



Ashtavakra Institute of Rehabilitation Sciences & Research
Formerly Special Art School

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WELCOME TO ASHTAVAKRA JOURNAL CLUB

SESSION 2021-2022
B.ED Spl. Edu. VI

DATE: 1/8/22

TIME: 2:00 PM

TOPIC: IMPLICATIONS FOR CLASSROOM TEACHING AND LEARNING FOR PWD

AUTHOR: SK MANGAL AND SHUBHRA MANGAL

NAME OF THE JOURNAL (APA): LEARNING AND TEACHING.

ABSTRACT

When questioning in the classroom focuses on enabling student learning teachers deliberately prepare, manage and respond to students' responses. This ensures that teachers can take advantage of opportunities in lesson to consolidate student's understanding.

The student's perceptual problems may require a different presentation of learning material,

There are different learning styles:

1. Visual Learning Style - one learns best by using their sense of sight.
2. Auditory Learning Style - those who are auditory learners learn best from their sense of hearing or auditory input.
3. Tactile / Kinesthetic Learning Style - here one learns best by touching, feeling, doing.
4. Some people may learn from the combination of the three

PHYSICAL DISABILITY

IMPLICATIONS.

1. Mobility restriction in exploring their physical environment and learning from it can be challenging.
2. Speech may be impaired.
3. May have difficulty using conventional chairs / tables in class / lab.
4. Difficulty in finishing assignments / tests in prescribed time limit.

SENSORY DISABILITY.

Both Visual and Hearing Impairment are termed as Sensory Disabilities.

A. VISUAL IMPAIREMENT

IMPLICATIONS.

1. Difficulty in learning when long passages are read and from visual inputs.
2. Taking more time to interpret meaning as reading on Braille mode, requires longer time and involves higher degree of memorizing and synthesizing from wholeness of phrases, sentences etc.
3. Difficulty in comprehending from verbal content, including geographical terms and concepts, like - latitude, longitudes, physical directions etc.
4. Graphic and visual descriptions like map-reading, graphs, diagrams, paintings, inscriptions, symbols and monumental architecture.

B. HEARING IMPAIREMENT.

IMPLICATIONS.

1. Problem in taking meaningful notes.
2. Poor or unintelligible reading.
3. Difficulty in understanding verbal questions.
4. Poor Vocabulary.
5. Problem in responding to oral tests.
6. Difficulty in following verbal / group conversations.

INTELLECTUAL DISABILITIES includes ASD and LEARNING DISABILITIES.

AUTISM SPECTRUM DISORDER.

IMPLICATIONS.

1. Difficulty in communication skills, social skills, thought and behavior and sensory processing.
2. Challenge in motor planning and organizational skills.
3. Short Attention Span.
4. Poor imitative skills.

LEARNING DISABILITY.

IMPLICATIONS.

1. Language processing disabilities can make reading and writing slow and challenging,
2. Have memory deficits.
3. May also have difficulty in paying attention.
4. Poor in organizing and planning.
5. Difficulty in tracking assignments or supplies and submitting work on time.

OBJECTIVES: TO MAKE CHILDREN WITH DISABILITIES ABLE TO:

- A. FULFILL THEIR LEARNING NEEDS
- B. INTERACT AND LEARN NEW THINGS IN A BETTER WAY
- C. CONNECT WITH THE TEACHERS AS WELL AS WITH OTHERS WITHOUT HESITATION.

METHODS: Observations, parent-teacher interactions, evaluation by various tests.

RESULT: these implications restrict and stand barriers before learners to learn things effectively.

CONCLUSION: Disability can have direct effect on learning, when disability restricts or limits a student's potential to learn. These implications may vary in accordance to nature of disability its severity. Strategies and educational programs are identified as per disability implications. However, no matter what the disability or its severity, students can still learn best, when their learning styles are identified through systematic assessment and appropriate teaching methods.

KEYWORDS: person with disability (PWD), implications (restrictions, barriers)

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