important role in mutually setting clear goals for the child
- Will be source to establish when help is needed and when challenging situations can be created for the child in order to help the child learn independence at school.
- Will work collaboratively with the Centre of Wellbeing personnel to discuss areas of improvements thus moving the child towards the goal of independence.
- Must encourage the child to communication, build social skills and support in academic tasks.
- Must have an empathetic approach and be sensitive towards the need of the child.
- Must attend meetings scheduled with the parent, class teacher, counsellor and the coordinator.
- Will be a major source to provide detailed feedback about the child as he/she will be closely monitoring the child's progress.
- All activities pertaining to the child should be of primary concern.
- Maintaining confidentiality with regards to the child's diagnosis, as well as behavior concerns. The shadow teacher should not discuss the child with any other staff member.
- The shadow teacher is expected to maintain professional conduct and follow the rules and regulations of the school.
- Usage of mobile phones is not permissible in the school premises. (Except in case of emergency)
- Decline involvement in any class activities, unless permitted by the coordinator or the counsellor.
- Discuss the concerns / difficulties only with the in-house counselor.

3. Other children in my classroom have started imitating the special child (e.g. talking gibberish, crawling, hitting). How do I handle them?

Imitation / Modeling is a very common way of learning in pre-school years, therefore children usually tend to imitate anything that catches their attention. In inclusive classrooms as we are hoping that children with special needs will imitate and learn positive behaviors from 'typical' children, it is possible that on occasion, the 'typical' children may imitate / model the not acceptable / regressed behaviors.

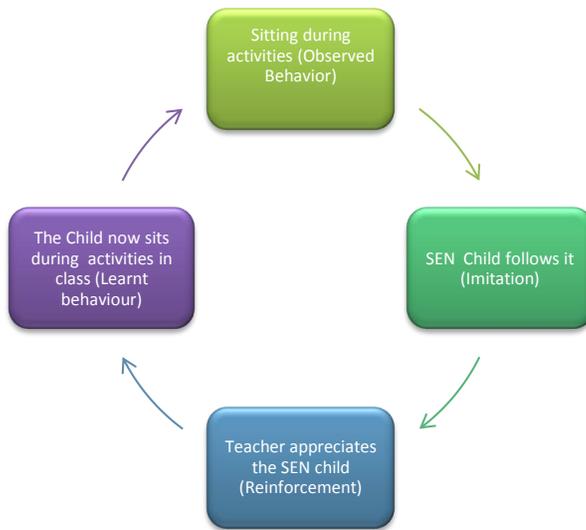
Few reasons for this can be:

1. Novelty / Fun
2. Response of teacher to the not OK behaviors.

In most cases imitation is because of novelty / fun – in this case if imitation behavior is ignored, the child will see that teacher is not reinforcing him on doing it, therefore will discontinue after a while.

We expect children with special needs to imitate typical children because in class we are paying attention to increasing these positive behaviors, we compliment children who accomplish these behaviors, and encourage others to do the same. Children with special needs will observe that the teacher reinforces and only attends to these behaviors; therefore they too tend to imitate them.

Example:



In our classrooms, usually teachers tend to pay attention to the **not OK behaviors** and pointing them out explicitly. So when a child with special needs is crawling/ hitting – the teacher would say things like “**Don’t do that / Come sit with me**”. Other children see that indulging in these behaviors leads to extra attention from teacher, so tend to imitate it for seeking attention. Teachers should therefore pay attention on focusing on positives.

4. How do I occupy children who finish their work faster than others and create distractions?

All children work at different paces; therefore it is hardly ever that all students finish work at the same time. It is really helpful to have an 'I am done' corner in each class. This is a place with extra activities that the child can go to after completing the designated task. However, it is very important to check the quality of the done work before letting the child move to the 'I am done' corner. Otherwise, students tend to rush through their work.

Step 1- children have to learn self-checking for accuracy and neatness. When they finish a worksheet / task, the 1st thing they should do is look at it and think "is this my best work?" It takes a few weeks for children to learn this, so in this time the teachers can ask questions like "What will you do when you have finished?" Look it over and see what you can make better?" This is the step 1 after the child declares that "I am done".

Step 2 is providing options when they are done with step 1. After checking and improving (if required), the child can be allowed to move to the 'I am done Corner'. This is what I think we call the enrichment corner / extension corner. This can be a bank of reinforcing resources that can be kept in class. Books to read, Sudoku, mazes, dot to dot, coloring activities, puzzles, flashcards, math games, maps of different counties with list of places to locate in the maps, etc. Children can be encouraged to contribute to this 'I am done corner' to make it more fun and add new ideas of learning. They can get news paper cuttings, flowers, dead insects, sorting seeds, etc. For writing as an activity, you can keep sheets with topics on it for children to pick and write on. Topics can be a little more challenging and introspecting that one's done in class as these early finishers need more challenge.

<https://in.pinterest.com/leishashigenaga/students-who-finish-early/> has great ideas of how to set up this corner.

5. The child in playschool does not speak (2.2 years) and this gets me worried as the parents keep asking if something is wrong with him. What do I tell them?

- Please recommend the parents to take the child to a developmental pediatrician for an evaluation.
- A holistic evaluation is needed to evaluate if only speech delay is a concern or are there any other areas of concerns as well.
- It is recommended for all centers of pre – school to have a development chart to aid early identification.

6. Is it a must for our schools to have a counselor/special educator?

- It is mandate to have school counselor/special educator. The role of the school counselor is to support children with academic, social adjustment, behavior or emotional concern. The special educator majorly supports children having academic concerns.
- Counselors and special educators play a very important role in successfully implementing the Inclusive Education policy in schools by
 - o Sensitizing all stakeholders about students with special needs, creating awareness among masses
 - o Early identification, observing children, supporting children with special needs.
 - o Teacher training, guiding shadow teachers,
 - o conducting life skills, group counseling, good touch bad touch and safety workshops,

7. Is there a list of tests that we suggest parents to do in case the teacher/coordinator feel the need?

- The need for tests and what kind of test will always be communicated by the school counselor only. At no point will the teacher or section coordinator talk about different kinds of testing.
- In most cases to address academic concerns the school counselor will recommend for a complete psycho-educational assessment to be done by a Registered Psychologist or at the Government hospital.
- A school counselor will typically look for below mentioned assessments;
 - Development Quotient (for toddlers)
 - Intelligence Quotient (for children above 5yrs)
 - Behavioral Assessment (for children above 5yrs)
 - Screening of Academic functioning (For children above 8 years showing academic concerns)
 - Assessment for Autism (For children showing signs of ASD)
 - Specific Learning Disability Assessment (For children above 8 years showing signs of Learning Disability)
 - Report Cards from Prior School (during admission)
 - Physical & Physiological Tests such as;
 - o Vision / Hearing evaluation
 - o Speech (if applicable)
 - o Thyriod (if applicable)
 - o Iron deficiency (if applicable)

Reports are important to understand the child's current level of functioning and areas of concern which help plan child's interventions and give concessions / modifications in examination. Updated reports should be requested for every two years if the diagnosis is Learning disability. However if the child has disability certificate mentioning permanent condition, the child may not



go through re-assessment every two years. In certain circumstances the assessment reports will mention the date of re-assessment.

Below is the format for referral letter that can be given from the school to the parents.

Date: -

To,

Subject: Request for psych-educational assessment / certification.

Dear Sir / Madam,

Master / Miss _____ studying at Billabong High International School currently grade _____ is currently having difficulty coping with academics/behavior/emotions/ At Billabong he / she is currently being supported by Remediation / Counseling since the past _____ years. We request you to conduct a detailed psycho-educational evaluation for the child; this will help us plan our further interventions.

We request you to share the report with us as soon as possible. If you need any further information, please feel free to get in touch with us.

Thanking you
Yours Sincerely

8. What is the minimum qualification that a shadow teacher should have?

Ideally she / he should at least be a graduate, preferably with a B.Ed. or a diploma in Special Needs or Education.

9. What is the role of the shadow teacher with regard to students of learning disability? Does this impact the other children?

Please refer to question number 2. For role of shadow teacher.

There is no data / research or norm for the impact of presence of a shadow teacher in class on other children. However, I can share my observations.

- In the preschool, the children think that it is an additional teacher in class, along with their main and co-teachers so it doesn't affect them much.
- From grade 1 onwards, for the first few days when a shadow teacher is in class, they are a little distant, and quizzical as to why an older woman is sitting with the students. However, in a few days time, they see it as a class routine.
- Also, as they see the teacher involved in teaching the child with special needs, they too ask questions to the shadow, so she acts like an additional source of help for them in class.
- We guide the shadows to engross the child with SEN in the classroom activities during concept time, activities, etc. so the child with special needs also learns with the other children. The shadow engages in teaching the child with SEN in class when the other children are involved in writing activities. So, the class is usually in no way disturbed by the presence of a shadow teacher.

10. How can other kids be sensitized while dealing with children of special needs?

Firstly, It is very essential that teachers are sensitive, empathetic and supportive towards children with special needs. As the typical children will learn how to be with children with special needs by observing how the teacher is behaving with them.

If acceptance, involvement and encouragement are practiced by teachers in class, the students too learn to replicate the same. This is the main method of sensitizing students.

In case of instances were non- acceptance, bullying, teasing, etc is observed towards children with special needs, group session on sensitization can be conducted by the counsellor.

11. Is there any programme for the gifted and talented children at KKEL and BHIS?

- Currently there is no separate program for Gifted and Talented children. The ‘I am done / enrichment / extension corner’ helps in challenging them in class when they are early finishers in the classroom related activities.

12. What is the IEP that is generally designed?

- Individualized Education Plan (IEP) is meant to address each child’s unique learning issues and include specific educational goals for children diagnosed with special needs who cannot cope with the classroom curriculum. It is designed keeping the child’s individual needs, level of functioning, strengths, learning style, etc. in mind.
- It consists of details about the child’s Diagnosis, Level of functioning, Long term goals, Short term goals, resources and activities to be used to teach the child, how the child will be assessed, modifications given, duration and time of review.
- PFA the IEP format that we use for your reference.

13. What are the concessions given to such children during school exams and the board exams (Access Arrangements)

- For children on IEP between grades 1 to 5, the concessions provided can be decided by the special educator, counselor, teacher and principal keeping the diagnosis, level of functioning and ability in mind.
- From Grade 6 up to board exams, the concessions will be as provided in the psycho educational report / disability certificate. Please refer to answer no. 15 for more details.

14. How can schools support learners with Special Education needs?

This is a really broad question to be answered here. I think answers to all the questions here will come together to answer this question. However, I will try and answer it comprehensively here.

Schools can support children with SEN towards emotional, social, academic, behavioural and cognitive development by:

- Accepting the child
- Providing opportunity for equal participation and have high expectations from each and every child
- Looking at them as a whole, and not only their special needs.
- By being empathetic
- Providing differentiated instruction
- Providing safety
- Understanding his/ her strengths and help him / her capitalize on them
- Involving in class
- Providing extra support if needed (Shadow teacher)

- Provide intervention to help overcome the barriers put by the special needs – IEP / IRP / Counselling / Morning Activity / Group Sessions / Peer Support
- Modifications and accommodations in both instruction and assessment
- Providing a space to develop with respect, self – esteem and happiness.

15. What are the challenges faced by students with Special Education needs?

The challenges faced by children with SEN vary with the challenges that their diagnosis brings to them. Each diagnosis will bring with it a different set of symptoms and thus different challenges. For example the challenges faced by a child with LD will be very different from that of Autism.

However, a few challenges are common to all children. Like,

- Labeling / Stigma
- Self – doubt / low self – esteem
- Social isolation / rejection/ differential treatment
- Either too high / too low expectations
- Long hours of effort (School, tuitions, therapies, home work, etc.)
- Tag of being lazy
- Fear of failure

16. How does one disclose to the parents if the teacher/counsellor suspects one with learning disability?

- When a teacher / counsellor suspect some child to have a learning difficulty, it is essential for them to communicate it to parents, as early identification is essential. Also, as the school is more informed about concerns like LD, it is our responsibility to raise a red flag when necessary.
- In about 90% cases of LD identified in India, the referral has been initiated by the school.
- However, it is our responsibility that we do our homework well before communicating to parents.
- So when we suspect LD, we should try and get more information about the concern by:
 - Observing the child's books
 - Consulting other teachers / counsellor
 - Asking about the child's academic progress to previous year's teacher to understand if it is a persistent problem or has recently developed
- With the information in hand we should call the parents to discuss the same
- In Communicating with parents it is always good to start with the child's strengths. After sharing the same, we can share that we have observed that he / she has concerns in the areas of XYZ (state observations and not diagnosis) and ask parents if they have noticed the same.
- Post this you can show the books and share opinions of other teachers to reinforce your observations.

- Suggest that to understand the reason behind the difficulty faced by the child; it will be at the best interest of the child to get a Psycho-educational evaluation done to understand the reason behind XYZ concern.
- Recommend going for the same and ask them to share reports with you. These reports will help plan the child's extra support in school.

17. What should be the criteria for giving admission to a child with certain learning disabilities – diagnosed / not diagnosed?

All children with Learning Disabilities should be accepted in school.

18. How does one decide whether a shadow teacher is required or not? (we should have a uniform checklist so it is not a biased judgment)

- I think that there cannot be a uniform checklist for appointment of shadow teacher as each child's special needs are different. Plus each child's need varies from time to time. So it is essential that right stakeholders (teachers, counsellors, principal, and coordinator) all come together and mutually decide about the same keeping the best interest in mind for the child and the other children in his class.
- It is essential to remember that the appointment of shadow teacher should be for the best interest of the child and not to ease the work for the teacher.
- In a gist a shadow is recommended when the safety of the child with SEN or safety of other children is of concern. When the child is not significantly benefiting from the classroom activities and the presence of the shadow will make his time in class and overall learning more fruitful.
- We also have to remember at the presence of shadow teacher with the child does not reduce the class teacher's accountability towards the child.

19. From where can we get a shadow teacher? (any particular institute or organization or does KKEL have any tie-ups)

- KKEL inclusion policy suggests that it is the responsibility of the parents to appoint a shadow teacher for the child. As an organization we are not affiliated with any organization / institute that provide these services. However, to aid the parents, the counsellors can maintain a list of available shadow teachers, agencies that provide these teachers in their vicinity, etc. at the centre, and can share it with the parents on request.

20. What is the Leave Policy for a Psychologist / Counsellor / Special Educator?

It is same as that of teachers.

21. Are both Counsellor and Special educator essential for a Preschool set up too?

A counsellor is essential for the pre-school set up. Special education needs can be addressed from Grade 1 onwards.