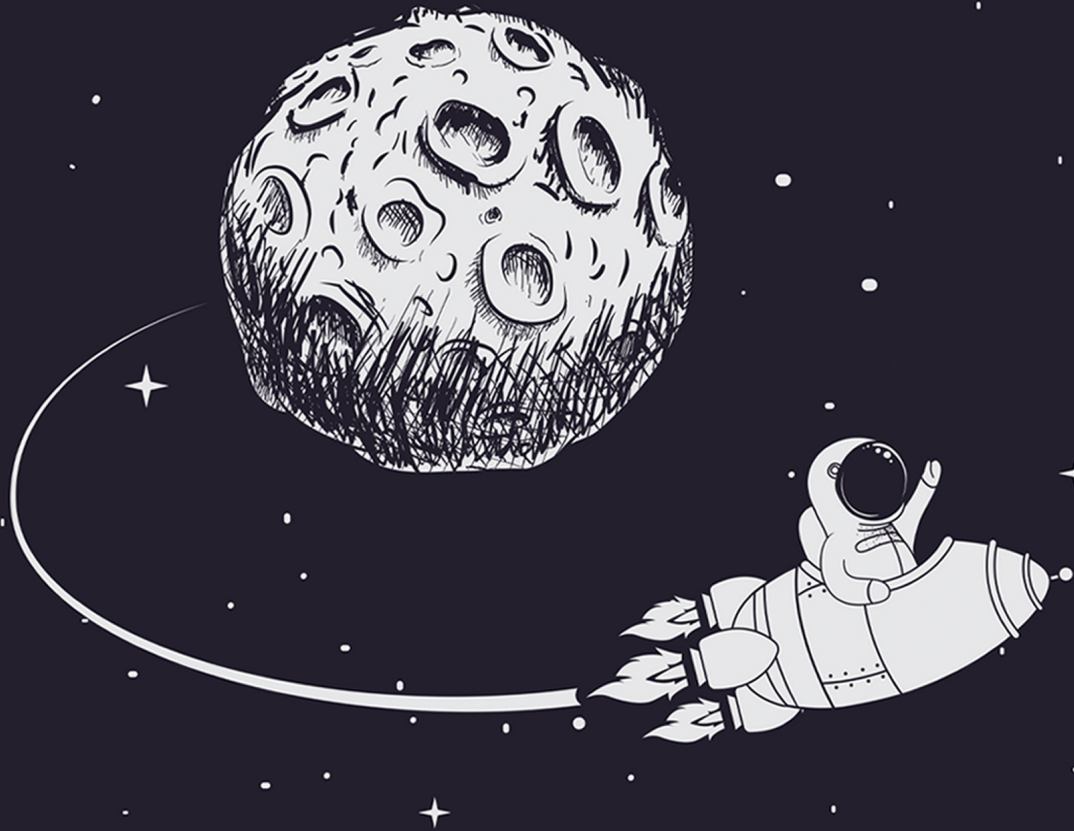




Pillar Three:

Inclusive Teaching Strategies

Fire up their imaginations with Universal Design for Learning and multisensory-based teaching, and watch learning outcomes rocket.



#Speak4Dyslexia: The New Education Policy Way

Did You Know?

i.Over 50% of employees at NASA are Dyslexic- they are valued for their exceptional creativity and problem-solving skills.

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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 third pillar- Inclusive Teaching

NEP 2020 CLAUSES

The awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) will be an integral part of all teacher education programmes. (NEP, para 6.14)

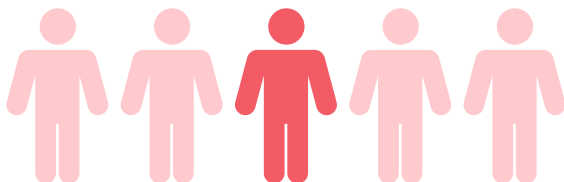
2. What are Specific Learning Disabilities?

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.

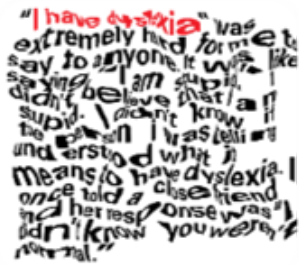
This is because Specific Learning Disabilities (SLDs) impact the brain's ability to process information and learn. They include conditions such as Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia, and Developmental Aphasia.

1 out of 5 individuals have a Learning Disability



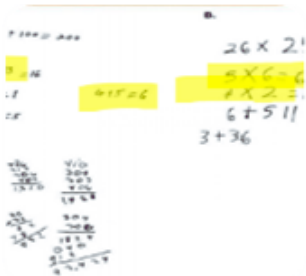
INDIVIDUALS WITH SLDS HAVE AVERAGE OR ABOVE AVERAGE INTELLIGENCE.

In India, both the Rights of Persons with Disabilities Act, 2016 (RPwD 2016) and the National Education Policy, 2020 (NEP 2020) recognize SLDs and mandate the full participation of individuals with SLDs in the regular schooling process from the foundational stage to higher education, through inclusive classrooms.



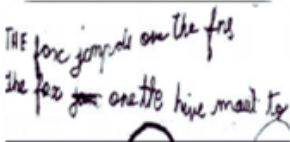
Dyslexia...

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



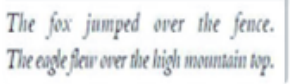
Dyscalculia...

...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.

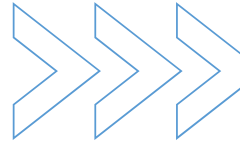
Accommodations and assistive technologies help individuals excel through their lifetime.

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.

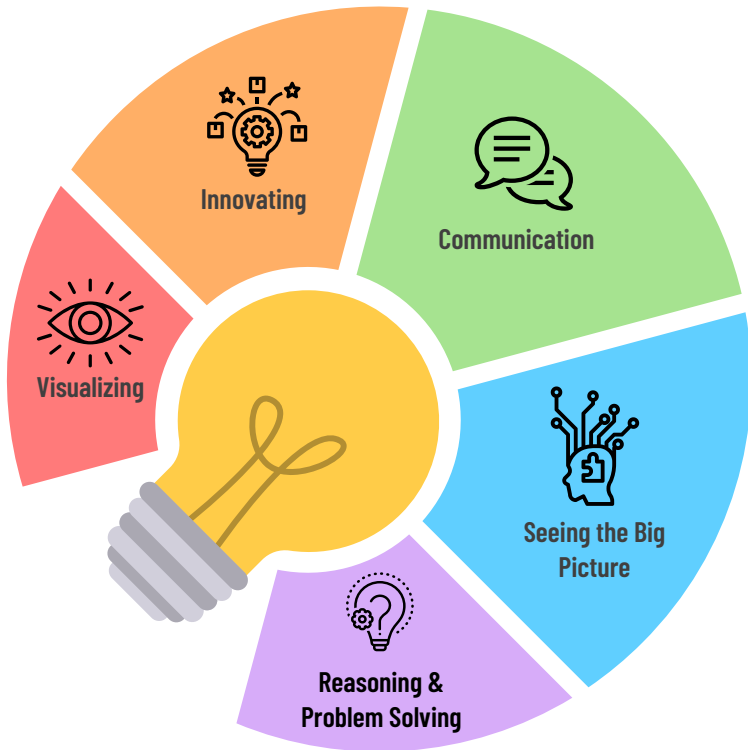
Global studies have shown that the percentage of students with Dyslexia in the fields such as engineering, arts and entrepreneurship is over twice the percentage of individuals with dyslexia in the general population.

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. Inclusive Teaching Strategies

While accommodations help overcome some of the struggles a student with SLDs faces, allowing their abilities to be benchmarked to typical students (much like spectacles do for children with poor eyesight), they are not enough. Students with SLDs require appropriate remedial intervention that will help close learning gaps and improve learning outcomes. These interventions include:

Multisensory Approach

Multisensory instruction is a way of teaching that engages more than one sense at a time. It is dependent on the learning style of the individual, which is driven by which "sense" the individual prefers to engage in to learn - visual, hearing, smell, taste, touch. Everyone learns in more than one style.



Visual

- Use pictures, diagrams, posters, models, projection screens, flash cards.
- Use of colour for highlighting, organizing information.
- Mind-maps, word clouds, outlining passages to help organize information and ideas.
- Conducting experiments, using 3-D art, watching videos.



Auditory

- Listening to audio books, podcasts, recorded lectures, especially in karaoke mode.
- Making up Mnemonics like BODMAS
- Using songs to learn (Nursery Rhymes, Periodic Table Song, etc.)
- Acting in a play/or debating the content.
- Clapping of hands to remember count or patterns.
- Listening to music while studying.



Movement

- Using dance, physical games, and taking steps while learning concepts.
- Using play way, activity based teaching techniques, including immersive learning.
- Writing in the sand or in the air or in rice.
- Tapping or clapping out sounds.
- Playing with blocks, beading, lacing and other fine motor activities.

SUPPORTING COGNITIVE SKILLS & WORKING MEMORY

Allowing children to stand, jiggle their body serve as energizers in between classes/long lessons.

Remember: Multi-sensory interventions should be done in the classroom for all students, across all classes, by the teacher. This can be done by all teachers- general, science, math, SST, etc. Parents may also adopt these strategies to reinforce learning at home.

Allowing students to use fidget spinners or stress balls, rock their chairs or sit on a bouncy ball during class. This helps improve attention span.

Colour-coded calendars to manage exam, home-work submission days and other deadlines.

To-do checklists, step by step instructions that are written, recorded or visually displayed for key tasks.

Timetables that are displayed in areas a child can see easily. Preferably, these can be pictorial with colour-codes, stickers, icons etc.

5. Policy Action

- Include sensitization module on learning disabilities/invisible disabilities during in-service teacher education and capacity building programs so that they can identify, teach, and support students with disabilities adequately.
 - This should be done on a continuous basis at all levels including block/cluster levels and in DIETs, SCERT, BRC and other Institutions. Further, a disability & SLD inclusive lens should be added to all training modules being developed.
 - Teachers should be trained in implementing Universal Design for Learning (UDL) frameworks to ensure that they are able to cater to the individual needs of all students.
- While designing Teaching Learning Materials (TLMs), curriculum, worksheets, lesson plans, textbooks ensure that multisensory modes of teaching and activities to develop cognitive skills (like working memory, visualization) are integrated.
 - While UDL ensures all students learn, it's important to provide differentiated learning options, where learning interventions are adapted and/or modified as to meet a student's needs, enabling all students to participate.
 - These strategies need to be inbuilt into curriculum: clear, chapter-wise lesson plans are devised (for example – if the state aims to meet NIPUN learning outcomes/lakshyas, the lesson plans are clearly mapped to the specific goals) so that lesson goals are clearly conveyed, and teachers and students know what they are working towards.
 - The teacher can use digital materials, PPTs, software like YouTube, videos, music and educational toys like puzzles to share the contents in a classroom. This enables the teacher to meet the needs of different learners in the classroom while making the class interactive and interesting.
- Teachers support students with learning disabilities by working closely with special educators, and parents:
 - Ensure that general educators collaborate with special educators to identify and screen students for being at risk of having a learning disability
 - Ensure special educators work closely with general educators and parents of students with learning disabilities while developing Individualized Education Plans (IEPs)
 - Ensure that teachers interact with parents/guardians of students with learning disabilities to build their capacity and equip them with tools to help identify, and support students with disabilities.

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, Fernette 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.