

Block 5

PRACTICUM

**Advanced Certificate Course in Inclusive
Education (Cross Disability)**



Rehabilitation Council of India
भारतीय पुनर्वास परिषद

REHABILITATION COUNCIL OF INDIA (RCI, Govt. of India)

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CREDITS PAGE

PROGRAMME:
Advanced Certificate in Inclusive Education (Cross Disability)

Block V: PRACTICUM

Paper No.	Unit Name	Writer/Author	Editor
1	Individual Student Study	Ms. Nitika Mendiratta <i>PhD scholar, M.Ed.-ID, M.Sc.- Psycho, M.Sc.-IT, MA-English, MSW, PGPC-HI, PGPC-VI, DSE-ASD, DEd-ID, PGD-Edu. Admin.</i> Exec. Director & Secretary, Society for Advance Study in Rehabilitation	Dr. Himangshu Das <i>PhD, BMR, MEd, MEd.Spl.Edn., MSc Psycho, MSW, MA-English</i> Director, NIEPMD & NIEPID <i>MSJ&E, Govt. of India</i>
2	Inclusive Lesson Plan		
3	UDL Based Lesson Plan		
4	Accessibility Screening		
5	Curriculum Adaptation and Modification		

Block 5: Editor's Page

Editor: **Dr.Himangshu Das** (*Director, NIEPMD and NIEPID; Ministry SJ&E, Govt. of India*)
PhD, MEd, MEd.Spl.Edn., MSc Psychology, MSW, MA-English, BMR

The Advance Certificate Course in Inclusive Education (Cross Disability) study material is divided into 5 Blocks. The first 4 blocks were theoretical in nature; where you would've learnt about disabilities and its educational implications in the block-1; pedagogy for inclusive education in block-2; curriculum accommodation and adaptations in block-3; and communication needs and ICT for the individuals with special needs in the block-4. In block 5 that you're about to read; the content is based for your practical training and learning.

One of the main objective of this programme is to enable you to develop the right attitude towards the inclusive education and acquire the teaching skills to an optimum level through practice teaching exercise. This Practicum Manual helps as a professional exercise to bridge the gap between the theory and practice in inclusive education. Additionally, your successful participation in completing the practicum work is a compulsory requirement for this programme. Thus, it is highly essential to actively engage in testing the educational theories and put the educational principles into practice.

The first unit will provide training on the study and intervention of an individual student, where you've to compile 2 student profiles and your planned work with them. The second unit will require you to understand and conduct inclusive lesson plans for different subject areas at an inclusive school. The third unit will provide training on UDL-based lesson plans, that will required to be conducted at an inclusive school as part of your practical training. The fourth unit will equip you for accessibility screening of a school and a classroom; you'd also learn to administer the inclusivity index that will help individuals and organizations to benchmark against best practices and take progressive steps to increase support, inclusion and accessibility. The fifth unit covers curriculum adaptation and modification that will help you address the learning barriers that may limit the students from accessing the curriculum; you'd be required to identify the need and prepare a curriculum adaptation/modification for addressing the same.

This block will require you all to come together to share your learning experiences, find solutions to the academic problems and remove the barriers in your learning activities. Hence, during the face-to-face contact classes you get a forum to interact with tutor and peers for support and facilitation. We wish you the best!

Block V: PRACTICUM

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Responsibilities and Instructions

Study Center:

The study center must ensure proper conduction of training on both theoretical and practicum components. It must be ensured that they must:

- i) Inform supervisors at study center and inclusive-school, demonstrators and enrolled candidates on all aspects of the practicum work for the programme.
- ii) Make arrangements to provide opportunities to the candidates for inclusive-school practice teaching.
- iii) Assist in securing release of candidates and supervisors from their employers for the duration of the training period.
- iv) Produce and make available all the practicum guidelines and other information to supervisors at study-center, supervisors at inclusive-school, demonstrators and candidates.
- v) Provide a comprehensive list of candidates to be supervised to the study center and inclusive-school supervisors; much in advance of the commencement schedule.
- vi) Ensure that the practicum work is commenced as per schedule.
- vii) Ensure that the supervisors adhere to the dates fixed for the supervision visitation.
- viii) Ensure timely submission and evaluation of candidate practical records.
- ix) Scheduling and timely conduction of internal and external term-end practical examination of the candidates.
- x) Ensure timely submission of award-lists of the term-end practical examinations to the NBER.

Supervisor @Study-Centre

Supervision is the core of this practicum exercise. Valid information on candidate performance is obtained only through the supervision of their live teaching. The role of supervisor is therefore of great importance. The supervisor must ensure that she/he must:

- i) Acquaint self with the practicum requirements, formats and guidelines.
- ii) Conduct supervision conference to provide guidance to the candidates.
- iii) Observe the candidate and record her/his observation.
- iv) Provide immediate feedback to the candidates after each supervision exercise.
- v) Give professional advice/guidance to the candidate based on her/his observation
- vi) Remain objective in evaluation of each candidate.
- vii) Evaluate practical records of the candidates

Demonstrator @Study Centre

- 1) Understand and arrange for the practicum components designated for demonstration.
- 2) Demonstrate the designated practicum component to the trainee-teachers.
- 3) Planning and Organizing the practicum to be demonstrated beforehand.
- 4) To assist/give guidance, where required; to the students carrying out practicum work.
- 5) Where required, provide feedback on the trainee performance or any issues arising in the course of the demonstration, to the study-center supervisor.

Responsibilities and Instructions

Inclusive-School for Practice Teaching

- i) Draw up guidelines for organizing and coordinating the teaching practice.
- ii) Appoint teaching practice Supervisors and monitoring staff for timely conduction.
- iii) Develop a time-table for practice-teaching in consultation of the supervisor from the study-center.
- iv) Organize a seminar which will involve everyone that has a role to perform in the exercise, like the relevant academic staff (who will be observed by candidates), study center supervisor, and the appointed supervisor at the inclusive-school.
- v) Educate all involved on the schedule of the teaching-practice, their duties, strategies for monitoring the activities etc.
- vi) Assist in making arrangements to provide opportunities to candidates for the inclusive-school teaching practice as per requirement of their practicum work.

Supervisor @Inclusive School

- i) The practice-teaching will be organized by you under the guidance of the supervisor of the study-center.
- ii) Develop a time-table for practice-teaching in consultation of the supervisor from the study-center.
- iii) Every supervisor must visit and supervise the candidate assigned to her/him as per required schedule and duration.
- iv) Must ensure full observation and register the observations in the supervision records of the teacher-trainee.
- v) Discuss lesson plan with the teacher-trainee and provide regular feedback immediately after the conduction of the lesson.
- vi) Coordinate with study-center supervisor for ensuring efficient and engaging learning experience and situations for the teacher-trainees.

Responsibilities and Instructions

Student

- i) Report at the assigned study center.
- ii) Attend all the requisite face-to-face contact classes.
- iii) Carry out practicum work responsibly.
- iv) Understand the purpose of this practicum work and develop your academic potentials.
- v) Display leadership qualities towards meaningful discussion of curriculum contents.
- vi) Meaningfully contribute to the development of each student.

The practicum work that you're about to undertake involves 2 components:

Unsupervised Activities: The unsupervised activities constitute an essential component of the ACCIE-CD programme. School-based unsupervised experiences provide a first-hand exposure to the systematic schooling procedure; and enables one to develop an understanding and professional expertise over the realities of working with children with diverse needs in school situations. You will carry out scientific observation in school settings under the guidance of the study center supervisor. From the observations, you will be required to make reports on your activities and prepare a portfolio. The total number of activities identified for this purpose are listed in the following pages separately for each of the 5 practicum papers; and you're required to organize/conduct these activities under the active guidance of the supervisor.

Supervised Activities: The supervised work/training provides an opportunity to have face-to-face interaction with the resource person/supervisor, peer groups and others. It also provides a platform for exchanging views, raising issues, discussing etc. related to your role as a teacher. The purpose is to help you acquire and practice skills, and particularly require your active involvement for enhancing your effectiveness as teachers. The details of your supervised activities are specified separately for each paper in the following pages.

Examination Requirements

- 1) Practical Records (*one file for each of the 5 practicum papers*)
- 2) Work Sample of each practical conduction
- 3) Practical Exam on:
 - a. Any 1 element from each practical component of each Paper to be randomly chosen for practical examination
Example:
Paper-1: Speech and Language Screening
Paper-2: **Conduction** of any 1 Inclusive Lesson Plan on Mathematics
Paper-3: **Conduction** of any 1 UDL-Based Lesson Plan on English
Paper-4: Administration of School Accessibility Checklist
Paper-5: Adaptation of Co-Scholastic Lesson on Dance.
 - b. Viva-Voice

Internal Examination: 40 marks (Records-20 marks, Practical-Work-20 marks)

External Examination: 60 marks (Records-20 marks, Practical Work-20 marks, Viva-20marks)

Practical Work:

PAPER-1

Individual Student Study

You're required to conduct **Student Profile Study (2 nos.) at Inclusive School**

Following are the details of the practicum-work records to be documented:

<i>S#</i>	<i>Details of the Practicum Work</i>	<i>Total Marks</i>
1	Record of Student Identification format – 2 nos. <i>(1 for each case)</i>	10
2	Observation format with Anecdotal record of different activities– 20 nos <i>You've to conduct 10 observation for each student, in following settings:</i> 2.1 <i>Assembly/Prayer/Recess</i> – 2 nos. 2.2 <i>Subject learning (Maths, Science, Social Studies/EVS)</i> – 2 nos. 2.3 <i>Language learning (English/Hindi/Regional)</i> – 2 nos. 2.4 <i>Co-Scholastic Activity (Sports, Art-Craft, Music, Dance, Theatre)</i> – 2 nos 2.5 <i>ICT/Computer class</i> – 2 nos	10 10 10 10 10
3	Speech and Language Screening Format <i>(1 for each student)</i>	20
4	Screening for Requirement of Assistive Technology <i>(1 for each student)</i>	20
5	ICT based Lesson Plan for Student Evaluation <i>(1 for each student)</i>	20

STUDENT IDENTIFICATION FORMAT

Name				Affix photograph
School Regn./ Roll No.		Age		
Date of birth (dd/mm/yyyy)		Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female	
Residential address				
Home language(s)				
Is the child living with his/her parents? <input type="checkbox"/> Yes <input type="checkbox"/> No				

CHILD'S EDUCATIONAL BACKGROUND

Please list the child's educational history, including past and current schools, in the table below.

Names of School attended	Year attended	
	From	To

MEDICAL AND ALLIED HEALTH PROFESSIONALS' INVOLVEMENT

List the involvement by medical and/or allied health professionals, both in the past and present.

Professional	Organisation	Frequency of service <small>Please state per week / month / year</small>	Start date	End date
Psychologist				
Medical doctor				
Psychiatrist				
Speech and Language therapist				
Occupational therapist				
Physiotherapist				
Others (<i>home-based therapists, audiologists, music therapists, etc.</i>)				

FAMILY'S INFORMATION

Father's Name		Father's Age	
Occupation		Marital status	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Separated <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed

Mother's Name		Mother's Age	
Occupation		Marital status	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Separated <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed

NEEDS INVENTORY

For all items, check the most appropriate option(s) that best describe the child's functioning based on your observations of the child across settings and over time.

1. Sensory

- Hearing Concerns
- Vision Concerns
- Others; please specify _____
- No concerns

Please elaborate on the sensory concerns and support strategies that have helped the child, if any:

2. Literacy Skills (e.g. knowing letter names and sounds, reading, spelling, reading comprehension)

- Attained at least age-appropriate reading and writing skills compared to same-age peers.
- Able to read and write basic sight words and simple sentences.
- Able to read and write some basic sight words.
- Knows most/all of the letters of the Alphabet
- Very limited or no literacy skills

Please elaborate on student's literacy skills and support strategies that have helped the child:

3. Numeracy Skills (e.g. counting forward and backward, basic addition and subtraction)

- Higher than average level of numeracy skills compared to same-age peers
- Attained age-appropriate level of numeracy skills compared to same-age peers
- Knows simple computations (e.g. addition/subtraction) and Math concepts
- Able to count and recognise numbers up to 20
- Very limited or no numeracy skills

Please elaborate on student's numeracy skills and support strategies that have helped the child:

4. Self-help Skills

- Recognises when a problem exists and tries to solve it
- Seeks help appropriately from others when necessary
- Locates and cares for personal belongings
- Avoids dangers and responds to warning words

Please elaborate on student's self-help skills and support strategies that have helped the child:

5. Toileting

- Fully independent
- Supervision required
- Assistance required

Please elaborate on student's toileting skills and support that have been helped the child, if any:

6. Dressing

- Fully independent
- Verbal reminders and/or guidance required
- Periodic or partial assistance required
- Fully dependent

Please elaborate on student's dressing skills and support that have helped the child, if any:

7. Feeding

- Independent (with hands)
- Independent (with utensils)
- Verbal reminders and/or guidance required
- Learning to eat; guidance and monitoring needed
- Frequent supervision needed to ensure physical safety
- Needs to be fed

Please elaborate on student's feeding skills and support that have helped the child, if any:

Any other comments:

8. **Work readiness** (work attitude, work habits, interpersonal and communication skills, self-management)

- Low level of work support needed
- Moderate level of work support needed
- High level of work support needed

Please describe the type of support required by the student.

BEHAVIOURS IN THE SCHOOL/CLASSROOM CONTEXTS

In this section, the teacher-trainee should report his / her observations of the child's behaviour in group learning contexts. When describing specific behaviours, you must elaborate on how often these behaviours occur and the extent to which they impact the child's ability to function in a group learning setting.

1. What is the teacher-student ratio in the current class? _____
2. What are the child's strengths and interests?
3. Describe the child's behaviour in class on a regular school day. Is the child able to get along with his peers? (e.g. ability to play with his friends, work cooperatively in groups). Please elaborate and provide specific examples.
4. Does the child present with any maladaptive behaviours in school/classroom? If yes, please give specific examples and the frequency of occurrence.

(Signature of Trainee)

(Signature of Class Teacher)

(Signature of Supervisor)

Format for Student Observation

Name of the Trainee:-

Date:-

Name of the School:-

Name of the child:-

Class:-

Age/Gender:-

Medium of instruction:-

Time of Observation:-

Subject:-

Topic:-

Subject Matter	Language Point/Skilled to be developed	Teachers Activity	Student Activity	TLM Used.

Signature of the Trainee:-

Signature of Class Teacher:-

Signature of the Supervisor:-

Speech and Language Screening Format

Student Name:
Date of Screening:

D.O.B.:
Screened by:

Receptive Language:

- Understands and follows 1-2 step directions
- Understands age level vocabulary
- Responds appropriately to what and where questions
 - o What?
 - o Where?
- Responds appropriately to yes/no questions (within 5 seconds)
- Understands functions of familiar objects (from 2-3 choices)
- Listens to complete storybook (read Brown Bear, Brown Bear, or similar story)
- Responds to questions within expected time period
- Attends to speaker
- Ignores distractions

Expressive Language:

- Uses age appropriate sentence length
- Asks questions, requests help
- Expresses daily wants/needs/events
- Uses a variety of vocabulary

Socializing:

- Looks at people when talking or listening
- Provides non-verbal feedback (head nods, gestures)
- Understands facial expressions, gestures, body language
- Uses appropriate greetings, closures
- Plays with other children appropriately
- Initiates conversations
- Follows routines
- Copes with changes in routines
- Transitions between activities

Behavior:

- Is the child easily frustrated due to lack of communication skills?
- Does the child have behavior challenges during structured activities?
- Does the child have behavior challenges during unstructured times?

Please note any accommodations attempted: _____

Results/Recommendations:

- This student requires a formal speech and language evaluation
- This student passed the language screening.

(Signature of Supervisor)

(Signature of Teacher-Trainee)

Screening Checklist for Requirement of Assistive Technology

Student: _____
Date of Screening: _____

DOB: _____
Screened by: _____

Physical Functioning/Gross Motor Abilities:

Can the student independently sit upright, maintain posture, sit on the floor, participate in playing/running, and navigate within his educational setting? Yes No

Fine Motor:

Can the student cut with scissors, use writing instruments, copy from a book, turn pages in a book, draw, form letters, stay on the line, and trace independently? Yes No

Can this student use a standard keyboard and mouse to access a computer? Yes No

Communication Functioning:

Does this student speak to communicate? Yes No

Does this student use a mode other than speech? Yes No If yes,
list _____

Is the student's mode of communication understood by others: Yes No

Vision/Hearing:

Is the student able to see printed materials, track/follow visual stimulation and transfer information from a book, chart, or chalkboard to paper without the use of visual aids other than those generally available to all students in the setting? Yes No

Is the student able to adequately hear and respond to instruction within the educational environment?
 Yes No

Academic Functioning:

Does the student write legibly and at a reasonable rate? Yes No

Does the student accomplish written tasks (paragraphs, essays, short answers)? Yes No

Does the student perform mathematical tasks needed for school and daily living using aids/accommodations generally available to all students within the setting? Yes No

Does the student take notes at the level needed in school and/or in daily living? Yes No

Does the student visually track along a line of print? Yes No

Does the student correctly spell words needed to communicate in written print? Yes No

Does the student read text independently? Yes No

Does this student attend to instruction? Yes No

Does this student demonstrate adequate memory in order to complete tasks assigned: Yes No

Recreation/Leisure:

Is the student able to use the playground equipment, participate in group recreational activities, and other extra-curricular activities independently? yes No

General Health:

Is the student's health condition adequate for satisfactory school performance? Yes No

Self-Help:

Is the student able to manage daily self-care and daily living activities as well as other students I the educational setting? Yes No

Environmental Control/Sensory:

Is this student able to sit and attend to instruction in a reasonable fashion compared to his peers? Yes No

Does this student demonstrate oversensitivity to sounds, lights, smells, temperature, or touch? Yes No

To be completed by Teacher-Trainee as per her/his observations:

Recommendations:

The student has been screened for assistive technology and:

- No further action is required at this time.**
- Additional screening and/or possible evaluation is needed.**
- Following accommodations and/or classroom strategies are recommended to address the concern**

Signature of Supervisor

Signature
Name of Trainee Teacher
Enrolment number

ICT based Lesson Plan for Student Evaluation

Name of the teacher-trainee:

Date of Lesson conduction:

Name of the School:

Class & Section:

Time:

Subject:

Topic:

General Objective:

Specific Objective:

Previous Knowledge required:

Selected knowledge for evaluation:

Instructional Aids:

Description of ICT based activity:

Lesson presentation:

<i>Time allotted</i>	<i>Evaluation Points/Topic</i>	<i>Teacher's Activity</i>	<i>Student's Activity</i>	<i>Adaptations/modifications</i>

Evaluation:

Assignment for Practice and Drill:

Signature of Supervisor

Signature
Name of Trainee Teacher
Enrolment number

Practical Work:

PAPER-2

Inclusive Lesson Plans

S#	Details of the Practicum Work	Total Marks
1	Five (05) Observation of Simulated lessons demonstrated at study center: 1-mathematics, 1-science, 1-social science/EVS, 1-language, and 1-Cocurricular	10
2	Five (05) Observation of lessons at inclusive school (unsupervised): 1-mathematics, 1-science, 1-social science/EVS, 1-language, and 1-Cocurricular	10
3	Conduction of five (05) lessons at inclusive school (unsupervised): 1-mathematics, 1-science, 1-social science/EVS, 1-language, and 1-Cocurricular	20
4	Conduction of Supervised Inclusive Lesson Plans (5 nos.) SUPERVISED by Concerned authorities at Inclusive-school 1-mathematics, 1-science, 1-social science/EVS, 1-language, and 1-Cocurricular	30
5	Conduction of Supervised Inclusive Lesson Plans (5 nos.) SUPERVISED at training/study-center 1-mathematics, 1-science, 1-social science/EVS, 1-language, and 1-Cocurricular	30

Format for OBSERVATION of Inclusive Lesson

Observation number:		Date:	
Name of the Trainee-Teacher:		Enrolment No:	
School:		Name of Demonstrator:	
Class and Section:		Total No. of Students:	
Subject:			
Topic:			
Unit:			
Time Allotted:			
Category of students with special needs:			
Number of students with special needs:			
Content:			
Teaching Learning Material (TLM):			
Modification (if any) in TLM for the student(s) with special needs:			
Introduction:			
<i>Teacher's Activity</i>	<i>Student's Activity</i>	<i>White Board Work/TLM</i>	
Statement of the Demonstrator:			
Presentation:			
<i>Teaching Points</i>	<i>Teacher's Activity</i>	<i>Student's Activity</i>	<i>White Board Work/TLM</i>
Recapitulation:			
Modification (if any) in the recapitulation of student(s) with special needs:			
Home Assignment:			
Modification (if any) in the home assignment of student(s) with special needs:			
Signature of Supervisor		Signature Name of Trainee Teacher Enrolment number	

Format: Inclusive Lesson-Plan

Lesson Plan number:	Date:
Name of the Trainee-Teacher:	Enrolment No:
School:	
Class and Section:	Total No. of Students:
Subject:	
Topic:	
Unit:	
Time Allotted:	
Category of students with special needs:	
Number of students with special needs:	
General Objectives:	
Modification (if any) in General Objectives for the student(s) with special needs:	
Specific Instructional Objectives:	
Modification (if any) in Specific Instructional Objectives for student(s) with special needs:	
Current level of student(s) with special needs:	
Previous Knowledge:	
Previous Language:	
Specific Knowledge:	
Specific Language:	
Method of Teaching:	
Technique of Teaching:	
Aids/Appliances used by the student(s) with special needs:	
Use of Scribe:	
Mode of communication:	
Delivery of Content	
Introduction:	

<i>Teacher's Activity</i>	<i>Student's Activity</i>	<i>White Board Work/TLM</i>	
Statement of the trainee-teacher:			
Presentation:			
<i>Teaching Points</i>	<i>Teacher's Activity</i>	<i>Student's Activity</i>	<i>White Board Work/TLM</i>
Recapitulation:			
Modification (if any) in the recapitulation of student(s) with special needs:			
Evaluation:			
Modification (if any) in the evaluation of student(s) with special needs:			
Home Assignment:			
Modification (if any) in the home assignment of student(s) with special needs:			
Signature of Supervisor		Signature Name of Trainee Teacher Enrolment number	

Format - Declaration Page

Date:

This practicum titled “Inclusive Lesson Plans” is the result of my efforts undertaken during my study of _____ programme in the session _____ at _____. During the practice teaching, I have taught the following lessons that were supervised at _____ inclusive school.

<i>S.No.</i>	<i>Name of the School</i>	<i>Class/Section</i>	<i>Unit</i>	<i>Date of lesson conduction</i>	<i>Supervisor's signature</i>

Signature of trainee

Name of the trainee teacher

Enrolment number

Practical Work:

PAPER-3

UDL-Based Lesson Plans

<i>S#</i>	<i>Details of the Practicum Work</i>	<i>Total Marks</i>
1	Five (05) Observation of Simulated UDL-based lessons to be demonstrated at study center 1-mathematics, 1-science, 1-social science/EVS, 1-language, and 1-Cocurricular	10
2	Five (05) Observation of UDL-based lessons at inclusive school (unsupervised): 1-mathematics, 1-science, 1-social science/EVS, 1-language, and 1-Cocurricular	10
3	Conduction of five (05) UDL-based lessons at inclusive school (unsupervised): 1-mathematics, 1-science, 1-social science/EVS, 1-language, and 1-Cocurricular	20
4	Conduction of Supervised UDL based Lesson Plans (5 nos.) SUPERVISED by Concerned authorities at Inclusive-school (1 mathematics, 1 science, 1 social science/EVS, 1 language, 1 co-curricular)	30
5	Conduction of Supervised UDL based Lesson Plans (5 nos.) SUPERVISED at training/study- center (1 mathematics, 1 science, 1 social science/EVS, 1 language, 1 co-curricular)	30

Format for OBSERVATION of UDL-Based Lesson

Lesson Plan number:	Date:	
Name of the Trainee-Teacher:	Enrolment No:	
School:	Name of Demonstrator:	
Class and Section:	Total No. of Students:	
Subject:		
Topic:		
Unit:		
Students needing extra support:		
(a) Adaptations/Modifications:		
(b) Language/Communication support:		
(c) Other needs/challenges:		
Lesson Objectives: (please specify student names against <i>Some</i> and <i>Few</i>)		
(i) Some (who've skill/knowledge gap):		
(ii) Most:		
(iii) Few (who already know the indicators):		
Pre-Assessment/ Current Level:		
(a) Some:		
(b) Most:		
(c) Few:		
OPENING:		
<i>Teacher's Activity</i>	<i>Student's Activity</i>	<i>UDL Tasks</i>
LESSON ACTIVITY:		
<i>Teacher's Activity</i>	<i>Student's Activity</i>	<i>UDL Tasks</i>
STUDENT DIRECTED LEARNING / GUIDED PRACTICE:		
<i>Teacher's Activity</i>	<i>Student's Activity</i>	<i>UDL Tasks</i>
CLOSING:		
<i>Teacher's Activity</i>	<i>Student's Activity</i>	<i>UDL Tasks</i>
Details of Differentiated Instructions		
<i>For "Some"</i>	<i>For "Most"</i>	<i>For "Few"</i>
	<i>See the UDL plan above</i>	
Details of Assistive Technology		
<i>Intensive</i>	<i>Moderate</i>	<i>Mild</i>

<i>Modification/Tools</i>	<i>Accommodations/Tools</i>	<i>Scaffolds/Tools</i>
Signature of Supervisor		Signature Name of Trainee Teacher Enrolment number

Format: UDL-Based Lesson-Plan

Lesson Plan number:	Date:		
Name of the Trainee-Teacher:	Enrolment No:		
School:	Total No. of Students:		
Class and Section:			
Subject:			
Topic:			
Unit:			
Students needing extra support:			
(d) Adaptations/Modifications:			
(e) Language/Communication support:			
(f) Other needs/challenges:			
Lesson Objectives:			
(iv) Some (who've skill/knowledge gap):			
(v) Most:			
(vi) Few (who already know the indicators):			
Pre-Assessment/ Current Level:			
(d) Some:			
(e) Most:			
(f) Few:			
OPENING: Here you must include descriptions of how you would:			
(a) make a transition from previous learning,			
(b) communicate the instructional plan, an advance organizer that tells the students what they will be learning and the activities that will help them do so,			
(c) provide current and future relevance for their learning, and			
(d) use a hook that will motivate them to engage in the lesson.			
<i>Description</i>	<i>Teacher's Activity</i>	<i>Student's Activity</i>	<i>UDL Tasks</i>
• Essential questions or learning targets			<u>Multiple means of Engagement:</u> • Clarify Vocabulary, Symbols, Syntax and Structure
• Links to prior knowledge			• Activate or supply background knowledge, highlight patterns, critical features, relationships etc
LESSON ACTIVITY: This section will include:			
(a) input of necessary information, through lecture, software, research, manipulatives, etc.,			
(b) modeling the skill for the students, and			
(c) questioning to check for understanding.			
• Model of strategies/ skills • Non-linguistic representation of the content • Student accommodation • Student summarization etc			<u>Multiple means of Engagement:</u> • Customize information display • Offer alternatives for auditory presentation of information • Support text decoding, mathematical notations, symbols etc

			<ul style="list-style-type: none"> • Illustrate through multi-media • Optimize access to tools and assistive technology
<ul style="list-style-type: none"> • Formative assessment strategy/ use: • Evidence of learning (% of mastery) • Pre-assessment • Self-assessment • Formation of groups 			<ul style="list-style-type: none"> • Support planning & strategy development. • Facilitate managing information & resources. • Build student capacity for monitoring progress. • Optimize visual choice & autonomy.
<p>STUDENT DIRECTED LEARNING / GUIDED PRACTICE: This prevents students from practicing errors and can be accomplished through cooperative learning, teacher monitoring, using software, etc. The essential feature is that feedback is immediate and ongoing.</p>			
<ul style="list-style-type: none"> • Group practice • Scaffolds • Accommodations • Differentiated by: Readiness, Learning Profile, or interests. • Work differentiated by: Content, Process, Product • Summarization of learning • Formative assessment strategy / use • Feedback on learning • Independent practice 			<p><u>Multiple means of Representation:</u></p> <ul style="list-style-type: none"> • Guide information processing, visualization & manipulation. • Vary methods for response & content navigation. • Allow use of multimedia for communication. • Allow multiple tools for construction & composition. • Build fluencies with graduated levels of support. • Optimize relevance, value and authenticity of tasks. • Develop self-assessment & reflection
<p>CLOSING: Here you provide a summary of what the students have learned and how they learned it. You might have students complete an exit slip or in some other way reflect on their learning. This might also be a good time to engage the students in higher level thinking related to their learning through discussion or a summary activity.</p>			
<ul style="list-style-type: none"> • Formative assessment strategy / use. • Feedback. • Summarization/clarification of the learning target. • Accommodations 			<p><u>Multiple means of Expression:</u></p> <ul style="list-style-type: none"> • Maximize transfer and generalization. • Provide for Independent practice
Details of Differentiated Instructions			
<i>For "Some"</i>	<i>For "Most"</i>	<i>For "Few"</i>	
	<i>See the UDL plan above</i>		
Details of Assistive Technology			
<i>Intensive Modification/Tools</i>	<i>Moderate Accommodations/Tools</i>	<i>Mild Scaffolds/Tools</i>	
Signature of Supervisor	Signature Name of Trainee Teacher Enrolment number		

Format - Declaration Page

Date:

This practicum titled “UDL-Based Lesson Plans” is the result of my efforts undertaken during my study of _____ programme in the session _____ at _____. During the practice teaching, I have taught the following lessons that were supervised at _____ inclusive school.

<i>S.No.</i>	<i>Name of the School</i>	<i>Class/Section</i>	<i>Unit</i>	<i>Date of lesson conduction</i>	<i>Supervisor's signature</i>
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Signature of trainee

Name of the trainee teacher

Enrolment number

Practical Work:

PAPER-4

Accessibility Screening

Paper 4**Total Marks: 100 (40 internal, 60 external)**

<i>S#</i>	<i>Details of the Practicum Work</i>	<i>Total Marks</i>
1	Administration of School Accessibility Checklist (1 no.)	30
2	Assessment of Classroom Inclusivity Checklist (1 no.)	30
3	Administration of Checklist for Inclusivity Index (1 no.)	40

School Accessibility Checklist

Name of the School:

Date of administration:

Consider each question from the perspective of each type of disability:

- **Wheelchair**
- **Ambulant**
- **Dexterity**
- **Visual**
- **Auditory**
- **Comprehension**

Please mark (✓) against affirmative answers:

<i>Location</i>	<i>Remarks</i>
<p>Entrance to the school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are there ramps to facilitate access? <input type="checkbox"/> Are the doorways wide enough for wheelchair entry? <input type="checkbox"/> Is the door easy to open? 	
<p>Classroom:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is the doorway wide enough for wheelchair entry? <input type="checkbox"/> Is there adequate space to turn the wheelchair around? <input type="checkbox"/> Are there tables/desks of appropriate height? <input type="checkbox"/> Are computers/learning stations accessible? <input type="checkbox"/> Is there adequate space to maneuver around desks? <input type="checkbox"/> Is the emergency exit immediately accessible? 	
<p>Access to the field/playground:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are the curbs cut low to facilitate access? <input type="checkbox"/> Is the ground level enough for a wheelchair? <input type="checkbox"/> Are there signs to indicate accessible entrances? 	
<p>Washrooms:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is the sink area (counter, mirrors, etc.) at an appropriate height? <input type="checkbox"/> Is there a toilet cubicle wide enough for a wheelchair? <input type="checkbox"/> Are there support railings in the cubicle? <input type="checkbox"/> Are the fittings (taps, faucets, switches etc) accessible? <input type="checkbox"/> Are the door latch/locks/handles etc accessible? 	
<p>Parking:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is there a wheelchair loading area for vehicles transporting students? <input type="checkbox"/> Is there a designated parking stall for a staff member or student? <input type="checkbox"/> Is the designated stall clearly marked? 	
<p>Other:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is there an emergency evacuation plan in place? <input type="checkbox"/> Are there drinking fountains at a suitable height? <input type="checkbox"/> Are there other areas in the school that need to be made more accessible? 	

Signature of Supervisor

Sign & Name of Trainee Teacher
Enrolment number

Classroom Inclusivity Checklist

Name of the School:

Date of administration:

Class and Section:

Student Placement:

- Students are attending general education classes for 80% of the day.
- Students are in age and grade-appropriate classrooms.
- The culture of the school is welcoming to students with special needs

The Environment:

- The whole classroom is clearly labelled with text and pictures.
- The classroom door is clearly labelled with a photo where possible.
- Student's personal spaces are labelled and easily identified by pupils.
- A visual timetable is provided on wall for all to access and refer to throughout the day.
- Display space or a whiteboard is available to list the steps in tasks that need to be completed, which can be referred to by all pupils during lessons.
- The classroom is bright and well lit.
- The classroom is well ventilated.
- The classroom is a calm environment with clearly labelled and uncluttered display spaces.
- Display boards have calming backgrounds with clashing colours kept to a minimal.
- Desks are organized with only essential resources left out.
- The classroom areas are well organized and free from clutter.
- Noise in the classroom is kept to a minimal, with background noise from fans, ICT, corridors etc carefully considered.
- Contrasts of black text on white are minimized where possible through the use of pastel smartboard backgrounds, blue ink and coloured paper.
- All pupils are seated with a clear view of teaching space/smartboard.
- ICT support is accessible when required.
- Clear classroom rules and routines are established.

Teaching:

- The Special Education Teacher is engaged with:
 - The whole class
 - Individual students
 - Small groups
 - Co-teaching
- The General Education Teacher is including students with special needs, by:
 - Pairing students with special needs appropriately with regular peers
 - Displaying work of students with special needs alongside work of regular students.
 - Only relies on special education teacher
 - Partnering with special education teacher

Curriculum:

- All students follow the general education curriculum
- Appropriate accommodations/modifications are in effect as indicated on IEP
- Age-appropriate modifications are not made

IEP Planning:

- Special education teacher is able to plan with:
 - General education teachers
 - Para-professionals
 - Allied service providers
 - Transition Coordinators (elementary to secondary to senior secondary etc)
- IEP goals are addressed in the general education classroom
- Only resource-room teaching is provided for IEP goals of the student with special needs.
- A shadow-teacher is engaged with the student with special needs
- Student with special needs only attends co-scholastic activities with regular peers

Room Arrangement:

- Students are seated independent of each other
- Desks arranged for small-group instruction are accessible to student with special needs
- Space allows for independent movement
- Furniture is age-appropriate
- Furniture is size-appropriate
- Technology is accessible

Student Participation:

- Student with special needs are active participants in the classroom sessions.
- Student with special needs are called-on and answer teacher questions.
- Student with special needs present papers and reports and take classroom tests with accommodations and modifications as indicated on the IEP.
- Student with special needs contribute in all group and cooperative learning activities.
- Student with special needs are involved in team games and activities during recess, gym, organized teams and/or after-school activities.
- Student with special needs ambulate around the building independently or with peers.

Peer Relationships:

- Student with special needs initiate communication, when appropriate.
- General education students address Student with special needs in age-appropriate ways.
- Student with special needs have peer-buddies.
- Student with special needs have or act as peer-tutors (*when applicable*).
- Student with special needs have valued roles in the classroom (*eg. tutor others, operate equipment, use technology, read to peers, tutor others etc*)

Para-Professionals:

- Are actively engaged in supporting all student's learning in general education classroom.
- Are full-members of the team, and part of IEP and other meetings.
- Support students in classroom, and help in teacher in adaptations and provides guidelines.

Signature of Supervisor

*Sign & Name of Trainee Teacher
Enrolment number*

Checklist for Inclusivity Index

Name of the School:
Class and Section:

Date of administration:

This list will help us identify the barriers to inclusion that exists in the school. It is not an exhaustive list, and is designed to encourage inclusive practices at schools.

Section A: Creating Inclusive Cultures

- Everyone is made to feel welcome.
- Students help each other.
- Staff and students treat one another with respect.
- There is partnership between staff and parents.
- There are high expectations for all students.
- Staff, Administration, students and parents share a philosophy of inclusion.
- Students are equally valued.
- Staff seeks to remove barriers to learning and participation in all aspects of the school.
- The school strives to minimize all forms of discrimination.
- Difference amongst the school community is celebrated.

Section B: Producing Inclusive Policies

- The school seeks to admit all students.
- The school makes its buildings physically accessible to all people.
- All new students are helped to settle into the school.
- The school arranges teaching groups so that all students are valued.
- Support for students with special education needs is coordinated.
- Staff are given opportunities to participate in professional development that will support teaching of students with special needs.
- All school policies are inclusive policies.
- Barriers to attendance are minimized.
- Bullying is minimized.

Section C: Evolving Inclusive Practices

- Teaching is planned with the learning of all students in mind.
- Students with special needs are actively encouraged to participate.
- Students are actively involved in their own learning.
- Students learn collaboratively.
- Teachers use a variety of teaching styles- scaffolding, modelling, peer tutoring, active learning, co-operative group work.
- Teachers use a variety of alternatives for recording- writing, tape, drama, use of ICT, discussion and feedback
- Teachers plan, teach and review in partnership.
- All students, including those with special needs are encouraged to participate in extra-curricular activities and activities outside the classroom.

Section D: Priorities for Development of Inclusive Practices

List down your suggestions based on your observation and administration of the checklist.

<i>Objective</i>	<i>Action Required</i>	<i>By Whom</i>	<i>Resources Needed</i>	<i>Success Criteria</i>

Signature of Supervisor

Sign & Name of Trainee Teacher
Enrolment number

Practical Work:

PAPER-5

**Curricular Adaptation
and Modification**

<i>S#</i>	<i>Details of the Practicum Work</i>	<i>Total Marks</i>
1	Adapt/Modify Curriculum: Adaptation of Scholastic Lesson (3 nos.) (any 3 from Mathematics, Science, Social Science/EVS, English, Hindi/Regional)	40
2	Adapt/Modify TLMs for Academic Skill (Total 5 nos.) (1 each for Mathematics, Science, S.St./EVS, English, Hindi/Regional)	30
3	Adapt/Modify Curriculum: Adaptation of Co-Scholastic Lesson (2 no.) (Any 2 from Dance, Music, Art/Craft, Theatre, Sports etc)	30

Reporting Format for Lesson Adaptation/Modification (Scholastic & Co-Scholastic)

With a regular duly-filled Inclusive-lesson plan format, annex the following report about modifications or adaptations made:

<i>Topic/Lesson</i>	<i>Details of the Adaptation / Modification</i>
Objectives:	Describe the specific objective targeted in consideration of the child and her/his needs.
Content:	Describe the adaptation/modification made to the content selected in terms of the quantity, difficulty-level, substitute curriculum, time-allotted etc.
Activities:	Describe the adaptation/modifications made to the selected activities to be conducted for imparting the lesson; along with specifying the level of participation, means of student engagement/ representation/ expression etc.
Materials:	Eg. providing audiotaped lecture/book, highlight text, use large print books, using braille books, reduce number of items per page or line, physical adaptation of TLM, adapted worksheets etc.
Procedures:	Eg. note-taking assistance, differentiate instructions, specific teaching strategies, giving extra time, breaking topic over several days etc.
Setting:	Eg. changes in classroom arrangement, working in small group, working one-on-one, reducing or minimizing distractions (visual/auditory), preferential seating etc.
Instructions:	Eg. multiple step instruction, using modeling, picture schedule, using words from existing vocabulary, using peer tutor, adapted worksheets, read directions orally etc.
Student Response:	Eg. allowing oral, written, gesture, sign language, communication device, braille, native language etc.
Home-Assignment:	Describe the work given as home-assignment; along with specifying the adaptation/modification in the material, instruction, activity etc made for the child.
Evaluation, Grading & Testing:	Eg. providing a quiet setting, allowing scribe, dividing assessment into small sections, grading spellings and content separately, avoiding test-time, providing monitored break between test etc.
Technology, Aids/ Appliances & Any Other	Describe the use of technology, aids, appliances by the child or the adaptations/ modifications made to the existing technology/aids/ appliances. Also specify any other adaptation/modification consideration being used by you in the lesson.

Reporting Format for Adaptations for TLM for Academic Skill

Name of the child:

Disability and Severity:

Selected Skill Area

Goal:

Limitation of the child in learning by conventional method:

Adaptation made in the Teaching-Learning Material (TLM):

Objective of the adapted TLM:

Material used for adaptation:

Description of the Adapted TLM:

Method of use:

Other uses/skills that the TLM can be utilized for:

Whether the adaptation is temporary or permanent?

Will the adaptation be used as a TLM or Functional Aid?

Whether the TLM will be used at home/school/place of employment/community etc?

Periodicity of review or renewal of the adaptation:

Economy, Durability, Availability and Accessibility of the adapted TLM:

Advantage of using the adapted TLM:

Limitations of the adapted TLM:

Care and Maintenance of the adapted TLM:

Signature of Supervisor

Signature
Name of Trainee Teacher
Enrolment number

PROGRAMME:
Advanced Certificate in Inclusive Education (Cross Disability)

Course Structure

Block	Block Name	Unit	Unit Name
Block 1	Disability and Implications on Learning	Unit 1	Understanding Disability as mandated by RPwDA 2016
		Unit 2	Educational Implications of Disability
		Unit 3	Domain Based Assessment
		Unit 4	Recent developments in legislation and policies: Inclusive Education
		Unit 5	Understanding RPwDA from educational perspectives
Block 2	Pedagogy for Inclusive Education	Unit 1	Learning in an Inclusive school environment
		Unit 2	Teaching Learning Process
		Unit 3	Universal Design for Learning & Inclusive methodologies
		Unit 4	Developing Inclusive Learning Friendly Environment
		Unit 5	Developing Inclusive Learning Resources
Block 3	Curriculum Accommodations and Adaptations	Unit 1	Understanding Curriculum
		Unit 2	Classroom Transactions
		Unit 3	Adaptations in Co-Curricular Activities
		Unit 4	Teaching Practices: Elementary & Secondary Level
		Unit 5	Alternative Methods of Evaluation
Block 4	Communication Needs and ICT	Unit 1	Communication and Behavioural Issues
		Unit 2	Addressing Concerns: Communication and Behaviour
		Unit 3	Modes of Communication
		Unit 4	Communication Strategies & Augmentative and Alternative Communication (AAC)
		Unit 5	Information and Communication Technology
Block 5	Practicum	-	Practicum on Inclusive Education

PRACTICAL: Paper-Wise Marks-Distribution

<i>S.No.</i>	<i>Name of the Practical Paper</i>	<i>Internal Marks</i>	<i>External Marks</i>	<i>Total</i>
1	Individual Student Study	40	60	100
2	Inclusive Lesson Plan	40	60	100
3	UDL Based Lesson Plan	40	60	100
4	Accessibility Screening	40	60	100
5	Curriculum Adaptation and Modification	40	60	100
<i>Total:</i>		200	300	500