



Pillar Two:

Remedial Support and Accommodations

They may struggle to read, but
with remedial support and
accommodations they can
move ahead in full speed!



#Speak4Dyslexia: The New Education Policy Way

Did You Know?

Powered by Dyslexia, Henry Ford, the American industrialist and business magnate, created the T-Mobile, the world's first assembly line car. With this innovation, he enabled middle-class Americans to afford automobiles, profoundly impacting the landscape of the 20th century.

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1. Introduction

Have you ever come across children whom you think have potential, but can't understand why their potential does not translate into their academic performance? Do these students seem to be careless, lazy, forgetful, unfocused, and always making excuses? Or maybe you know students who make silly spelling mistakes, have untidy handwriting, and often mirror letters while writing. It seems like they are always confused and very slow at completing any task.

Are you struggling with a growing percentage of school dropouts in your State or School, and there is no explanation of why many of them are refusing or unable to study? Are teachers struggling to manage their diverse classrooms? Are your interventions not meeting learning outcome targets?

There is more to this struggle than meets the eye. These are all signs of Specific Learning Disabilities, that impacts 20% of the population. This group of disabilities have a direct effect on learning outcomes and if supported through inclusive measures, can quickly turn struggling learners into the great academic minds.

The key is to mainstream inclusion of students with disabilities, especially those with invisible learning disabilities.

This series on #Speak4Dyslexia: The National Education Policy Way, highlights the five pillars that can enable mainstreaming inclusion for students with disabilities, including those with SLDs. These are:

1. Identification and Screening
2. Remedial Support and Accommodations
3. Inclusive Teaching
4. Inclusive Assessments
5. Leveraging Technology

This book focuses on the second pillar- Remedial Support & Accommodations

NEP 2020 CLAUSES

There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/Divyang children at the Middle and Secondary school level, including teaching for specific learning disabilities. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for understanding of special requirements of children. Therefore, such areas could be developed as secondary specializations for subject teachers or generalist teachers, during or after pre-service teacher preparation. (NEP, Clause 5.21)

Schools/school complexes will be provided resources for the integration of children with disabilities, recruitment of special educators with cross-disability training, and for the establishment of resource centres, wherever needed, especially for children with severe or multiple disabilities. (NEP 2020, Clause 6.11)

Different categories of children with disabilities have differing needs. Schools and school complexes will work and be supported for providing all children with disabilities accommodations and support mechanisms tailored to suit their needs and to ensure their full participation and inclusion in the classroom. (NEP, 6.11)

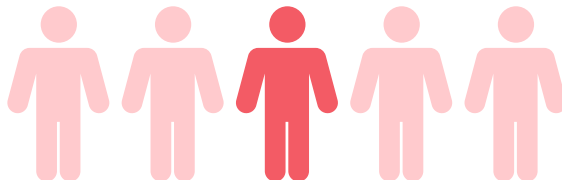
2. What are Specific Learning Disabilities?

It is important to remember that with support, remedial interventions and accommodations, individuals with specific learning disabilities can not only cope, but succeed in their lives.

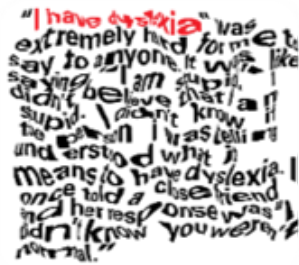
Individuals with Specific Learning Disabilities (SLDs) have average or above average intelligence, and struggle with processing language (both spoken or written). They have difficulty in comprehending, speaking, reading, writing, spelling, and/or doing mathematical calculations.

This is because Specific Learning Disabilities (SLDs) impact the brain's ability to process information and learn. They include conditions such as Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia, and Developmental Aphasia.

1 out of 5 individuals have a Learning Disability

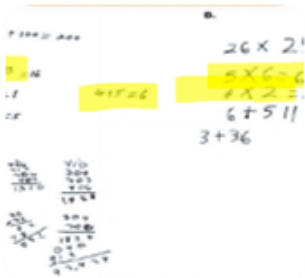


INDIVIDUALS WITH SLDS HAVE AVERAGE OR ABOVE AVERAGE INTELLIGENCE.



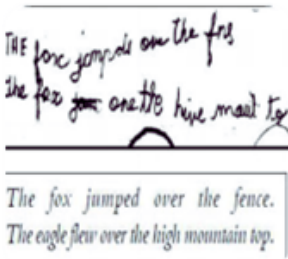
Dyslexia...

...struggles with language. It accounts for 80% of all SLDs



Dyscalculia...

...struggles with math. It is present in about 5% of the population.



Dysgraphia...

...struggles with writing and fine motor skills.

KEY FACTS

It is more common than one realises-affecting 20% of the global population. Yet only 1 in 20 get identified.

01

02

Individuals with SLDs have average or above average intelligence (IQ). However, they are often confused to be “slow learners”.

Beyond academics, SLDs impact an individuals daily functioning, and emotional wellbeing.

03

04

SLDs impact language abilities across all languages. If you are diagnosed with Dyslexia in English, you will also have Dyslexia in Hindi.

No two learners with learning disabilities are the same.

05

06

SLDs are a lifelong condition that runs in families.

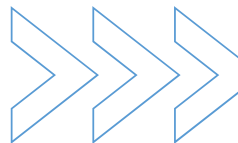
Accommodations and assistive technologies help individuals excel through their lifetime.

07

08

It is an invisible disability-diagnosed through psychometric testing.

SLD STRENGTHS

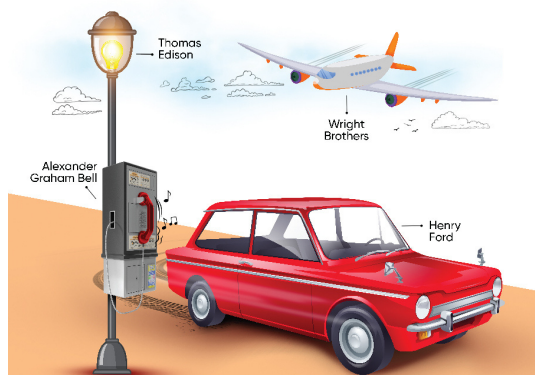


It may come as a surprise that despite their many struggles, individuals with SLDs have been extremely successful and are responsible for most innovations that have changed the world!



DID YOU KNOW?

These differently abled **DYSLEXIC** inventors have changed the world



It's time to change the conversation about the differently abled.
International Day of Persons with Disabilities
December 3, 2022

#SashaktDivyang

#Speak4Dyslexia

Dyslexia is one of the 21 disabilities recognised by the Rights of Persons with Disabilities Act 2016. The Act protects the rights of people with disabilities, recognizing them as valuable human resources for the country and creating an environment that provides them equal opportunities and full participation in society.

Global studies have shown that the percentage of students with Dyslexia in the fields such as engineering, arts and entrepreneurship is over twice the percentage of individuals with dyslexia in the general population.

Dyslexia is surprisingly so common at the Massachusetts Institute of Technology (MIT), that it is also known as the MIT disease.

40% of the world's self-made millionaires are dyslexic.

In 2020, top 10 companies founded by Dyslexics generate \$1 trillion globally.

**INDIVIDUALS WITH SLDS CAN
ACHIEVE THESE ACHIEVEMENTS
BECAUSE THEY HAVE CRITICAL
SKILLS– OFTEN REFERRED TO AS
“DYSLEXIC THINKING”.**



SLD STRUGGLES

Specific Learning Disabilities impact three core aspects of an individual's life.

01 Academic Performance

The impact of SLDs on a student's academic performance, often results in educators and parents thinking that the child is being lazy and/or is a "slow learner." This is not true. Remember- Individuals with SLDs have average or above average IQ. However-

- There is generally a gap between written and oral performance.
- Despite trying hard, they struggle with academic results.
- They struggle with spellings, writing and completing tasks on time.
- They may understand a concept but struggle with showcasing steps and doing complex calculations.

02 Executive Functioning or Life Skills

SLDs impact processing of information, which impacts the ability to manage basic, daily tasks. This could include difficulty in time management and planning, following instructions, understanding directions, completing tasks especially those that involve multi-tasking, among other things.

03 Emotional Wellbeing

- When forced to process lots of information (reading/writing) without breaks, they are likely to experience headaches, aches and pains (especially hands and fingers), exhaustion, as well as may sleep excessively.
- Judgements around their intelligence and their abilities leads to poor self-esteem, frustration, depression, etc.
- There is a higher probability of them being bullied by their peers and teachers, for not being smart enough.
- High levels of anxiety.

3. Accommodations

Individuals with SLDs are extremely resilient and with the right interventions, support and accommodations, not only cope but thrive and succeed.

The RPwD Act (2016) defines (reasonable) accommodations as necessary and appropriate modification and adjustments, to ensure that persons with disabilities can enjoy and exercise their rights equally.

Accommodations level the playing field for students with SLDs

- It requires adjusting teaching learning material, curriculum, assessments, and classroom environment to accommodate a student's needs for them to participate equally in the classroom.
- It is important to understand that the aim is to "level the playing field", allowing students to showcase their true potential without reducing the rigor of academic instruction.
- Examples of commonly used reasonable accommodations are allowing students to wear spectacles for weak eyesight and ramps for wheelchair access.
- In addition to accommodations, there should be reinforcement of learning strategies to improve learning outcomes. It's important to teach students in the way they learn best.
- Most Boards at Central and State level have issued guidelines of accommodations that can support students with SLDs.
- It is important that students with SLDs are given accommodations from Grade 1 to 12, across all academic work and assessments. This includes homework, class tests, project work, unit tests, exams, etc.

ACCOMMODATING LEARNING NEEDS

Along with providing accommodations during exams, it is crucial to accommodate a dyslexic student's learning needs during everyday class lessons. Here are a few examples of how their needs can be accommodated.

- Meet the child's parents at the beginning of the year and each term, to communicate the syllabus being taught. This can be supplemented by sharing the weekly/monthly lesson plans along with reading material in advance. Giving advance notice allows them to plan their learning schedule, prepare at the speed that they are comfortable with, using weekends and holidays.
- Share class notes, presentations, etc. to supplement their inability to take live notes in class. If possible, allow them to record the class or use technology to transcribe lessons.
- Set up a buddy system for them. Together both students can support each other by sharing notes, making study schedules, keep track of submission deadlines, etc. This also helps build their social skills and teaches them about kindness, empathy, and responsibility.
- Provide extra time to submit homework, assignments and other projects. If using a scribe, allow them to type any assignments to be worked on at home. Avoid giving multiple assignments on the same day/on short notice.
- Handhold them to plan and organizing their time- create color coded timetables that can be customized to the needs and the learning levels of the students.
- Provide breaks during lessons and in-between lessons, when the child is overstimulated or tired. Allow them to take walking breaks, rock their chair, stand during class and use fidget toys to help concentrate.

REMEMBER: Accommodating the child's learning needs, gives them the best chance at succeeding in school.

RECOMMENDED ACCOMMODATIONS

Intelligent but need time to process information.

- Extra Time on exams
- Extra Time for HW
- Alternative exams

Intelligent but struggles with multi-tasking.

- Facility of Scribe & Reader
- Allow answering in bullet points

Difficulty processing information

- Exemption from 2nd & 3rd languages
- Alternative subject choices
- Overlook spellings
- Allow use of calculator

Overstimulation

- Preferential seating arrangement within examination room or
- Allowing sitting in a separate room

Print Disability

- Allow use of technology
- Use of bigger fonts
- Ensure adequate spacing between lines and image contrast

Please speak to your school-teacher/ head of institution/ board of examinations to understand what accommodations are available for SLDs. Do not hesitate to demand them- remember, accommodations are a **RIGHT!**

4. Remediation

with a special educator

Special educator interventions are generally one-on-one or in small group settings. They address the following:.

01 Close Learning Gaps

Beyond classroom instructions, to help cope and correct language struggles faced by students with SLDs, it is recommended that they undertake remedial instructions from a trained Special Educator. This should be done in the primary language of the student.

02 Multi-sensory Approach

A good remedial programme adopts a multisensory approach to reinforce learning. It progresses from basics like phonemes (sounds) and the alphabetic principle (the relationship of sounds to letters) and then moves to the complex word and text structures.

03 Need for Additional Therapy

In addition to language interventions, students may also need therapeutic services like occupational therapy (OT), speech-language therapy (SLT) and physiotherapy (PT). These interventions help improve fine motor skills, coordination, speech, and ability to write. In some cases, mental health counselling to address anxiety, depression, etc., may be needed.

5. Policy Action

- Make accommodations available for students with any disability, including those with learning disabilities, from Grade 1 to 12, across all academic work and assessments. This includes homework, class tests, project work, unit tests, exams, etc.
- Standardize accommodations for all benchmark disabilities as recognized by the Rights of Persons with Disabilities Act 2016 and these accommodations be offered through all boards in India.
- Sensitize parents, school heads & teachers on accommodations for CwSN, enabling inclusive learning and better learning outcomes for these students.
- Provide access to remediation for CwSN and individualized support is available as per unique learning needs of each child.
 - Ensure that there are adequate number of special educators with a specialization in SLDs posted at the cluster levels. Generally, a special educator in Intellectual Disability (ID) is not adequately equipped to support students with SLDs.
 - Develop clear SOPs for interaction of the school (teacher, school head), parents with the special educators on a year-on-year basis. The school, teachers, parents and the special educators should work together in the planning of IEPs and remedial interventions for the student.
 - Ensure that there are adequate mechanisms in place for post identification of a child with SLDs.

6. Recommended Readings

Following is a list of additional resources that we encourage you to read, to better understand and support individuals with SLDs.



Understanding SLDs

- The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities (Jossey-Bass Teacher), Joan M. Harwell; Rebecca Williams
- The Gift of Dyslexia, Ronald D. Davis, Eldon M. Braun
- The Dyslexic Advantage, Brock L. Eide, Fernet F. Eide
- Overcoming Dyslexia, Sally Shaywitz
- The Misunderstood Child, Fourth Edition: Understanding and Coping with Your Child's Learning Disabilities, Larry B. Silver
- The Dyslexia Document: A Checklist Reference for Parents and Teachers to Dyslexia of Kids, Jon Phillips, Free Online Version

Living with Dyslexia

- Fun Games and Activities for Children with Dyslexia, Alais Winton, Joe Salerno
- More Fun Games and Activities for Children with Dyslexia, Alais Winton, Hannah Millard
- Dyslexia Tool Kit for Tutors and Parents - what to do when phonics isn't enough, Vyonna Graham, Dr. Alta E. Graham
- The Dyslexia-Friendly Teacher's Toolkit: Strategies for Teaching Students 3-18, Barbara Pavey, Margaret Meehan; Sarah Davis
- The Dyslexia Empowerment Plan: A Blueprint for Renewing Your Child's Confidence and Love of Learning, Ben Foss
- Dyslexia Outside-the-Box: Equipping Dyslexic Kids to Not Just Survive but Thrive, Beth Ellen Nash
- Learn to Read for Kids With Dyslexia: 101 Games and Activities to Teach Your Child to Read, Hannah Braun,
- Blast Off to Reading!: 50 Orton-Gillingham Based Lessons for Struggling Readers and Those with Dyslexia, Cheryl Orlassino

At ChangeInkk Foundation, we strongly believe that for India to become a \$10 trillion economy, contributions of individuals with Specific Learning Disabilities is a must. After all, 40% of the world's self-made millionaires have a learning disability, like Dyslexia, and #DyslexicThinking has powered most innovations that have changed our world!

So, we are working hard to #Speak4Dyslexia, raising awareness around the many strengths of dyslexic minds.

Through innovative programs, advocacy and capacity-building initiatives, we are #ChangeInkkTheConversation, to actively build inclusive ecosystems that support them from cradle to career.

We engage closely with individuals, parents, educators, employers, policy makers, and civil society, to mainstreaming inclusion in schools, higher education and workplaces, where individuals with SLDs can thrive.



For more information about ChangeInkk and our initiatives, visit www.changeinkk.org or write to us: info@changeinkk.org.