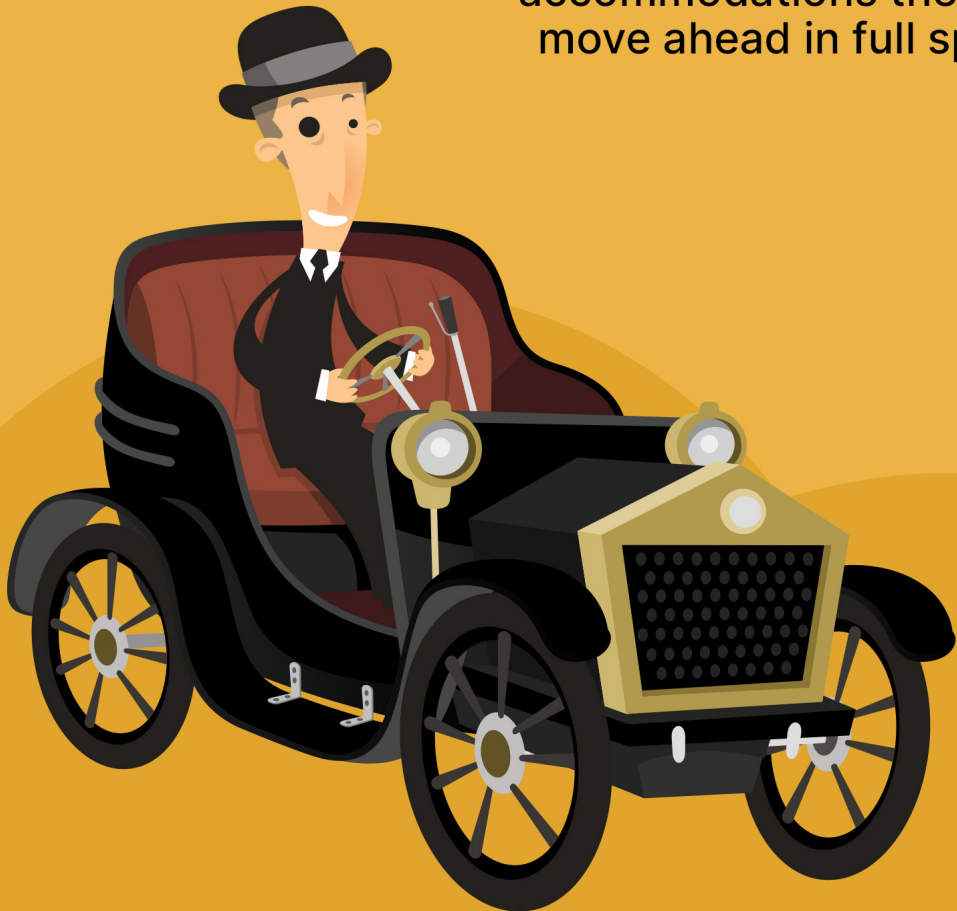




Pillar Two:

# 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.

# Table of Contents

---

- 01** Introduction
- 02** What are Specific Learning Disabilities (SLDs)?
- 03** Intervention Plan
- 04** Remediation with a Special Educator
- 05** Accommodations
- 06** Individualized Education Plans (IEPs)
- 07** Recommended Readings

# 1. Introduction

**The #Speak4Dyslexia: The NEP Way Series** highlights five pillars of mainstreaming inclusion for students with specific learning disabilities. These are:

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

**This volume covers the second pillar- Remedial Support and Accommodations .**

Remedial support refers to specialized assistance, instruction, or interventions provided to individuals who are experiencing difficulties or delays in acquiring specific skills, knowledge, or abilities. This support is designed to help these individuals catch up to their peers, overcome learning challenges, and achieve a level of proficiency that enables them to succeed academically or function effectively in other areas of life.

Accommodations refers to adjusting assessments, material, curriculum, or classroom environment to accommodate a student's needs for them to participate in classrooms. Both are crucial aspects for ensuring that children with SLDs can succeed.

# 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)

**Before delving into what accommodations and remedial support are, let's understand specific learning disabilities-**

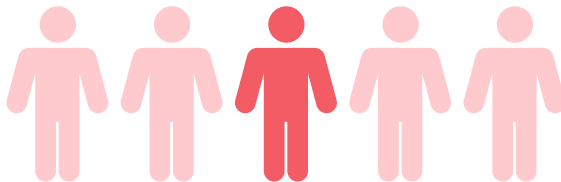
## 2. What are Specific Learning Disabilities?

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**



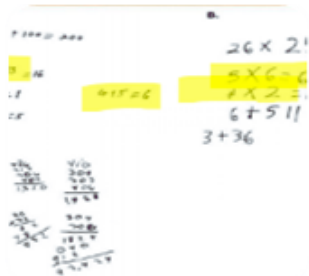
# INDIVIDUALS WITH SLDS HAVE AVERAGE OR ABOVE AVERAGE INTELLIGENCE.

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.



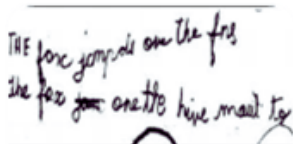
## Dyslexia...

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



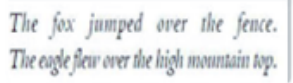
## Dyscalculia...

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



## Dysgraphia...

...struggles with writing and fine motor skills.



# KEY FACTS

---

01  
It is more common than one realises-affecting 20% of the global population. Yet only 1 in 20 get identified.

02

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

03  
Beyond academics, SLDs impact an individuals daily functioning, and emotional wellbeing.

04

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

05  
No two learners with learning disabilities are the same.

06

SLDs are a lifelong condition that runs in families.

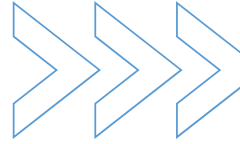
07  
Accommodations and assistive technologies help individuals excel through their lifetime.

08

It is an invisible disability-diagnosed through psychometric testing.



# SLD STRENGTHS

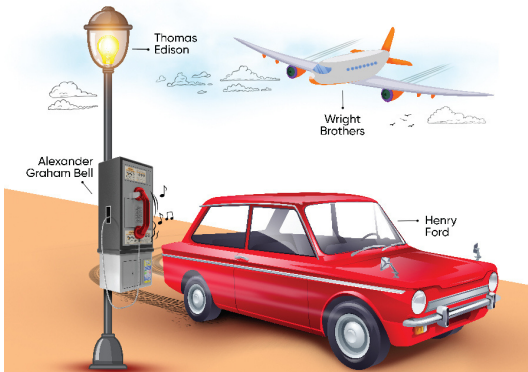


It may come as a surprise that despite their many struggles, individuals with SLDs have been extremely successful and are responsible for most innovations that have changed the world!



## 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.

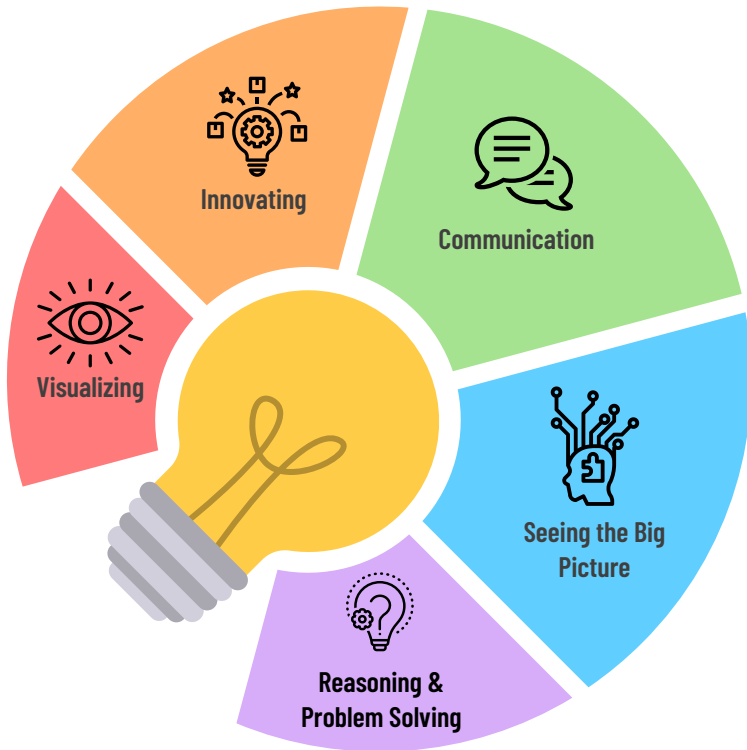
Global studies have shown that the percentage of individuals with Dyslexia in the fields such as engineering, arts and entrepreneurship is over twice the percentage of individuals with dyslexia in the general population.

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.

Top 10 companies founded by Dyslexics, in 2020 generated \$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 Daily Struggles

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 Well-being

- 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. Intervention Plan

## Policy

- As per the RPwD Act 2016, make standardized accommodations available for students with benchmarked disabilities, including those with SLD, from Grades 1 to 12, across all academic work and assessments. Provide easy access to the information both online and at school level.
- Ensure that there are adequate number of Special Educators in SLDs posted in the State and are available at the school and cluster levels. It is important to note that a special educator in Intellectual Disability (ID) is not adequately equipped to support students with SLDs. Also, ensure availability of adequate number of RCI approved courses in SLDs.
- Mandate the development and enforcement of Individual Education Plans (IEPs) for students with disabilities, ensuring that they are regularly monitored and updated, and adhered to by schools.
- Develop clear SOPs for special educators/IERPs to support students with disabilities, including but limited to diagnosis, creating Individualized Education Plans (IEPs), providing remedial interventions and collaborating with the school (teacher, school head) and parents.

## Capacity Building

- Train special educators and master trainers on how to guide their schools towards becoming inclusive. Sensitize parents, school heads & teachers on accommodations for CwSN, enabling inclusive learning and better learning outcomes for these students.

## Implementation

- Ensure that appropriate remediation (including language interventions, occupational therapy and speech therapy) is provided to CwSN and individualized support is available as per unique learning needs of CwD.

# 4. Remediation

## with a special educator

Remedial interventions address deficits in the brain's ability to process information, offering coping mechanisms and strategies for students to overcome their struggles in reading, writing, numeracy and daily living. It must start soon after identification.

### 01 Close Learning Gaps

Beyond classroom instructions, remedial instruction should be conducted in one-on-one or in small group settings by a Special Educator trained in SLDs. Remediation must be done regularly- between 2 to 4 times a week, either during school hours or after school. It 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 and executive functioning. For language needs, it addresses basics like phonemes (sounds) and the alphabetic principle (the relationship of sounds to letters) and then moves to the complex word and text structures. For math, it provides explicit instruction in effective counting, calculation techniques and math language, encouraging the use of multi-sensory methods along with concrete manipulatives.

### 03 Need for Additional Therapy

In addition to language interventions, students may also need rehabilitation 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.

# UNDERSTANDING LANGUAGE INTERVENTIONS

The Orton–Gillingham (OG) approach of language teaching is the global benchmark remedial interventions for individuals with Specific Learning Disabilities (SLDs).

Mentioned below are a few important principles the OG approach follows-

- The approach is logical, systematic, and inclusive of all learning styles.
- 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.
- It is multi-sensory and engages auditory (hearing), visual (seeing), and kinesthetic (movement) neural pathways reinforcing learning.

There are numerous globally accepted programs based on the OG framework, such as, the International Dyslexia Association's (IDA) certification and Souday System, offered by Winsor Learning. These are thoroughly reviewed educator preparation programs and can be adapted to the Indian context and languages.

Currently, IDA has accredited about 19 programs offered by various institutes taught in offline, online and hybrid modes. Rehabilitation Council of India (RCI) also offers a limited number of courses for specialization in SLDs- B. Ed in Special Education (Learning Disability), M.Ed. in Special Education (Learning Disability), and Integrated Bachelor of Education – Master of Special Education (Specific Learning Disability).

States must ensure availability of adequate number of RCI approved courses, so that there is an availability of qualified special educators. These may be provided through DIETs and/or other educational partners.

# AN URGENT NEED FOR SPECIAL EDUCATORS IN SLDS

In 2021, a bench headed by Justice A M Khanwilkar said there are only 1,20,781 special educators registered at present with the Rehabilitation Council of India (RCI) highlighting a dearth of special educators. The bench adopted a stop-gap arrangement and suggested the ratio 5:1 for children with intellectual disability, ASD (autism spectrum disorder), and specific learning disabilities.

It is estimated that there are at least 35 million children who have a specific learning disability in India. Thus, based on the suggested ratio of 5:1 recommended by the bench headed by Justice A M Khanwilkar, **we will require 7 million special educators to meet that demand. Thus, there is an urgent need for States to hire special educator in SLDs.**

As mandated by the NEP 2020, resource support in the form of Special Educators for CwSN including those with Specific Learning Disabilities should be provided by Samagra Shiksha.

- These educators should mandatorily be available for all children with disabilities, including children with high support needs.
- The educators should be posted at the block or cluster level or as per the specific state's requirement and can operate in an itinerant mode, covering a group of schools.
- They may also provide homebased interventions with the objective of transition the students to schools, where possible.
- Further, cluster/block resource centers should be set up to provide critical rehabilitation services for students with disabilities.

# STAKEHOLDER ROLES

## **Inclusive Education Coordinator**

- As part of the Samagra Shiksha mandates, Inclusive Education Coordinators are based in State and District
- They are the nodal officer for planning, coordinating, building capacities and monitoring the implementation of the inclusive education programme in the district.
- They work closely with special educators, block resource persons, schools, parents and the community to ensure that inclusive education becomes a reality in their communities.
- They often play a critical role in sensitizing and building capacities of general educators to implement inclusive teaching strategies.

## **Special Educator**

- Samagra Shiksha and NEP 2020 mandate States to appoint RCI-approved special educators at the block and district level. Many private schools and private remediation centers hire their own special educators too.
- They are the nodal officer who will facilitate diagnosis and UDID card, develop and implement Individualized Education Plans (IEPs) and provide remedial instruction.
- They also collaborate closely with teachers and parents to ensure holistic support for students with SLDs, monitoring their progress regularly.
- They ensure that the child also receives other services like occupational therapy (OT), speech-language therapy (SLT), physiotherapy (PT), etc. based on their individual needs

There is an urgent need to standardized the SOPs and accountability mechanisms for special educators. Further, in the absence of a special educators, general educators may be trained to provide basic interventions for students, including inclusive teaching interventions, screening and creation of IEPs.



# 5. 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 include students wearing spectacles for visual impairment 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.
- It is important that students with SLDs are given accommodations from Grade 1 to 12, across all academic work and assessments, including formative and summative assessments, competitive exams, surveys that measure learning outcomes, etc.

# LEGAL FRAMEWORK

**Rights of Persons with Disabilities Act 2016 (RPWD 2016) mandates that reasonable accommodations can be offered to all students with recognized benchmark disabilities.** These include the following:

- **Chapter I, Section 2 (y):** Definition of reasonable accommodations: “reasonable accommodation” means necessary and appropriate modification and adjustments, without imposing a disproportionate or undue burden in a particular case, to ensure to persons with disabilities the enjoyment or exercise of rights equally with others;
- **Chapter II: Section 3(5):** The appropriate Government shall take necessary steps to ensure reasonable accommodation for persons with disabilities
- **Chapter III, Section 16:** The appropriate Government and the local authorities shall endeavor that all educational institutions funded or recognised by them provide inclusive education to the children with disabilities and towards that end shall—
  - (iii) provide reasonable accommodation according to the individual’s requirements;
  - (iv) provide necessary support individualised or otherwise in environments that maximise academic and social development consistent with the goal of full inclusion;
  - (vi) detect specific learning disabilities in children at the earliest and take suitable pedagogical and other measures to overcome them;
  - (vii) monitor participation, progress in terms of attainment levels and completion of education in respect of every student with disability;
- **Chapter III, Section 17:** The appropriate Government and the local authorities shall take the following measures for the purpose of section 16, namely: —
  - (i) to make suitable modifications in the curriculum and examination system to meet the needs of students with disabilities such as extra time for completion of examination paper, facility of scribe or amanuensis, exemption from second and third language courses.

# 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.

# 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!**

# ACCOMMODATIONS CHECKLIST

## In the Classroom

- Meet the parents at the beginning of the term and create study plan
- Share the weekly/monthly lesson plans in advance, along with list of study material, including alternative multi-sensory resources.
- Set up a learning buddy system.
- Create color coded timetables for better organisation and planning.
- Extend deadlines for assignments.
- Provide frequent movement breaks.
- Allow the use of alarms for timed tasks.
- Allow the option to record the class.
- Provide exemption from speed timed and mental math activities.

## Exam Preparation

- Exemption of second & third language.
- Allow alternative subject choices including skill-based subjects.
- Provide advance notice of syllabus & exam schedules, allowing extra time for preparation.
- As applicable, allow exemptions from experiments, map work, activities that require memorizing of data like dates etc.
- Ensure that all learning materials (such as study notes, e-learning content, textbooks, item banks and sample question papers, etc.) are made available in accessible formats.

## During Exams

- Examination centres should be close to students' residences or schools, preferably should be the location of study.
- Provision of reader & writer/scribe
- Preferential seating arrangements, examination room on ground floor
- Allow for frequent breaks during the exam.
- Permit use of assistive devices: computer, calculators, pencil grippers, speech-to-text, text-to-speech devices (offline options are available).
- Allocate an extra time. Alternatively, provide a question paper with 1/3 a smaller number of questions which can be completed in the time allotted to all.

# 6. Individualized Education Plans (IEPs)

An IEP is a one-stop-document that identifies a student with disability's needs and ensures smooth transition for a student from one class to another. It's a dynamic document that tracks the child's learning outcomes, evolving as the student's needs change. It should be developed based on collaborative input from the general educator, specialists and parents.

## 1 Disability Details



Include details of the student's strengths, weaknesses, and specific learning needs. Information from the formal diagnosis, along with feedback from educators, parents and specialists must be included.

## 2 Clear Learning Goals



These goals should be decided based on the student's needs and learning gaps. Should focus on both academic and functional skills and clearly mention both short-term & long-term targets.

## 3 Accommodations



As mentioned above an IEP should mention all the accommodations, modifications and tech interventions that the student will require to access the curriculum and meet their learning goals.

## 4 Remediation & Support Services



Outline the remediation interventions, rehabilitation therapy & any other support that will be provided to the student. The frequency, duration, and location of these services must be highlighted.

## 5 Transition Plans



in the IEP must mention plans for students moving from primary to secondary school or from secondary to senior secondary education. Further, IEPs must transfer seamlessly, from one level to the other.

## 6 Regular Monitoring



IEP must track progress of a student's advancement towards goals, in short-term (3-6 months) and long-term (annual). Based on progress, IEP may be updated regularly.

# 7. Recommended Readings



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

## Policy Documents

- The Gazette of India – notification dated 4th January 2018
  - National Education Policy (NEP) 2020
  - Rights of Persons with Disabilities Act (RPwD) 2016
  - Samagra Shiksha Implementation Guidelines D.O. No. 2-18/2018-IS-1/IS-15 – 12th October 2022
- 

## 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
- 

## 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
- 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](http://www.changeinkk.org) or write to us: [info@changeinkk.org](mailto:info@changeinkk.org).