



REPORT ON THE WEBINAR: LEARNING DISABILITY RESOLUTION FOR TEACHERS

Organized by : Psychology department of Prayagraj

Attended by : Ms Neha and Ms. PHILO Maria

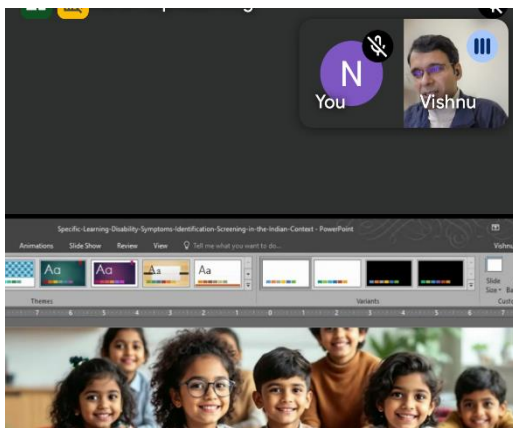
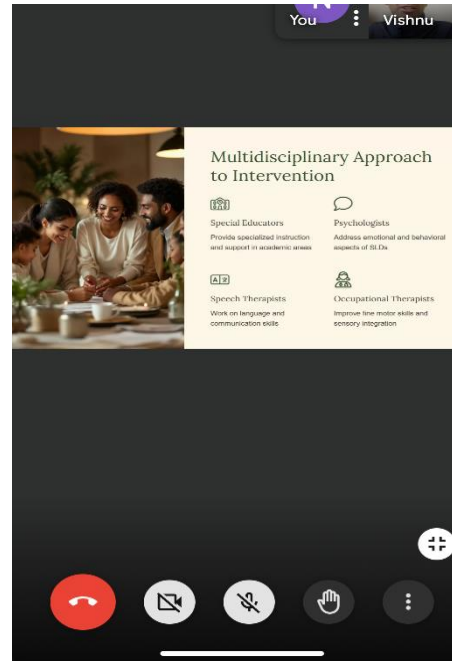
Date : 3rd & 4th January ,2025

A two-day webinar on the topic “Learning Disability Resolution for Teachers” was conducted on 3rd and 4th January 2025.

The sessions were led by Mr. Vishnu Saran, Assistant Professor at Feroze Gandhi College, Raebareli. With his extensive knowledge and engaging delivery, Mr. Saran provided insightful guidance on understanding, identifying, and addressing learning disabilities in children.

The first day of the webinar began with an exploration of screening tools and assessment processes for identifying learning disabilities in children. Mr. Saran emphasized the vital role of teachers as the first observers of learning difficulties. He highlighted the importance of systematic observation, documentation, collaboration, and adaptation in the classroom. Teachers were encouraged to observe not just academic struggles but also behavioural and developmental indicators that might signal learning challenges.

A key aspect of the session was the role of parental observation in identifying learning disabilities. Parents often notice behavioural changes, developmental delays, or academic struggles that can serve as early warning signs. Mr. Saran stressed the importance of maintaining open communication with parents to ensure a holistic understanding of a child’s needs.



Considerations for Culturally Diverse Populations

Language Differences Distinguish between SLD and language acquisition challenges.	Cultural Norms Consider cultural factors in behavior and learning styles.
Socioeconomic Factors Account for environmental influences on learning.	Adapted Assessments Use culturally appropriate evaluation tools.

He further elaborated on the assessment process, discussing cognitive, academic, and behavioral evaluations. Using a pyramid model, he outlined the criteria for identifying learning disabilities, which included unexpected underachievement, specific skill deficits, and exclusionary factors that rule out other possible causes. Additionally, he introduced two psychological models—the Discrepancy Model and the Response to Intervention Model—to explain how learning disabilities can be assessed and diagnosed.

Mr. Saran also touched upon the challenges of assessing children from culturally diverse populations. He explained how language barriers, socioeconomic factors, and cultural norms could influence the identification and understanding of learning disabilities.

On the second day, the focus shifted to Holistic interventions for addressing specific learning disabilities in the Indian context. Mr. Saran began by deepening participants' understanding of the types of learning disabilities, their prevalence, and their impact on a child's academic and personal life. He acknowledged the unique challenges of the Indian educational system in accommodating children with special needs and emphasized the urgent need for inclusion.

The session introduced various tools for identifying learning disabilities, such as GLAD, NIMHANS, DALI, and GWSN (NCERT). These tools, tailored to the Indian context, offer effective methods for screening and supporting children with learning challenges.

Mr. Saran also discussed the importance of a multidisciplinary approach in interventions. He emphasized that collaboration between teachers, counselors, psychologists, and parents is essential to provide comprehensive support to children. One of the key elements of this approach is the development of Individualized Education Plans (IEPs), which are tailored to meet the unique needs of each child.

The webinar concluded with a thought-provoking discussion on the steps that educators can take to create a more inclusive world for children with special needs. Mr. Saran encouraged participants to adopt empathy, adaptability, and collaboration as guiding principles in their teaching practices.

This enriching webinar provided invaluable knowledge and practical tools for addressing learning disabilities in children. The sessions not only enhanced participants' understanding but also motivated them to take proactive steps in supporting students with special needs. The expertise shared by Mr. Vishnu Saran was both inspiring and transformative, making the webinar a highly rewarding experience for all attendees.

Submitted by : Ms. Neha
Special educator

