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## Challenges Faced by Children with Learning Disabilities in Traditional Classrooms

*Date: 11th October 2024*

A group discussion on the topic “Challenges Faced by Children with Learning Disabilities in Traditional Classrooms” was conducted on 11th October 2024 at AIRSR. The discussion aimed to bring awareness to the difficulties encountered by students with learning disabilities (LD) in conventional educational settings and explore possible solutions.

### Objective:

The primary objective of the discussion was to identify key challenges faced by children with LD in traditional classrooms and suggest strategies to create a more inclusive learning environment.

### Key Challenges Discussed

1. **Lack of Individualized Support:** Traditional classrooms often fail to provide personalized teaching methods suitable for students with LD, making learning difficult.
2. **Inadequate Teacher Training:** Many general education teachers are not adequately trained to handle students with learning disabilities, leading to ineffective instruction.
3. **Peer Stigma and Bullying:** Children with LD frequently experience social isolation, bullying, and stigma from their peers due to their learning difficulties.
4. **Rigid Curriculum:** The fixed curriculum and teaching methods in traditional classrooms do not accommodate diverse learning needs, making it hard for LD students to cope.
5. **Assessment and Evaluation Barriers:** Conventional evaluation methods, such as timed tests and standardized assessments, pose challenges for students with LD, impacting their academic performance.
6. **Low Self-Esteem and Anxiety:** Continuous academic struggles often lead to low self-confidence, stress, and anxiety among children with LD.

### Proposed Solutions

- **Implementation of Inclusive Education:** Schools should adopt inclusive teaching strategies that cater to diverse learning needs.
- **Teacher Training Programs:** Regular workshops and training sessions should be conducted to equip teachers with strategies to support LD students.
- **Use of Assistive Technology:** Incorporating tools like audiobooks, speech-to-text software, and interactive learning apps can enhance the learning experience for students with LD.
- **Flexible Curriculum & Assessments:** Introducing alternative assessment methods, such as oral exams and project-based evaluations, can help students demonstrate their understanding better.
- **Counselling and Peer Support Programs:** Schools should promote peer mentoring and counselling sessions to support the emotional well-being of children with LD.



## Conclusion

The discussion concluded that there is a pressing need for reforms in traditional classroom settings to make education accessible and effective for children with learning disabilities. Implementing inclusive teaching methods, training teachers, and fostering a supportive school environment are crucial steps toward addressing these challenges. The session was highly informative and encouraged participants to actively contribute to making classrooms more inclusive. The key takeaways from this discussion will be instrumental in shaping policies and practices that support children with LD in mainstream education.





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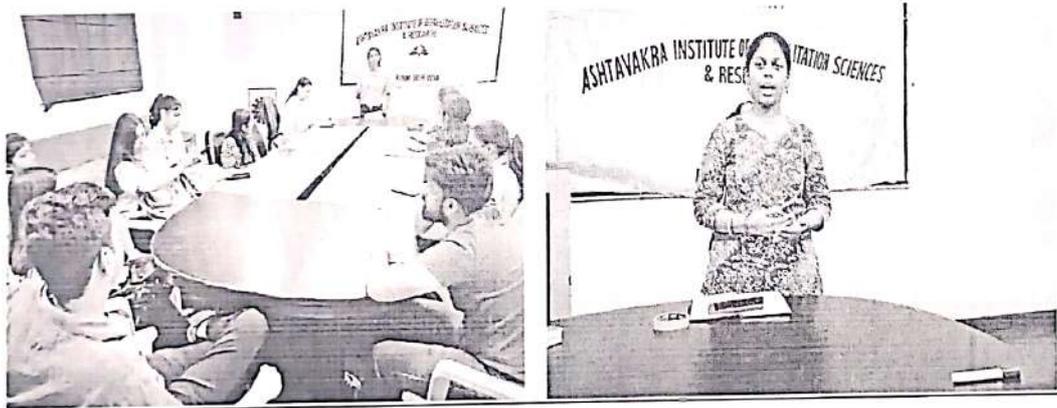
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### Report on Mock Interview on Dealing with Sensory Overload in Students with LD

The Learning Disabilities (LD) Department, conducted a mock interview on *"Dealing with Sensory Overload in Students with Learning Disabilities"* on 29th Nov - 30<sup>th</sup> Nov 2024. The session was designed to provide LD students with practical knowledge and coping strategies for managing sensory overload in educational settings. The interview began with a brief introduction to sensory overload and its impact on students with learning disabilities, simulating real-life situations and challenges that LD students often face.

LD students actively participated, demonstrating their understanding of sensory issues by asking insightful questions and sharing their own experiences. The panel guided them through various scenarios, offering practical advice on identifying triggers, managing stress, and using sensory tools effectively. Techniques such as using noise-canceling headphones, creating quiet spaces, and practicing deep-breathing exercises were discussed as ways to reduce sensory overload. The session emphasized the importance of self-awareness and self-advocacy, encouraging LD students to communicate their needs clearly to educators and peers. The interactive nature of the session allowed students to gain confidence in handling sensory overload situations and develop practical skills they could implement in their daily routines.

The mock interview was an empowering experience for the LD students, enhancing their understanding of sensory challenges and equipping them with strategies for self-management. The session concluded with an open forum where students had the opportunity to engage with the experts directly, further strengthening their learning. The event was a resounding success, reflecting the LD Department's commitment to providing holistic support and promoting the well-being of its students through practical, hands-on learning experiences.





# Ashtavakra Institute of Rehabilitation Sciences & Research Formerly Special Art School

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## Report on Mock Interview on Dealing with Sensory Overload in Students with LD





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## Role Play on Social and Emotional Challenges in Students with LD.

### Learning Outcomes

1. **Increased Awareness and Understanding:** Participants and the audience gained a deeper understanding of the social and emotional difficulties faced by students with learning disabilities. The role play highlighted the importance of recognizing these challenges to provide better support.
2. **Empathy Development:** The activity encouraged empathy among students, educators, and parents. By showcasing real-life scenarios, it helped the audience put themselves in the shoes of students with learning disabilities, promoting a compassionate approach in their interactions.
3. **Communication Skills Enhancement:** Participants improved their communication skills by conveying complex emotions and situations through their performances, helping them express and articulate the needs of students with learning disabilities effectively.
4. **Advocacy and Inclusivity:** The role play emphasized the significance of creating an inclusive environment in educational settings. It inspired students and educators to become advocates for peers with learning disabilities, promoting a culture of acceptance and support.
5. **Problem-Solving and Collaboration:** Through the activity, participants worked together to present solutions and strategies for supporting students with learning disabilities, enhancing their collaborative and problem-solving abilities.

### REPORT

On 27th November 2024, a compelling role play was conducted to raise awareness about the social and emotional challenges faced by students with learning disabilities. The event aimed to provide insights into the struggles these students encounter and foster a sense of empathy and support within the school community.

The participants portrayed various scenarios illustrating the daily difficulties faced by students with learning disabilities, including academic challenges, peer interactions, and the emotional impact of societal expectations. The performance emphasized the importance of a supportive and inclusive environment, where teachers, peers, and parents work together to create a space where these students feel understood and valued.

The role play was well-received by the audience, who engaged in reflective discussions afterward. The event encouraged open dialogue about learning disabilities and highlighted the need for accessible resources and accommodations to ensure that every student can reach their full potential.

This initiative not only educated the audience but also served as a reminder of the power of compassion, understanding, and advocacy in building a more inclusive and supportive educational environment.





**Slogan writing & Poster Making competition on the theme " Health & Hygiene"**

**Learning Outcomes**

- 1. Awareness on Health & Hygiene:**  
Students gained a deeper understanding of the importance of maintaining personal hygiene and health, including the role of proper handwashing, healthy eating habits, and cleanliness in preventing diseases.
- 2. Creative Expression:**  
The activity encouraged students to creatively express their thoughts through visual art and slogans, enhancing their artistic and literary skills while effectively communicating the theme.
- 3. Critical Thinking & Problem Solving:**  
Participants were required to think critically about health and hygiene issues and devise creative ways to address these through their posters and slogans, promoting problem-solving skills and innovation.
- 4. Teamwork & Collaboration:**  
For those who worked in pairs or groups, the competition fostered teamwork, allowing them to share ideas, collaborate, and achieve a common goal, thereby enhancing their communication and interpersonal skills.
- 5. Time Management & Planning:**  
The time-bound nature of the competition taught students how to manage time efficiently while planning and executing their work within the given timeframe.

**REPORT**

On the 28th Nov 2024, a Slogan Writing and Poster Making competition was organized under the theme "Health & Hygiene." The event aimed to raise awareness among students about the importance of maintaining health and hygiene in daily life and to encourage creative expression.

The competition saw enthusiastic participation from students. Participants were divided into two categories: junior and senior. Each student was provided with the necessary materials and was given a time frame of two hours to create their slogans and posters. The atmosphere was charged with creativity, as students poured their thoughts and artistic skills into their work, emphasizing the significance of health and hygiene practices like hand washing, healthy eating, and environmental cleanliness.

The posters were a blend of vivid illustrations and thought-provoking slogans, reflecting the students' understanding of the theme. Some slogans, such as "Clean hands, healthy life" and "Hygiene is the first step to health", stood out for their simplicity and impactful messaging. The judges, comprising faculty members and the art department head, evaluated the entries based on creativity, relevance to the theme, and clarity of message.

Winners were announced at the end of the event. All participants received certificates of appreciation for their efforts. The event concluded with a group photograph of the



participants and the judges, capturing the spirit of creativity and awareness fostered through this competition. The success of the event was evident from the smiles on the students' faces and the powerful messages conveyed through their work.

### GLIMPSES OF THE COMPETITION





**Educational Visit Report**  
**LD Department**  
**Date: 27/09/2025**

**Place of Visit:** Mata Bhagvati Chadda Niketan, Noida

The Learning Disabilities (LD) Department of our institution organized an educational visit to Mata Bhagvati Chadda Niketan Special School, located in Sector 132, Noida, on 27th September 2025. The visit was a part of our on-going efforts to enhance practical learning experiences and gain insights into innovative teaching methodologies for students with special needs.

**Objective of the Visit**

The primary aim of this visit was to provide students with a deeper understanding of the pedagogical strategies, assistive technologies, and intervention techniques employed in a special education setting. The visit also aimed to facilitate interaction with experienced educators and students to gain practical exposure to inclusive education practices.

**Overview of the Visit**

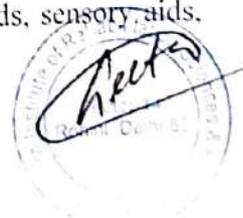
Upon arrival, the faculty and students were warmly welcomed by the administrative staff of Mata Bhagvati Chadda Niketan. The orientation session began with an introductory presentation by the school's principal, highlighting the institution's mission, vision, and the range of services provided to children with special needs.

Following the introduction, a guided tour of the school was conducted, where various departments and facilities were explored, including:

- **Classrooms:** Observing structured and individualized learning approaches.
- **Therapy Units:** Experiencing speech therapy, occupational therapy, and physiotherapy sessions.
- **Vocational Training Centers:** Understanding skill-based learning programs designed for students.
- **Assistive Technology Lab:** Exploring innovative tools used for enhancing learning experiences.
- **Recreational and Extracurricular Areas:** Understanding the role of creative activities in special education.

**Key Learnings and Observations**

1. **Individualized Education Plans (IEPs):** The school follows personalized educational programs tailored to each student's abilities and needs.
2. **Multisensory Teaching Techniques:** Various hands-on learning strategies were employed to cater to different learning styles.
3. **Use of Assistive Technology:** Devices such as communication boards, sensory aids, and adaptive software were effectively integrated into teaching.



4. **Importance of Therapy and Life Skills Training:** The emphasis on therapies and vocational training ensures holistic development and self-reliance.
5. **Parent and Community Engagement:** Active participation of parents in the educational process was evident through collaborative initiatives.

### **Interaction and Reflection**

The faculty and students engaged in meaningful discussions with special educators, therapists, and students. The visit provided a platform to exchange ideas, discuss challenges in special education, and explore strategies to enhance the learning environment for students with disabilities.

### **Conclusion**

The visit to Mata Bhagvati Chadda Niketan Special School was an enriching experience for both faculty members and students. It reinforced the importance of specialized teaching methodologies, inclusive practices, and adaptive strategies for students with learning disabilities. The insights gained from this visit will be instrumental in refining our approaches towards special education and fostering a more inclusive learning environment within our institution.

