

CHILDREN WITH SPECIAL NEEDS



Understanding and nurturing a child's development holistically

Every child is born with a unique potential. This potential needs nurture and support to thrive and develop! Children develop their potential and well-rounded personalities when ALL areas of development are considered and nurtured holistically.

A child's sense of self (emotional,) sensory, physical-motor, social, understanding, and communication form the different areas of development. They are interrelated, equally important, and weave together to form the child's personality.

The early years, from birth to six, are periods of rapid development and set the foundations for a child's life.

Parents and caregivers, play an important role in supporting and enabling development at this vital stage. They need information and skills to effectively parent their child. Community workers need information and skills that will help them include all children in their realm of work effectively.

Understanding and nurturing the development of a child with disability holistically – A vital and different perspective

Different parts of the brain have been found to control different functions. If before, during or after birth, the developing brain suffers trauma or damage, it can result in a delay or disorder in the area of development which the part of the brain controls. According to the area and extent of damage, the child may have a particular delay/disorder or disability.

However, the brain has enormous potential, and the neural plasticity in the early years enables parts that are not damaged to take over the functions of the parts that are. Much can be done in the early years to optimize this potential. Early holistic intervention greatly enhances the child's development. **Children with disabilities have the same rights as other children. They need equal opportunities to play and learn in the early years, in a way best suited to their individual profiles.**

A child with cerebral palsy has difficulty with movement, a child with intellectual disability (mental retardation) has difficulty with understanding, and a child with autism has difficulty with social interaction and communication. These areas of difficulty usually get focus and attention.

The child's abilities and potential in other areas may lie hidden beneath the more obvious difference/disability. These abilities also need focus and attention, for they contribute vitally to the child's self-esteem, the core of a personality.

If the abilities are not harnessed, they lie dormant or just fade away, resulting in a passive child with a disability.

When the abilities are harnessed, the child emerges confident despite differences and disabilities. ALL children benefit when they are together:

Children with disabilities can grow up to be confident, caring, contributory members in inclusive societies despite their disability when they have the opportunity to interact with other children.

Non-disabled children make friends with others of their age who have different abilities and needs. They learn to accept and respect differences naturally and--- importantly early in life they become caring and empathetic. Truly a “WIN-WIN” approach

THE RIGHTS OF PERSONS WITH DISABILITIES ACT, 2016 (RPWD Act)

- ❑ The act defines a person with a benchmark disability if a person suffers 40% or more of a particular disability.

The following are some of the Disabilities included in the RPWD Act 2016:

1. Blindness 2. Low-vision 3. Leprosy Cured persons 4. Hearing Impairment (deaf and hard of hearing) 5. Locomotor Disability 6. Dwarfism 7. Intellectual Disability 8. Mental Illness 9. Autism Spectrum Disorder 10. Cerebral Palsy 11. Muscular Dystrophy 12. Chronic Neurological Conditions 13. Specific Learning Disabilities 14. Multiple Sclerosis 15. Speech and Language disability 16. Thalassemia 17. Haemophilia 18. Sickle Cell Disease 19. Multiple Disabilities including deaf-blindness 20. Acid Attack victim 21. Parkinson's disease. 22.three Blood Disorders 23. Parkinson's Disease.

Chapter II of the Act deals extensively with the Rights, equality, and non-discrimination of disabled persons and mandates the provision of special facilities to meet the needs of such persons.

Section 9 of the Act insists upon the right of a child to a family and family care.

The Act insists that no child with a disability shall be separated from his or her parents on the grounds of disability except on order of the competent court, taking into account the best interest of the child (Sec.9.1).

Where the parents are unable to take care of a child with a disability, then as per Sub-Section 9.2 - the competent court shall place such a child with his or her near relatives, and failing that within the community in a family setting and **in exceptional cases** in a shelter home run by the appropriate Government or non-governmental organisation, as may be required.

EDUCATIONAL RIGHTS OF SPECIAL NEEDS CHILDREN

Reservations and special scholarships are provided for admissions to schools and colleges and for job opportunities.

Section 16 of the act spells out the duties of educational institutions as follows:

The appropriate Government and the local authorities shall endeavour that all educational institutions funded or recognised by them provide inclusive education to children with disabilities and towards that end shall—

(i) admit them without discrimination and provide education and opportunities for sports and recreation activities equally with others;

(ii) make building, campus, and various facilities accessible;

(iii) provide reasonable accommodation according to the individual's requirements;

(iv) provide necessary support individualised or otherwise in environments that maximise academic and social development consistent with the goal of full inclusion;

(v) ensure that the education to persons who are blind or deaf or both is imparted in the most appropriate languages and modes and means of communication;

(vi) detect specific learning disabilities in children at the earliest and take suitable pedagogical and other measures to overcome them;

(vii) monitor participation, progress in terms of attainment levels, and completion of the education in respect of every student with a disability;

(viii) provide transportation facilities to the children with disabilities and also the attendants of the children with disabilities having high support needs.

❓ THE RIGHTS OF PERSONS WITH DISABILITIES ACT, 2016

[HTTPS://WWW.INDIACODE.NIC.IN/BITSTREAM/123456789/15939/1/THE RIGHTS OF PERSONS WITH DISABILITIES ACT%2C 2016.PDF](https://www.indiacode.nic.in/bitstream/123456789/15939/1/the_rights_of_persons_with_disabilities_act%2C_2016.pdf)

AUTHOR: INDIA CODE

❓ INDIAN LAWS PERTAINING TO PERSONS WITH DISABILITIES - Key legislations and court cases that paved the way for greater protection and empowerment

<https://cjp.org.in/indian-laws-pertaining-to-persons-with-disabilities/>

AUTHOR: CITIZENS FOR JUSTICE & PEACE (CJP)

❓ LEGAL RIGHTS OF THE DISABLED IN INDIA

<https://en.vikaspedia.in/viewcontent/education/parents-corner/guidelines-for-parents-of-children-with-disabilities/legal-rights-of-the-disabled-in-india>

AUTHOR: VIKASPEDIA

❓ DISABILITY RIGHTS THROUGH COURTS

<https://www.disabilityrightsindia.com/p/welcome.html>

AUTHOR: CABE FOUNDATION

❓ A HANDBOOK FOR PARENTS OF CHILDREN WITH DISABILITIES

<https://schoolofeducators.com/wp-content/uploads/2012/05/Handbook-of-Disability.pdf>

AUTHOR: GOVERNMENT OF INDIA PLANNING COMMISSION (EDUCATION DIVISION)

❓ INCLUSIVE TEACHING : BLIND AND VISION IMPAIRED

<https://www.adcet.edu.au/inclusive-teaching/specific-disabilities/blind-vision-impaired>

AUTHOR: AUSTRALIAN DISABILITY CLEARING HOUSE ON EDUCATION AND TRAINING (ADCET)

❓ Unique Needs of the Visually Impaired Child

<https://prntexas.org/unique-needs-of-the-visually-impaired-child/>

AUTHOR: PARTNERS RESOURCE NETWORK

❓ INCLUSIVE TEACHING: DEAF AND HARD OF HEARING:

<https://www.adcet.edu.au/inclusive-teaching/specific-disabilities/deaf-hearing-impaired>

AUTHOR: ADCET

❏ Children With Hearing Loss: Guidelines for Schools

<https://www.nationwidechildrens.org/family-resources-education/health-wellness-and-safe-ty-resources/helping-hands/children-with-hearing-loss-guidelines-for-schools>

AUTHOR: HH-IV-237 ©2021, Nationwide Children 's Hospital

❏ LEARNING SUPPORT STRATEGIES FOR LEARNERS WITH NEURODEVELOPMENTAL DISORDERS: PERSPECTIVES OF RECENTLY QUALIFIED TEACHERS

<https://pmc.ncbi.nlm.nih.gov/articles/PMC7057733/>

AUTHOR: NATIONAL LIBRARY OF MEDICINE (NIH) An official website of the United States government

❏ INCLUDING CHILDREN WITH SPECIAL NEEDS

<https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf>

AUTHOR: NCERT

❏ TEACHERS GUIDE TO ADHD

<https://childmind.org/guide/teachers-guide-to-adhd-in-the-classroom/>

AUTHOR: CHILD MIND INSTITUTE -CARE EDUCATION CENTRE

❏ INCLUSIVE EDUCATION

https://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf

AUTHOR: CENTRAL BUREAU OF EDUCATION (CBSE)

❏ Navigating Education Rights: A Guide for Visually Impaired Students in India

<https://blindwelfaresociety.in/>

BLIND WELFARE SOCIETY

❏ Training Module on VISUAL IMPAIRMENT

<https://dsel.education.gov.in/sites/default/files/publication/modulea4.pdf>

MINISTRY OF EDUCATION GOVERNMENT OF INDIA

□ **DALM Project –MINISTRY OF SOCIAL JUSTICE AND EMPOWERMENT**

“Project on Financial Support for Development of Accessible Learning Materials(DALM Project) under SIPDA Scheme”

<https://depwd.gov.in/dalm-project/>

Department of Empowerment of Persons with Disabilities