

Remedial measures in the class

Ways to inclusive education:

Remedial instruction aims at improving a skill or ability in a student. Various techniques and strategies are used for remedial instructions like repeating instructions, providing more time for practice and giving more individual attention

When students need special accommodations in order to take a test, special education teachers see that appropriate ones are provided, such as having the questions read orally or lengthening the time allowed to take the test.

Ideally in a regular school, the children should first be integrated right from a young age that is from the time when they are 5 years old or till such time they are fit enough to attend school. Initially they can be integrated with the regular classes for a part of the day and then slowly the duration can be increased gradually.

Teacher's role and teaching strategies:

Academics is one area which needs close monitoring by the special educator and this largely depends on the level of the child. Hence, the focus should be child centered and a proper Individual Educational Plan (IEP) should be prepared while integrating these children into regular classrooms. The Special educator's job is to ascertain the level of the child, plan an IEP, place the child in a regular classroom and provide follow up services in all the areas that need development.

Therapeutics like physiotherapy, speech therapy, occupational therapy, pre-vocational activities etc. should also be included in the IEPs. Facilities for these services should be a part of the programme, if possible on a regular basis or atleast on consultation. Class teachers in the regular environment need orientation in terms of the condition of the special children and also a thorough shift in their attitudes and beliefs about these children. The regular teachers should be given some training where they get to know about the various disabilities of children. They should also be aware of the different types of teaching strategies that can be used effectively for these children.

Multi-level Instruction:

When deciding about a lesson plan to include all students in the classroom, teachers need to attend to two types of information exchange:

Input modes:

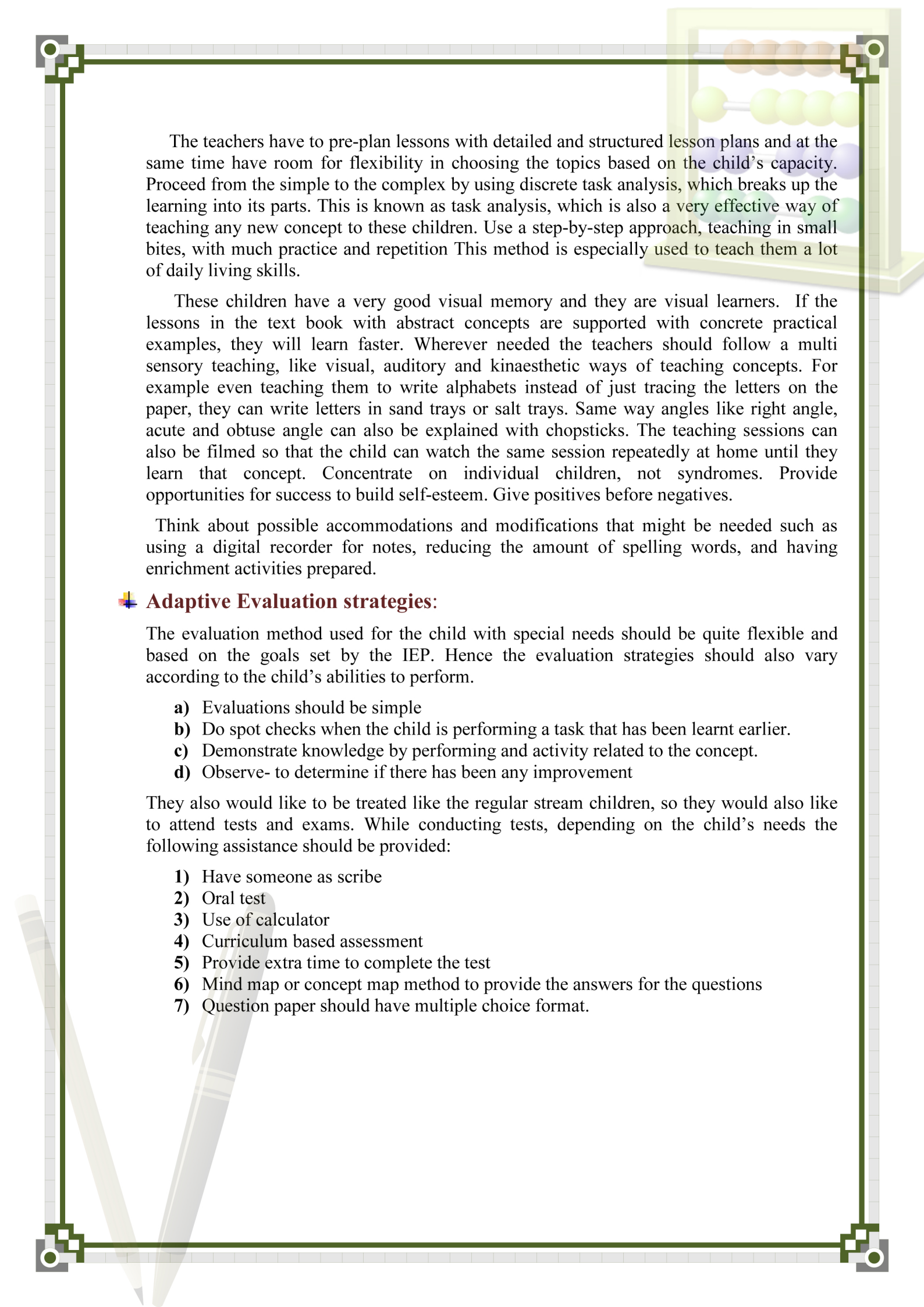
To view, observe, read, touch, listen, try, do and use various instructional materials

Output modes:

Make/construct/ verbalise/ solve/ perform and write.

Teachers begin by alternating and adjusting the input and output modes. As teachers, they know it is not necessary that each student enters into the class with the same set of knowledge and skills or at precisely the same time nor complete the same set of tasks. What is important in each lesson plan is that there is something for everyone.

To provide multi level instruction it is necessary to adapt and modify the regular curriculum. Adapted/modified curriculum refers to changing the regular classroom curriculum slightly, making it more suitable for the student by making partial changes.



The teachers have to pre-plan lessons with detailed and structured lesson plans and at the same time have room for flexibility in choosing the topics based on the child's capacity. Proceed from the simple to the complex by using discrete task analysis, which breaks up the learning into its parts. This is known as task analysis, which is also a very effective way of teaching any new concept to these children. Use a step-by-step approach, teaching in small bites, with much practice and repetition. This method is especially used to teach them a lot of daily living skills.

These children have a very good visual memory and they are visual learners. If the lessons in the text book with abstract concepts are supported with concrete practical examples, they will learn faster. Wherever needed the teachers should follow a multi sensory teaching, like visual, auditory and kinaesthetic ways of teaching concepts. For example even teaching them to write alphabets instead of just tracing the letters on the paper, they can write letters in sand trays or salt trays. Same way angles like right angle, acute and obtuse angle can also be explained with chopsticks. The teaching sessions can also be filmed so that the child can watch the same session repeatedly at home until they learn that concept. Concentrate on individual children, not syndromes. Provide opportunities for success to build self-esteem. Give positives before negatives.

Think about possible accommodations and modifications that might be needed such as using a digital recorder for notes, reducing the amount of spelling words, and having enrichment activities prepared.

Adaptive Evaluation strategies:

The evaluation method used for the child with special needs should be quite flexible and based on the goals set by the IEP. Hence the evaluation strategies should also vary according to the child's abilities to perform.

- a) Evaluations should be simple
- b) Do spot checks when the child is performing a task that has been learnt earlier.
- c) Demonstrate knowledge by performing an activity related to the concept.
- d) Observe- to determine if there has been any improvement

They also would like to be treated like the regular stream children, so they would also like to attend tests and exams. While conducting tests, depending on the child's needs the following assistance should be provided:

- 1) Have someone as scribe
- 2) Oral test
- 3) Use of calculator
- 4) Curriculum based assessment
- 5) Provide extra time to complete the test
- 6) Mind map or concept map method to provide the answers for the questions
- 7) Question paper should have multiple choice format.