



Bal Bharati PUBLIC SCHOOL

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WORKSHOP REPORT AND FEEDBACK FORM

Workshop title: Inclusion and Inclusive Strategies
Date: 30th November & 1st December, 2018
Venue: Billabong School Noida
Attended by: Mr P.Pallavi , Mr S.Mazumdar
Resource person: Ms Gurpreet Singh, Principal, Scholar Public School, Greater Noida

CONTENT OF THE WORKSHOP

INTRODUCTION:

This session was conducted by Ms Gurpreet and it began with the understanding of students with special needs. The term Special Needs is a short form of Special Education Needs and is a way to refer to students with disabilities, in which their learning may be altered or delayed compared to other students. The term Special Needs in the education setting comes into play whenever a child's education program is officially altered from what would normally be provided to students through an Individual Education Plan which is sometimes referred to as an Individual Program plan.

Special Education aids to the students learning environment, to create a uniform system for all children.

ABOUT THE WORKSHOP:

Inclusion starts with the belief that all students have the right to feel safe, supported, and included at school. Inclusion allows students with disabilities to share a truly integrated learning experience in general education classrooms with their peers to the greatest extent possible.

All school staff have an important role to play in making inclusion services successful for all students. Collaboration among special education and general education teachers is especially critical in creating effective inclusive classrooms. While instructional goals are individually determined for each student with a disability, the same basic learner outcomes and standards apply to all students in an inclusive classroom. Many inclusion strategies are either modifications or accommodations.

When working towards inclusion, a number of factors should be considered, including:

- The learning environment.
- The lesson plans.
- The presentation of the lessons.
- The lesson materials.
- The assessment of students' knowledge.

Many inclusion best practices for students with special needs often benefit general education students as well. Successfully implemented inclusion services can actually improve the quality of education for all students. Some common and effective inclusion best practices you may want to try in your classroom include:

- Using the principles of Universal Design for Learning (UDL) to create customized instructional goals, methods, materials and assessments that work for all students.
- Cooperative learning and peer tutoring, which allow students to use their unique strengths to work as a team with their peers.
- Tiered lessons that teach the same concepts with multiple levels of complexity built into the lesson, giving students the choice to learn at a level that challenges, but does not overwhelm, them.
- Intentional teaching of learning strategies, so that special education students learn to be independent, and successful, in a general education setting.

The "learning disabled" label can result in the student and educators reducing their expectations and goals for what can be achieved in the classroom. In addition to lower expectations, the student may develop low self-esteem and experience issues with peers. Labeling students can create a sense of learned helplessness. The students may feel that since they are labeled they just cannot do well or that they are stupid. This can also cause the student's self-esteem to be very low. Labeling can also lead to others having lower expectations for the student. Adults, including teachers and parents, may think the student cannot do what is required and lower their expectations. If the teachers and parents do not believe in the student's ability, then the student will not either. It can create a vicious cycle, which ultimately sets the student up for failure. A number of hands on activities were conducted that can be implemented in the classrooms.

GENERAL FEEDBACK	YES	NO	NOT SURE
• The workshop was applicable to my job	✓		
• We will recommend this workshop for other faculty members.	✓		
• The program was well paced within the allotted time.	✓		
• The material was presented in an organized manner	✓		
• The resource person was a good communicator	✓		
• The resource person was knowledgeable on the topic	✓		
• We would be interested in attending a follow-up, more advanced workshop on this same subject	✓		
• We will be able to conduct follow up workshop for the benefit of fellow Staff Members	✓		

GLIMPSES OF THE WORKSHOP:



Report submitted by:

Name: Mr P.Pallavi , Mr S.Mazumdar (Music & Dance Department)