

Best Practices-1
UDAAN - Centre for Ability
(Special Education)

1. Title of the Practice: UDAAN - Centre for Ability, Department of Special Education

2. Objectives of the Practice: The lab of Special Education was established based on a set of core objectives:

- ❖ To conduct cutting-edge research on special education practices, interventions, and technologies.
- ❖ To make the student teacher trainee equipped with the skills to effectively manage & teach students with diverse learning needs.
- ❖ To provide a supportive environment for students with disabilities, offering tailored resources and assistance to facilitate their academic and personal growth.
- ❖ To collaborate with local schools, community organizations, and policymakers to advocate for inclusive educational policies and practices.

3. The Context: In an era where inclusivity and diversity are of paramount importance in educational settings, the Special Education Lab (**UDAAN**) at SGT University stands as a testament to the institution's commitment to providing an exceptional and equitable learning experience for all. With a focus on special education, this lab serves as a hub for innovative research, training, and collaborative initiatives aimed at enhancing the educational journey of individuals with diverse learning needs individually or in group settings.

4. The Practice:

- Assessment & Identification of all types of disabling conditions (like Intellectual and Developmental Disability, Autism, ADHD, Cerebral Palsy, Down Syndrome, Hearing Impaired, Visually Impaired, and Specific Learning Disabilities).
- Early intervention.
- Special Education Training.
- Occupational therapy.
- Speech therapy.
- Physiotherapy.
- Play therapy.
- Prevocational Training.
- Remedial classes to minimize the learning gap.
- Counseling sessions.

5. Evidence of Success: The Special Educational Lab aims to provide personalized and inclusive education to students with diverse learning needs. The success of the Special Educational Lab is evidenced by its holistic approach to personalized learning, comprehensive support systems, and commitment to inclusivity.

Parameter 1: Personalized Learning Plans (PLPs): SEL implements individualized Personalized Learning Plans for each student, tailored to their unique strengths, challenges, and

learning styles. These PLPs are developed collaboratively by teachers, parents, and specialists, ensuring alignment with students' academic and personal goals. Evidence:

Markers:

- **Academic Progress:** Comparative analysis of students' academic performance before and after the implementation of PLPs demonstrates significant improvements in grades, standardized test scores, and subject mastery.
- **Engagement and Motivation:** Surveys and interviews with students reveal heightened engagement, motivation, and ownership of learning, as they see their interests and strengths reflected in their educational experiences.

Parameter 2: Multidisciplinary Support Team: SEL employs a multidisciplinary team comprising special educators, psychologists, therapists, and counselors who collaborate to address the diverse needs of students comprehensively.

Markers:

- **Student Well-being:** Observational data and feedback from students and parents indicate improvements in emotional well-being, self-regulation, and social skills, attributed to the holistic support provided by the multidisciplinary team.
- **Behavioral Interventions:** Analysis of disciplinary incidents and interventions reveals a reduction in disruptive behaviors and an increase in positive peer interactions, indicating the effectiveness of proactive support strategies.

Parameter 3: Inclusive Environment: SEL fosters an inclusive environment where diversity is celebrated, and every student feels valued, respected, and supported.

Markers:

- **Peer Relationships:** Surveys and focus group discussions demonstrate strengthened peer relationships, increased empathy, and decreased instances of social exclusion, underscoring the inclusive culture cultivated within SEL.
- **Student Voice and Choice:** Student-led initiatives, clubs, and collaborative projects showcase students' active participation in shaping their learning environment, promoting a sense of belonging and empowerment.

6. Problems Encountered and Resources Required:

Children with special needs encounter various challenges requiring adequate resources for support. Common challenges include life skills adaptations, mobility, academic struggles, bullying by others, mental health issues, and family conflicts. Academic difficulties may necessitate tutoring or specialized educational programs. Bullying requires interventions such as counselling and peer support groups. Mental health concerns demand access to qualified therapists or psychiatrists. Teacher, Non-Teaching & Family conflicts might require therapy or mediation services to all. Additionally, socioeconomic factors like poverty can hinder access to basic needs such as nutritious food, healthcare, and educational resources. Resources required include funding to sustain educational support programs, mental health services, community centers providing safe spaces, and access to basic necessities through welfare programs. Additionally, trained professionals such as counsellors, psychologists, and social workers are essential. Collaborative

efforts among schools, community stakeholders and government agencies are crucial to ensure children receive the necessary support and resources to overcome challenges and thrive.

7. Notes (Optional):

The services at Special Educational Lab meant for rehabilitation of children with special needs require a multidisciplinary approach, integrating various disciplines like psychology, sociology, healthcare, and community development. It necessitates the conceptualization of innovative methods tailored to individual needs, leveraging technology, play-based learning, and interactive activities. Collaborative partnerships with families, schools, and local organizations could enhance its effectiveness, fostering a supportive ecosystem for children's growth. In order to sustain these intricacies, the services of special educational lab are supported by scientific research initiatives. Research conducted within the lab encompasses a wide range of topics, including but not limited to:

- Innovative teaching methodologies for students with diverse needs.
- Assistive technologies that promote independent learning.
- Inclusive curriculum development and adaptation.
- The social and emotional well-being of students with disabilities.
- Parent and caregiver involvement in special education.

Projects So far Undertaken:

- Parental guidance.
- Community-Based Rehabilitation.
- Identification Camp
- Health Camp.
- Education for all (Underprivileged).
- Sensitization & Awareness about Disabilities.

Case Study 1:

Shagun's Journey: Empowering Abilities Beyond Disability



Shagun began her journey, facing the challenges of Intellectual Disability compounded with Mild Autism and Speech Problems. At the age of nine. When she first stepped into our UDAAN, OPD of the Special Education Department, her struggles painted a stark picture - unable to articulate even her most basic desires and requiring constant supervision for daily activities. Her baseline special education assessment reflected the depth of her condition, lagging far behind her peers in developmental milestones. But within the embrace of our one-to-one intervention program, a beacon of hope ignited. We tailored her education plan meticulously, weaving communication skills training and physical activities into her daily routine, alongside the nurturing support of her peer group. The effect of the holistic multidisciplinary intervention program was profound, Shagun emerged as a radiant testament to the power of perseverance and specialized care. Where once silence shrouded her world, now her voice resonated with clarity and purpose. She could express her discomfort to her mother, signalling when hungry, reaching out for sustenance with newfound independence. The simple act of grasping food and feeding herself marked a monumental milestone, symbolizing her triumph over adversity. But Shagun's journey extended beyond the realm of words. Physiotherapeutic interventions moulded her fragile motor skills into robust abilities. With determination in her eyes, she tackled challenges once deemed insurmountable like unscrewing bottle caps, unbuttoning garments - tasks that once eluded her grasp were now conquered with confidence and grace. Within her peer group, through reciprocal communication, she forged connections that transcended barriers of ability, fostering a community where differences were celebrated rather than stigmatized. As Shagun's story unfolded, it became a beacon of inspiration, illuminating the transformative potential of specialized education and unwavering support. Her journey exemplified the profound impact of tailored interventions, nurturing not just her academic growth but also her holistic development as a thriving individual.

As on date, Shagun stands as a testament to the boundless resilience of the human spirit. Her journey from silence to expression, from dependence to independence, is a testament to the unwavering dedication of our Special Education Department and the limitless potential that lies within every child, regardless of the challenges they face.

Case Study 2:

Tanisha's Journey: Empowering Potential Through Specialized Care



Seven-year-old girl named Tanisha embarked on a journey of growth and transformation. As the only daughter in a nuclear family, her path was marked by the challenges of Intellectual Disability coupled with unclear speech. When she first arrived at our Special Education Department's OPD, her struggles were evident - unable to perform basic tasks independently, with poor communication skills and attention span. Her initial functioning level was marked by significant deficits in all areas, as compared to her peers. However, within the nurturing embrace of our specialized intervention program, a glimmer of hope emerged. We tailored her education plan meticulously, incorporating one-to-one sessions, communication skill training, occupational therapy for fine motor skill improvement, and physical activities tailored to her needs. After six months of dedicated intervention, Tanisha blossomed in ways that exceeded expectations. From once struggling to read and write simple alphabets, she now navigated these tasks with newfound confidence and proficiency. Her attention span, once fleeting, now anchored her to tasks for extended periods, enabling her to engage in activities for up to thirty minutes at a time. She progressed beyond academic achievements. Through targeted interventions, her fine motor skills flourished, empowering her to perform tasks that were once daunting with ease and precision. The simple act of following instructions and communicating her needs marked significant milestones in her journey towards independence and self-advocacy. Tanisha's story serves as a testament to the transformative power of specialized education and personalized care.

Her journey from dependence to autonomy is a testament to the unwavering dedication catered through various therapeutic interventions like

physiotherapy, occupational therapy, speech therapy that could tap the untapped potential, residing within every child, regardless of their challenges.

Case Study 3

Journey of Daksh – “Triumph Over Autism Through Comprehensive Intervention”



Daksh, a 10-year-old boy diagnosed with autism and intellectual disabilities, has defied expectations, and shown tremendous growth through specialized education and support. Upon seeking assistance at the Special Education OPD at Udaan SGT, Daksh embarked on a journey of transformation. Facing challenges with communication and cognitive development, Daksh received personalized education methods and counselling sessions aimed at addressing his specific needs. Over time, he exhibited remarkable progress, surpassing initial behavioural obstacles and making strides in his academic journey. Today, Daksh is thriving academically, becoming an integral part of his class and the wider community. Despite academic setbacks, his unwavering determination to learn and improve shines through. Daksh has not only embraced his studies but has also discovered his passion for sports, particularly excelling in swimming. Additionally, he has showcased his talents in dance and acting, handling responsibilities with dedication and commitment. The support and positivity of Daksh's family, particularly his father, have been instrumental in his successful rehabilitation, providing him with the encouragement and belief needed to overcome challenges and achieve his full potential. Under the expert services catered through UDAAN, Daksh's success story resonates as a source of inspiration and hope, his remarkable achievements underscore the importance of holistic intervention approaches in nurturing the holistic development of individuals with Autism Spectrum disorders. Through dedication, innovation, and compassion, Daksh's journey exemplifies the limitless possibilities that unfold when individuals are provided with the tools and support, they need to thrive.



Individualized Education Program





Learning Academics



Eye-Hand coordination activity



Door to Door Survey for Identification of Children





Medical Assessment





Autism Day Celebration



Assessment Camp



SGT UNIVERSITY



Special Education (विशेष शिक्षा)



The technique of educating pupils in a way that considers their unique differences, impairments, and special needs is known as special education. This entails the carefully planned and meticulously observed organization of instructional strategies, specialized tools and resources, and accessible environments. The education of children who are socially, cognitively, or physically different from the average to the point where they require adjustments to standard school procedures is known as special education, sometimes known as special needs education.

Special Education विशेष छात्रों को दी जाने वाली शिक्षा है। जिनकी शारीरिक संरचना एवं मानसिक स्थिति अन्य सामान्य छात्रों से भिन्न हैं। सामान्य शब्दों में दिव्यांग एवं मानसिक अस्थिरता वाले छात्रों को दी जाने वाली शिक्षा को ही विशिष्ट शिक्षा कहा जाता है।

Aim of Special Education (विशेष शिक्षा का उद्देश्य)

- To Provide appropriate related services to the students with special disabilities according to their needs.

- Promote access, equity and participation of the children with special needs.
- To enable all children to access the school curriculum.
- To include in the Inclusion school
- वर्ग-कक्षा में विकलांग बच्चों के शिक्षण अधिगम एवं कौशल का आकलन करना।
- नियमित कक्षाओं में विकलांग बच्चों के सुव्यवस्थित रूप से पढ़ने-लिखने संबंधी भौतिक एवं अकादमिक अनुकूलन की पहचान करना
- स्कूली बच्चों की शक्तियों एवं कमजोरियों की पहचान करना।
- सभी बच्चों को चाहे वह मानसिक, सामाजिक, शारीरिक, संवेगात्मक रूप से कमजोर हो, उन्हें एक समान व सामान्य बच्चों के साथ शिक्षा प्रदान करना व बच्चे के अधिकार का सम्मान करना समावेशी शिक्षा का प्रमुख उद्देश्य है।



OPD of Special Education





Type of Disabilities (RPwD Act 2016) (विकलांगता का प्रकार)

1. Blindness (अंधापन)
2. Low – Vision (कम – दृष्टि)
3. Leprosy Cured Persons (कुष्ठ रोग)
4. Hearing Impairment (श्रवण दोष)
5. Locomotor Disability
(लोकोमोटर विकलांगता)
6. Dwarfism (बौनापन)
7. Intellectual Disability (बौद्धिक अक्षमता)
8. Mental Illness (मानसिक बीमारी)
9. Autism Spectrum Disorder (ASD)
(आत्मकेंद्रित स्पेक्ट्रम विकार)
10. Cerebral Palsy (सेरेब्रल पाल्सी)
11. Muscular Dystrophy (मस्कुलर डिस्ट्रॉफी)
12. Chronic Neurological Conditions (न्यूरोलॉजिकल स्थिति)
13. Specific Learning Disabilities (विशिष्ट सीखने की अक्षमता)
14. Multiple Sclerosis (मल्टीपल स्केलेरोसिस)
15. Speech and Language Disability
(भाषण और भाषा विकलांगता)
16. Thalassemia (थैलेसीमिया)
17. Haemophilia (हीमोफीलिया)
18. Sickle Cell Disease (सिकल सेल रोग)
19. Multiple Disabilities including Deaf-blindness
(बहु-विकलांगता)
20. Parkinson's disease (पार्किंसंस रोग)
21. Acid Attack (एसिड अटैक)

Facilities available in OPD (OPD में उपलब्ध सुविधाएं)

1. Screening and Assessment of the Child
(बच्चे की जांच और आकलन)
2. Educational & Remedial Service
(शैक्षिक और उपचारात्मक सेवा)
3. Speech Therapy (स्पीच थेरेपी)
4. Occupational Therapy
(व्यावसायिक चिकित्सा)
5. Physiotherapy (फिजियोथेरेपी)
6. Hearing Assessment
(श्रवण आकलन)

Benefits of Services (सेवाओं के लाभ)

1. To Improve their Communication Skills.
(संचार कौशल में सुधार)
2. To Improve their Fine and Gross Motor Skills.
(सकल मोटर कौशल में सुधार)
3. To Improve their Cognitive Development
(संज्ञानात्मक विकास में सुधार)
4. To Improve their Academic & Achievement Skill
(अकादमिक और उपलब्धि कौशल में सुधार)
5. To Identify their Hearing Capacity or Audible Range
(सुनने की क्षमता या रेंज की पहचान करना)



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Best Practices-2
SGT Ka Sparsh

1. **Title of the Practice** -SGT KA SPARSH
2. **Objectives of the Practice :**
 - To determine the needs and improve the quality of services through an ongoing assessment programme for Students, Parents, Teaching & Non-Teaching.
 - To assist Students, Parents, Teaching & Non-Teaching in enrolment through one-on-one basis followed by intervention.
 - To provide quality and timely services for Students, Parents, Teaching & Non-Teaching, such as Counselling, Therapy and Educational Services.
 - To capacitate Students, Parents, Teaching & Non-Teaching for equitable participation equally with others in society and provide services for equal opportunities
3. **The Context :** Students from different socio-economic backgrounds will get to know each other: University students will be mixing with the target beneficiary of the project through various educational activities. This approach will help the target group attain quality of life. Children at risk can be easily identified and intervened. SGTU will provide assessment and evaluation by undertaking case history taking, and demonstrations provided for students & parents for carrying out the skill training or therapy program at home.
4. **The Practice :**

Surveys: Distribute surveys to students, parents, teachers, and non-teaching staff to assess current communication methods, perceived challenges, and suggestions for improvement.

Focus Groups: Conduct focus group discussions with representatives from each stakeholder group to delve deeper into communication issues and gather qualitative insights.

Sample: 50% people from 2 villages out of 10 villages will be prioritized for the study, each comprising 700 Students + 1400 Parents (Mother & Father) + 700 household community + 60 teaching and non-teaching community.

Monitoring and Evaluation: Regularly monitor the implementation of strategies and assess their impact through follow-up surveys, focus groups, and academic performance data analysis.
5. **Evidence of Success** - Holistic development in children is evidenced by a balanced growth across physical, cognitive, emotional, and social domains. Observing milestones such as improved motor skills, enhanced problem-solving abilities, emotional regulation, and healthy social interactions indicate success. Academic achievements coupled with creativity, critical thinking, and curiosity showcase cognitive development. Emotional stability, empathy, and resilience demonstrate emotional maturity. Engaging in teamwork, conflict resolution, and effective communication signify social adeptness. Moreover, a well-rounded child demonstrates curiosity, adaptability, and a positive self-image. Continuous monitoring of these facets ensures comprehensive development, fostering

well-adjusted individuals capable of navigating life's challenges with confidence and competence.

6. Problems Encountered and Resources Required:

Children encounter various challenges requiring adequate resources for support. Common problems include academic struggles, bullying, mental health issues, and family conflicts. Academic difficulties may necessitate tutoring or specialized educational programs. Bullying requires interventions such as counselling and peer support groups. Mental health concerns demand access to qualified therapists or psychiatrists. Teacher, Non-Teaching & Family conflicts might require therapy or mediation services to all. Additionally, socioeconomic factors like poverty can hinder access to basic needs such as nutritious food, healthcare, and educational resources. Resources required include funding for educational support programs, mental health services, community centres providing safe spaces, and access to basic necessities through welfare programs. Additionally, trained professionals such as counsellors, psychologists, and social workers are essential. Collaborative efforts among schools, communities, and government agencies are crucial to ensure children receive the necessary support and resources to overcome challenges and thrive.

7. Notes (Optional)

A unique child development project could involve a multidisciplinary approach, integrating diverse fields like psychology, education, healthcare, and community development. It may prioritize innovative methods tailored to individual needs, leveraging technology, play-based learning, and interactive activities. Collaborative partnerships with families, schools, and local organizations could enhance its effectiveness, fostering a supportive ecosystem for children's growth. Furthermore, such a project might emphasize cultural sensitivity, equity, and inclusivity, acknowledging the diverse backgrounds and experiences of the participants. By embracing creativity, flexibility, and evidence-based practices, this project can offer a distinct and impactful approach to nurturing children's holistic development.

Orientation Program



