

Post-Covid 19: Responsive Education for Children with Disabilities

Technical Session, 2.30 Pm

**38TH ANNUAL DAY CELEBRATION
9TH AUGUST 2021**

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My Plan for Today's Session

1. Being founded on 9th August 1983, Today AYJNISHD(D) completes 38 Years serving PwDs.
2. Education and Material Development has been its focus to Empower Persons with Hearing Impairment and later on other conditions also such as Composite Centres, CBR.
3. Challenges posed by the Covid19 and Implications for All especially Education for Persons with HI
4. Our efforts to Mitigate the Impact and use opportunities under NEP2020 and other developments.
5. **Reflect:** Are we ready for Post Pandemic developments? Our Responsiveness?

What does COVID 19 Imply?

- **Social Distance, Health Risks, Lockdown, Containment**
- Access to meals, food, and supplies
- Dignity
- **Education**
- Employment
- **Healthcare and support services**
- Social experiences
- Transportation

What is Our Take on Education?

- Education coming to a halt for Children and young persons with disabilities?
- **Do implications vary across disabilities?**
- How to Facilitate all those who are in need of support of varying nature that may not be easy due to Pandemic restrictions?
- **Are there lessons to be learnt from others from experiences during the Pandemic and Being Ready for NEW NORMAL?**
- **Can we/Each of US Contribute?**

My Take: Making the Difference

Our Role and Responsibility- PSR

- Learn about one's own strengths, challenges and look for opportunities
- If each of us follow this then only; Game changers can be developed in any institutions, society and the country
- Be the Change

Learn to be Responsive and not Prescriptive:

- Concern
- Commitment
- Competence
- Coordination
- Convergence

CAN there be a better DAY than TODAY to Reflect and Move Forward and BE READY FOR TOMORROW?

Pandemic: NEW NORMAL

An Opportunity for ODL but with UDL

- In terms of learning, universal design [for learning] means the design of instructional materials and activities that allow the learning goals to be achievable by individuals with wide difference in their abilities to see, hear, move, read, write, understand english, attend, organize, engage, and remember.
- Universal design for learning is achieved by means of flexible curricular materials and activities that provide alternative for student with disparities in abilities and backgrounds. **These alternatives should be built in the instructional design and operating systems of educational materials – they should not have to be added later** (Orkwis and McLane, 1998). [Gardner-keynote.pdf](#)
- According to the Center for Applied Special Technology (CAST, 2015): Universal Design for Learning is ... a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--**not a single, one size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs**
- (<http://www.udlcenter.org/aboutudl/whatisudl>)

Our Preparedness?

- **Do Open Universities also have materials and strategies in place for school Education based On Universal Design of Learning?**
- **General Perception is ODL may have more experience to deal with New Normal! But Lessons Leant are:**
 - **Good Design for Disabled is Good Design for All**
 - **Flexibility of Learning System; presentation, control methods, access modality, learner support**
 - **Alternative but equivalent content**

Need To Ensure Enabling Digital Infrastructure



Assistive devices for all students.



Assistive devices for all teachers.



Environment for using WIFI enabled devices throughout the Schools, Colleges, Hostels ETC.

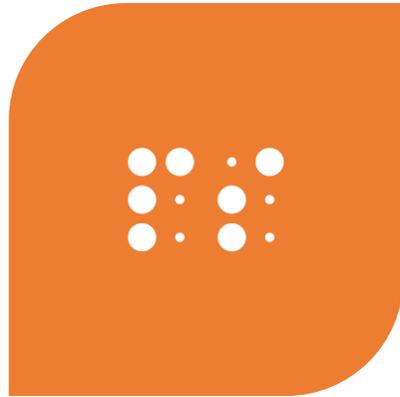


Tactile & Multi Media TLM for concept development

Content Creation, Digital Repository, And Dissemination

- Accessible repositories of all learning and additional materials must be ensured.
- All individuals including those with special needs should be able to access content:
 - Whenever
 - Whatever
 - In a format of their choice.
 - Online libraries like www.Bookshare.org can play an integral role in content dissemination.
 - GOI/MOE has its own platforms also
 - Open Education Resources
- Also Research and Development with Ethical Considerations

Online Assessment And Examinations



ALL STUDENTS WITH MUST BE ENCOURAGED, ORIENTED AND FACILITATED TO SUBMIT FOR ASSESSMENT OF THEIR LEARNING USING TECHNOLOGY.



EXAMS SHOULD BE CONDUCTED ONLINE AS AND WHEN POSSIBLE FOR IMMEDIATE ASSESSMENT AND TRANSPARENCY.



GUIDELINES MUST BE IN PLACE FOR CONDUCTING PRACTICAL EXAMS FOR STUDENTS OPTING FOR SUCH SUBJECTS.

Time for Reflection: IS Digital Learning Accessible to All?

- **How are families adjusting to the change in education service delivery? Emerging Partnerships between Teachers and Parents/Guardians/Siblings, etc.**
- **How Children in general & Children with varying Disabilities responding to this new scenario?**
- **Are there other Issues that are impacting Education?**
- **Does age- group Matters?**
- **Does Nature and Degree of a Disability Condition Matters?**
- **Experience of DEAF Community/ Persons with HI/Multiple Disabilities?**

Guidelines for the Development of e-Content for Children with Disabilities, March 2021

https://www.education.gov.in/sites/upload_files/mhrd/files/CWSN_E-Content_guidelines.pdf

Guidelines comprising of 11 Sections and 2 Appendices can be downloaded from MoE/NCERT

Purpose of the Guidelines

- “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (SDG4)
- “Equitable and Inclusive Education- Learning for All Provide Children With Disabilities, the same opportunities of obtaining quality education as any other child”(para 6) (NEP 2020)
- Schools to provide inclusive education -students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of students with disabilities (RPwD Act 2016)
- The common thread that runs through Acts, Policies and Conventions is provide “Equitable Opportunities and Inclusive Education to All Children”

The guidelines are aimed to promote development of high quality accessible content for children with disabilities and strengthen momentum for “Inclusive Classrooms” as envisioned in NEP-2020

Presented by Prof Anupam Ahuja

ODL, Technology & Opportunity for HEIs:

All Age groups across school, colleges, adults

Printed textbooks cannot offer all the features needed to ensure access to students with disabilities

- Many digital books also are not accessible to students with disabilities

- ADTs(Accessible Digital Textbooks) developed on UDL principles provide substantially equivalent access to children with disabilities

- RCI has some courses being offered mainly with some state universities in Distance Learning Mode ; that will also need to be reviewed in view of Changes under Higher Education Commission and its Verticals.
- Need to Explore if COVID 19 Situation created Online Courses and the Interface between Regular and Distance Mode courses.
- An autonomous body, the **National Educational Technology Forum (NETF)**, will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.
- Appropriate integration of technology into all levels of education will be done to improve classroom processes, **support teacher professional development, enhance educational access for disadvantaged groups** and streamline educational planning, administration and management
- RCI & even NCTE so far has not been very pro-active to Distance education and Technology use in Pre-service and In-service/CRE programmes. Besides Faculty Development Programmes for Teacher Educators ; Both organizations need to work together; stake is higher for RCI as it is not MOE organization
- MSJE, MOE, UGC, AICTE, MHRD, NCERT , PARAKH all are issuing new NOTIFICATIONS that impact US on day to day basis

Instructional Design: Differentiated Assessment & Learning Experiences

Irrespective of the challenges the child may be facing, three simple steps can help us to start on way to organizing differentiated learning experiences:

- **Learning is a multi sensory experience:** [Human brain](#) has evolved to process multisensory signals, making it is more natural than [unisensory](#) processing. Multisensory processing of information is part of daily life, whereby the brain integrates the information from different modalities (senses) into a coherent mental [perception](#).

- While initiating planning for a select LO; ask yourself in how many ways you can **access** and **assess** the same LO? (LO implies Learning Objective)
- If you perceive same can be used by most and few may need options ; then again rethink if the adapted/ changed option will be good for others?
- If answer is yes; you have struck the jackpot.
- If answer is no; then find out if simultaneously or by Modification and Adaptation you can achieve the desired result.
- **NEW NORMAL is about FLEXIBILITY of modes, contacts, alternatives using available, feasible and affordable Technology solutions also**

Step1: Let's Make an Informed Choice & Act for Optimum and Not Minimal

- **Responsible inclusion demands attention to the individual instructional needs of individuals with disabilities and consideration of the practical realities involved in teaching. If inclusive education is to move forward, it must involve placing students with disabilities in general education only if that is the environment in which they seem most likely to learn the skills that will be most important for their futures.” (Kauffman James et. al,2016).**
- **Emphasis added by Sudesh Mukhopadhyay to make the point for Future of Inclusion.**

Step2: Hearing Impaired? Look at Capabilities

- **Some are Twice- Exceptional**
- **Cochlear Implant has opened new avenues as much as facilities for Early Identification & Interventions**
- **Pandemic also has created many opportunities**
- Apparently PwDs with HI should be the best users as internet and other web pages **usually do not require listening as necessary requirement!**

Basic Challenge has been:

- Language deficits lead to missing on Basic vocabulary of information technology
- Audio out puts without captioning
- Inaccessible audio conferences

- The scale of hearing impairment ranges from mild hearing loss to profound deafness, the point at which the individual receives no benefit from aural input
- . Many hard-of-hearing persons are able to use residual hearing effectively with the assistance of hearing aids (HA) or other sound amplification devices, often augmented by lip reading.
- Hearing aids amplify background noises as well as voices, so noise caused by emergency conditions (alarm bells, people shouting, sirens, etc.) may rise to an uncomfortable level for the person with the hearing impairment.
- **Close Real Time Captioning, Sign Language Interpreters, Embedding sign Language in Videos , Friendly Websites, Simplified and adapted e- content are the evolving new normal a being promoted across the Globe.**

Hearing Impaired: Look at Opportunities

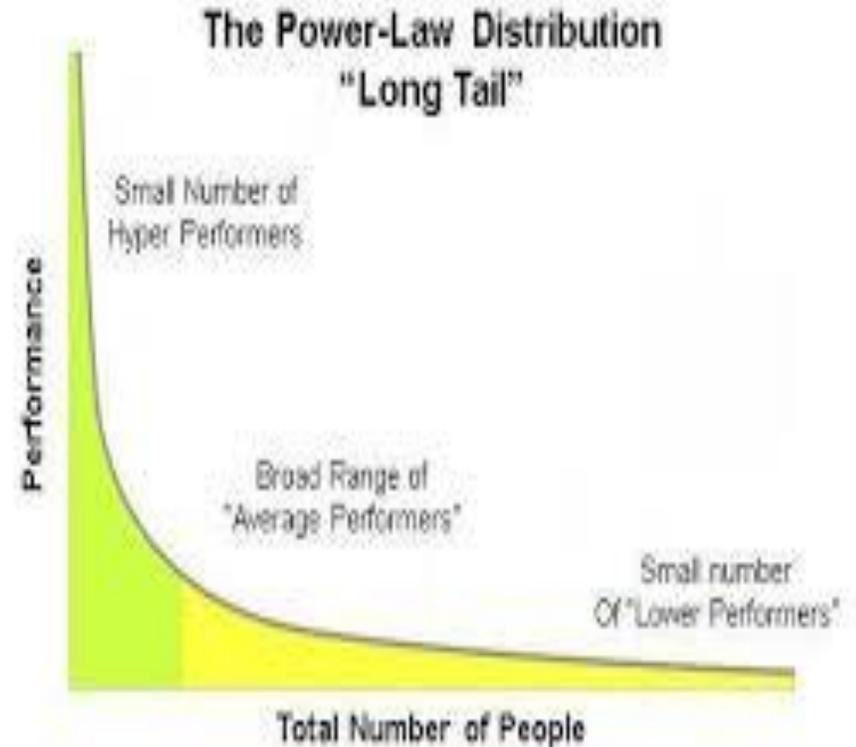
- Today Trajectory of Inclusion has reached a point of **Right's perspective** and RPWD and RTE define it for us. NEP 2020 supports this.
- Deficit models of looking at disadvantages **also now replaced by an expression of Twice-Exceptional; Leading to a positive outlook** especially in view of **Multiple Intelligence and life Skill approaches** as also supported by CBSE. **This will take us to replacement of Bell Shave Curves(next Slide)**
- As education service providers, our response and responsibility are to use all present avenues of "**Human Approach**" as **teachers and administrators and avenues opened by Technology. Quality education by definition and spirit is Inclusive.**

Step3: Making the Right Real: *Understand our Learners*

High Quality Education & High Equity

we as a system will learn to assess “Potentials rather than Deficits”

Interpret our results/ learning on Long Tail Curves rather than Bell-Curve



Other Positives: The Context of SDGS

- The [Post-2015 Development Agenda](#) was a process from 2012 to 2015 led by the [United Nations](#) to define the future global development framework that would succeed the [Millennium Development Goals](#). **The SDGs were developed to succeed the [Millennium Development Goals \(MDGs\)](#) which ended in 2015.**
- *On 25 September 2015, the 193 countries of the UN General Assembly adopted the 2030 Development Agenda titled "Transforming our world: the 2030 Agenda for Sustainable Development". This agenda has 92 paragraphs. Paragraph 51 outlines the 17 Sustainable Development Goals and the associated 169 targets.*
- The gaps and shortcomings of MDG Goal 8 (To develop a global partnership for development) led to identifying a problematic "donor-recipient" relationship. **Instead, the new SDGs favor collective action by all countries**
- Implementation of the SDGs started worldwide in 2016. This process can also be called "Localizing the SDGs".
- **[NITI Aayog](#) in India is responsible to attain the sustainable development goals.**

Step4: How Can We Make A Difference?

At Our Own Level

Being Aware of that students with disabilities will also be ADULTS & require to(example only):

1. Take a greater role in advocating for themselves as against the support of family and peers in schools.
2. **Enlist/Register with their campus/college disability office such as EOC/ Disability Support facility**
3. Seek out professional campus counseling services include desire for privacy, fear of being found out, and personal beliefs about the stigma of receiving treatment.
4. Personally notify faculty members of their accommodations.

May be HEIs as conceived by NEP 2020 will be more facilitating!

- Be Proactive to Reach Out to Students / make yourself A Person to confide-in and access.
- **Use Group techniques and facilitate them to be in Lead role as per the their strengths.**
- Teaching, Assignment, Evaluation practices also to be Reasonably Accommodated.
- **Talent Recognition:**
- Studies have shown that as many as 33% of students with SLDs are gifted.

Ensuring & Creating Well Resourced & Equipped:

Student Support Services/EOCs/DSEs in all HEIs including OPEN UNIVERSITIES

Need of the Hour

To change our assumption

- That people being ignorant; do not value education
- Cannot differentiate between good quality and bad quality education

To accept that the high rate of non-participation in schooling is now attributed more to the inadequacies in supply of education rather than the ignorance of the people.

Evidence lies in Current Debate on Learning

Outcomes, PISA and Post SDGs' documentation

Recognizing: All have Similar Dreams

- ***Changing assumptions about education for 'our' children and 'their' children and youth***
- ***vocational education is inferior but it is the value that has been attached to these courses and programmes by the elite and affluent that has created these issues***
- ***In an era of Market Economy and Artificial intelligence where Re-skilling and Skilling is going to be the keywords for existing and emerging manpower.***
- ***If not addressed adequately, we will continue to face these issues even in taking advantage of distance education mode of learning and the community colleges that are being promoted in developed and developing countries.***

1. Supporting vulnerable students during school closures & school re-openings

Likely Challenges for Learners with HI

- **For example, it has been highlighted that regular facemasks, though necessary to limit the spread of the virus, are ill-designed for certain student groups, such as students with specific SEN (e.g. students with hearing impairments), non-native speakers and young children who learn by observing mouth movements. In some countries, the use of transparent face masks in classroom settings with students with hearing/visual impairments and non-native speakers may be required and constitute an inclusive practice.**

Other practices could limit learning gaps heightened by the pandemic and especially benefit vulnerable groups of students (IIEP-UNESCO, 2020[12]), such as:

- Other practices could limit learning gaps heightened by the pandemic and especially benefit vulnerable groups of students (IIEP-UNESCO, 2020[12]), such as:
- Applying universal design to curricula, i.e. ensure inclusive systems that fulfil each learner's potential. It implies to design flexible, relevant and accessible curricula, textbooks free from stereotypes and omission and use assessment methods that allow students to demonstrate learning in various ways.;
- Supporting non-formal learning activities at home or through partnerships with associations;

- Other practices could limit learning gaps heightened by the At the school-level, encouraging after-school tutoring and peer-to-peer coaching initiatives as well as special after-school study classes (either mandatory or for selected groups) so that students can catch up on core subjects (IIEP-UNESCO, 2020[12]).
- Data from PISA 2018 shows that fewer than 50% of students are in a school providing such a form of study help. Peer-to-peer tutoring can be promoted in order to foster both learning and socialisation of students (OECD,);
- The French Ministry of Education, for example, announced that reducing learning gaps between students will be a priority in its school re-opening strategy. Among other measures, it will finance 1.5 million additional hours for teachers to support students after school hours.

- [https://www.oecd.org/coronavirus/policy-responses/the-impact-of-covid-19-The impact of COVID-19 on student equity and inclusion: Supporting vulnerable students during school closures and school re-openings](https://www.oecd.org/coronavirus/policy-responses/the-impact-of-covid-19-The-impact-of-COVID-19-on-student-equity-and-inclusion: Supporting-vulnerable-students-during-school-closures-and-school-re-openings)

Policy options to ensure equity and inclusion during school closures due to the COVID-19

Providing equitable and inclusive access to digital learning resources:

- Partnerships with national educational media (TV channels, Radio channels) to reach the as many learners as possible;
- Free online learning resources to reach all learners: Developing free educational content to be offered online. Facilitating partnerships with national telecom companies to provide free use of mobile data;
- Distribution of free electronic devices and learning material: Distributing free electronic devices and providing internet connection to disadvantaged and vulnerable students, including in refugee camps and Roma settlements, and to students living in remote areas. Engaging in partnerships with grass-roots associations and other entities such as the country's National Air Force could ensure an efficient and broad distribution.

Providing equitable and inclusive access to good learning conditions:

- **The continuity of limited physical educational services for the most vulnerable:** Keeping classrooms and quiet spaces to study open for some students in difficulty. Allowing travel of educational staff to remote areas to ensure the continuity of educational provisions when distance learning is not possible;
- **Parental engagement:** Encouraging such engagement to ensure support and good learning conditions to students, with a focus on vulnerable groups.

Facilitating information in different languages:

- Information on health and education: Offering online or distributing physically information on the pandemic and education-related issues in different languages to reach diverse populations such as Roma and immigrants, through partnerships with grass-root associations;
- **Multi-lingual learning resources:** Offering online educational resources in different languages (e.g. Indigenous languages) and using culturally-adapted resources with the help of specialists and translators.

Policy options to ensure equity and inclusion during school closures due to the COVID-19

Ensuring that socio-emotional needs are being met:

- **Counselling options and socialisation opportunities:** Providing remote counselling services (e.g. virtual meetings, hotlines) to support the psychological and socio-emotional well-being of vulnerable students. Offering online initiatives to ensure socialisation activities from vulnerable groups such as immigrant students;
- **Tools to discuss COVID-19 with vulnerable students** and their families: Developing different tools across Ministries, international organisations, NGOs, national associations or media. Providing child-friendly videos and comics, organising press conferences and/or news broadcasts adapted for children to ensure children and adolescents have access to appropriate information and are equipped to take care of themselves and their surroundings.

Offering equitable and inclusive access to extra services for vulnerable students:

- **Financial support:** Unlocking or creating emergency funds for vulnerable students and their families. Providing extra funding to local authorities to support vulnerable children. Considering student loans waivers;
- **Free school meals:** Ensuring the continuity of distributing free school meals for disadvantaged and vulnerable groups of students, in partnership with local associations.

Ensuring support to and by teachers:

- **Resources for teachers:** Making online resources available and designing training to support teachers in teaching diverse groups of students online;
- **Support for teachers' socio-emotional well-being:** Organising fora and/or developing guidelines to set standards on how to best support teachers' well-being during school closures so that they are in turn able to support vulnerable students' well-being;
- **Teachers' initiatives and networks to support the learning and the inclusion of the most vulnerable:** Providing opportunities for groups of teachers to organise locally or nationally to share practices on how to best support vulnerable students. Facilitating teachers' access to online tools/groups to ensure educational continuity when other national initiatives are not well functioning, such as in informal settlements with no internet connection.

Policy options to support vulnerable students during school re-opening-1

- **Adopting a holistic approach to education:**
 - Implementing initiatives to **improve learning, social and emotional need** of students with a **focus on vulnerable groups**;
 - Considering **all relevant stakeholders (formal and non-formal) for inclusion** in policy design and implementation;
 - Ensuring **compliance with anti-discrimination and human rights policies and laws**. At the school-level, encouraging **anti-bullying campaigns** and addressing issues related to the stigmatisation of marginalised groups.
- **Facilitating partnerships between different stakeholders to respond to vulnerable students' needs, which implies ensuring:**
 - **Co-operation between relevant authorities and agencies:** Designing re-opening strategies jointly for a comprehensive approach, involving inter-ministerial delegations who can be an efficient intermediary between authorities and actors in the field;
 - **Co-operation between authorities and education trade unions:** Involving unions in discussion on school re-opening strategies, listening to unions' guidelines and views on inclusive education;
 - **Co-operation between authorities and civil society:** Recognising NGOs and grass-root associations as essential partners to reach vulnerable groups, supporting them financially during crises;
 - **A whole-school and whole-community approach:** Facilitating communication and strong partnerships between schools and communities (e.g. through guidelines), involving families and communities in the design and implementation of initiatives.
- **Encouraging return to school:**
 - **Limit absenteeism by introducing a system of incentives** to promote attendance, in particular for more vulnerable student (e.g. school meals subsidies, free and safe transportation).
- **Addressing learning gaps: Supporting schools in helping students catch up on missed learning, especially those from vulnerable backgrounds through:**
 - **Catch-up strategies:** summer schools, accelerated programmes and other practices with a focus on vulnerable student groups. Ensuring good **communication as well as the accessibility and quality** of these programmes;
 - **Universal design to curricula** that fulfil each learner's potential;
 - Supporting **non-formal learning activities**;
 - At the school-level, encouraging **after-school tutoring and peer-to-peer coaching** initiatives as well as **special after-school study classes**.

Policy options to support vulnerable students during school re-opening-2

- Ensuring that the well-being of students remains a priority:
 - Paying **special attention to socio-emotional well-being**: Providing teachers with guidelines and resources to support vulnerable students' well-being;
 - Supporting the **mental health of students**: Developing guidelines for parents, supporting schools in increasing their share of non-educational staff (e.g. psychologists);
 - Providing **equitable and inclusive access to extra services** for vulnerable students: Distributing free school meals and hygiene kits, offering extra grants and financial support to vulnerable students, considering student loans waivers and designing cash transfers programmes.
- Ensuring support by and to teachers and school leaders:
 - Facilitating **ongoing communication with teachers and school leaders** to better identify vulnerable students' challenges and needs;
 - Prioritising the **well-being of educational staff**.
- Prioritising equity and inclusion in re-opening strategies with hybrid models and intermittent school closures
 - **Further improving the access to and quality of distance learning** for all in case of intermittent school closures;
 - Placing **vulnerable students as a priority in hybrid model strategies** (e.g. by giving them priority for in-person school attendance while other students only attend core subjects).
- Encouraging monitoring and evaluation:
 - Monitoring and evaluating the impact of initiatives implemented during the crisis, identifying gaps and collecting **disaggregated data**.

2. Resolving Challenges in Communication

- Where face coverings are required/being worn, wearing clear face masks/coverings instead. However, it should be noted that clear masks/coverings may still cause communication challenges. **Need to make a demand may be under ADIP, CSR, PPP!**
- Using radio aids.
- Taking more steps to make sure the classroom is as quiet as possible with little background noise
- Taking additional steps to remind everyone in the school of the importance of good deaf awareness and clear communication
- Providing additional communication support, including remote speech-to-text reporters and sign language interpreters
- Separate one-to-one teaching and support, without the use of face masks/coverings and in rooms where social distancing can be achieved and/or through a Perspex /acrylic plastic sheets

WE CAN EXPLORE MORE IN OUR OWN CONTEXTS as EACH of us have the potential to COPE UP!

3. Rules & Regulations that need to be adopted and notified by the State govts. : Disability is a State Subject

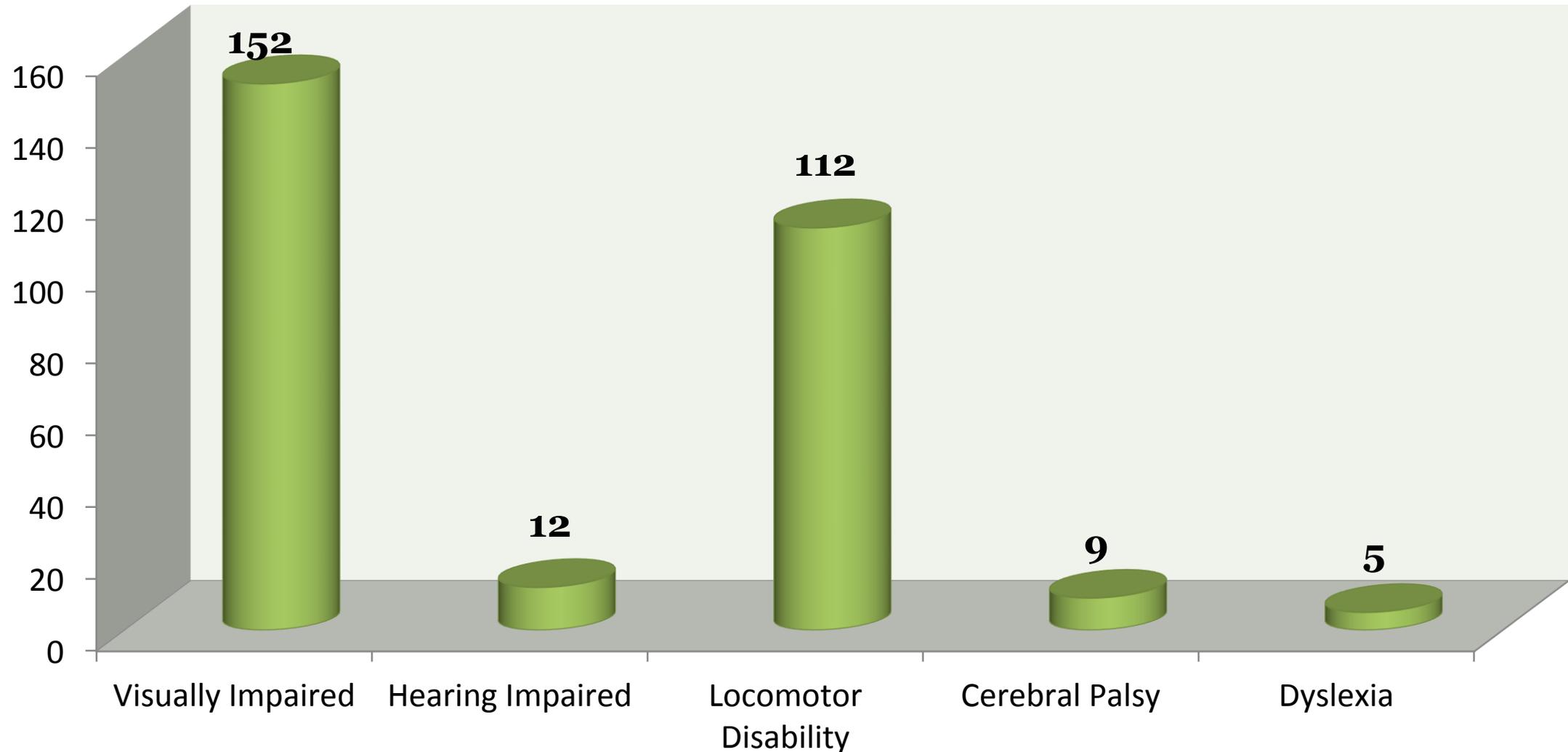
- Rights of Persons with Disabilities Rules, 2017
- Guidelines for Evaluation and Assessment of Autism and Procedure for Certification 2017
- Notification on Guidelines for Assessment of Various Specified Disabilities. Jan. 2018
- Learning Outcomes-based Curriculum Framework: UGC, Jan. 2020
- UGC Guidelines for Higher Education Institutions to offer Apprenticeship/Internship embedded Degree Programme, July 2020
(Total 25 Pages but only Excerpts in presentation)
- **Government Notifies the List of Posts Identified Suitable for Persons with Benchmark Disabilities Posted On: 15 JAN 2021 7:10PM by PIB Delhi**
- <https://prsindia.org/billtrack/the-national-commission-for-allied-and-healthcare-professions-bill-2020>, Passed on 24 March 2021
- **Public Notice inviting comments on the draft guidelines for conducting written examination for persons having less than 40% disability or persons having medical condition that may restrict their writing, June 2021**
capacityfile:///C:/Users/HP/Downloads/Feb%202021%20MSJE%20Revised_Draft%20Guidelines.pdf (ref. The Supreme Court Advisory)

4. Need to Prepare for Life Beyond Schools

- Earlier we did not know that Vishal has hearing problems. As we got to know him we found that we must schedule ourselves according to him. So we made plans. One of us sits beside him and write notes of what teachers teach and also encourage him to sit I the first row. Whenever he needs any information we try to provide it.
- When the college coordinator was asked about Vishal he said he did not know there is any such boy. Even though the college listed his details in the records in the quota reserved for students with disabilities the college coordinator was unaware.
- When Vishal was asked if he has intimated any teacher or college coordinator regarding his disability.
- I have not revealed my disability to many of my teachers I don't want to be singled out.
- he further adds
- I know not revealing or sharing with teachers is a big disadvantage for me but, I don't like to be judged by my disability. I don't want my disability to be something that people remember about me.
- Themes that emerge from this case:
 - • Maintaining an “able” identity
 - • Positive Family support
 - • Persistence

Disability- wise Enrolment of Students with Disabilities in 23 Colleges of Delhi University

(Note: 3 of the 5 Students with LD were in one college and Ethics Committee did not permit the researcher to contact them)



Changes in schools and colleges

- As schools and colleges re-open again to all children, you can expect there to still be some changes. These will probably include:
- There may be limited mixing of groups within the school. Exemptions to this may be made where needed to access specialist teaching in wider groups (for example, such as for a deaf child who attends part of the day in a resource provision).
- Classroom layouts may change.
- Children will be expected to wash their hands regularly and follow new rules around social distancing.

If your child receives specialist support in the classroom, there may also be changes to how this is provided.

External support. Education settings may want to restrict the number of external visitors coming in and ask for support to be provided remotely instead. This might include peripatetic Teachers of the Deaf and speech and language therapists. Our view is that peripatetic support should continue to be provided as much as possible, especially if your child will be significantly disadvantaged without this support. There should be no 'blanket policies' where a decision is made not to allow any external visitors or visits without taking into account your child's individual needs. Any such blanket policies may be seen as unlawful.

Teaching assistants. Some teaching assistants may be used differently. For example, they may be asked to 'lead' groups within the school. They may also be asked to observe social distancing rules when supporting individual children. Our view is that, where teaching assistants or communication support workers have a specific role in directly supporting individual deaf children, they should not be redeployed to other roles.

Equipment. There may also be hygiene restrictions around handling or sharing equipment **and devices, such as radio aids. For example, you may be asked to carry out checks on all** hearing equipment before your child goes into an education setting, even if this was normally done within the setting. In addition, teachers may be asked to 'clean' radio aids before using them. This must be done carefully to avoid damage to the radio aid. The British Association of Teachers of the Deaf have produced advice on this.

Resource bases. If your child is in a resource base, there may be new rules to restrict the movement of children between the classroom and the base. Our view is that any such rules should take into account the individual needs of deaf children and the importance of being able to access specialist support. In both England and Wales, government guidance explicitly allows for the intermixing of children of different age groups for the purpose of specialist support.

'Catch-up' support. Some schools or colleges may be providing 'catch-up' support or tuition to individual children or young people. It is likely that they will focus on the most disadvantaged children or young people. Our view is that Teachers of the Deaf should be involved in advising on any such catch-up support or tuition, particularly if this support is provided by someone who has not worked with your child before.

<https://www.nationaldeafcenter.org/news/deaf-work-during-pandemic-making-gains-flexibility-optimism-and-resilience>

Deaf at Work During the Pandemic: Making Gains with Flexibility, Optimism, and Resilience/2 July 2020

<https://youtu.be/ZKF8Bi3dasA>

- Before the pandemic, [deaf employees](#) of all trades faced barriers and challenges, which have now become magnified by the major workplace and life changes imposed by the response to COVID-19.
- Yet [deaf](#) people have seized the opportunity to be flexible, stay optimistic, and remain resilient.
- That's according to the panelists who addressed hundreds of attendees gathered for two #DeafAtWork online panels — one about working from home and another about working onsite — organized by the [National Deaf Center on Postsecondary Outcomes](#) (NDC) on May 27 and June 9. Both sets of panelists shared their work experiences, success stories, and strategies for coping and communicating.
- “Deaf people are already prepared to be adaptable under difficult circumstances,” said [Carrie Lou Garberoglio, PhD](#), NDC Associate Director. “The pandemic is adding another dimension of ‘deaf gain,’ which emphasizes the strengths of the deaf community to think creatively, find solutions, and embrace new technology to connect and communicate.”

5. Prepare for ALL Calamities like Covid Pandemic

LOCKED DOWN and LEFT BEHIND



A Report on the Status of Persons with Disabilities in India during the COVID - 19 Crisis

How persons with disabilities in India have been affected by the COVID - 19 crisis, the governance framework for securing their rights in this situation, and recommendations for their better access to protection and safety in the current (and any subsequent) wave of this crisis

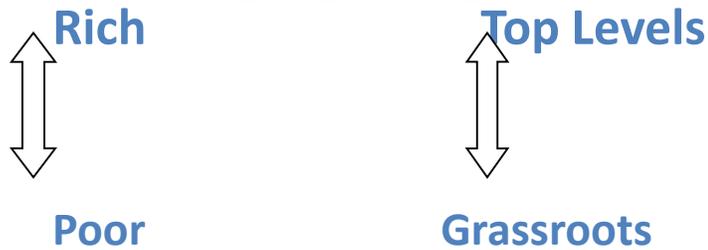


https://ncpedp.org/reports/Report-locked_down_left_behind.pdf. 2020

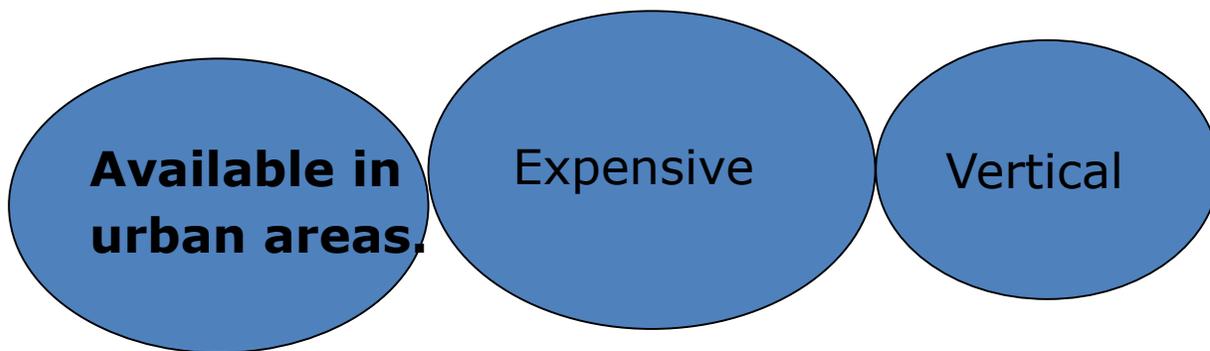
- Disaster (as per DM Act, 2005)
- Disaster means a catastrophe, mishap, calamity or grave occurrence affecting any area from natural and manmade causes, or by accident or negligence, which results in substantial loss of life or human suffering or damage to, and destruction of property, or damage to, or degradation of environment and is of such a nature and magnitude as to be beyond the capacity of the community of the affected areas
- A phenomenon or event which constitutes a trauma for a population/environment. ☐ A vulnerable point/area that will bear the brunt of the traumatizing event.
- The failure of local & surrounding resources to cope with the problems created by the phenomenon.
- Types of Disasters ☐ Natural & Manmade

Concerns to Be Noted for Development Assistance Program

- **Bridging the gap between**



- **The traditional model for the service delivery.**



What is Disaster Management ?

Preparedness -- activities prior to a disaster.
Examples: preparedness plans; emergency exercises/training; warning systems.

Response -- activities during a disaster.
Examples: public warning systems; emergency operations; search and rescue.

Recovery -- activities following a disaster.
Examples: temporary housing; claims processing and grants; long-term medical care and counseling.

Mitigation - activities that reduce the effects of disasters.
Examples: building codes and zoning; vulnerability analyses; public education.



Interagency Cooperation: Exemplars

1. Training by – Inter University Centre for Disability Studies, MG Univ.

- 56 Days of Training – 4 Days/District; 3000 Trained, Training held in all the 14 Districts
- Disability friendly website of KSDMA

2. Documentation : 2018 Floods & Its impact on Persons with Disability

Post Disaster Needs Assessment 2018 (Publication)

3. Data Base Creation :

Floods 2018 & Disability :

- Total houses in Kerala with PWDs - 8.66% (793,937)
- Lives of over 8600 people living with disabilities got affected (PDNA)
- About 40,000 assistive devices were damaged/lost due to floods (SJD)
- Relief camps were not friendly to PWDs, especially toilets (PDNA)

Agency : Persons with PWIDs & Others?

In social science, **agency** is the capacity of individuals to act independently and to make their own free choices.

By contrast, **structure** is those factors of influence (such as social class, religion, gender, ethnicity, ability, customs, etc.) that determine or limit an **agent** and their decisions:

- **Belonging**
- **Choices and Control**
- **Decision making**
- **Empowerment: Emotional, Social, Economic**
- **Freedom**
- **Growth**

KEY to Being Responsive is the Recognition of Vulnerable also being An AGENCY!

We all are vulnerable at some point of LIFE!

Think & Analyze:

Do We Really Consider PWDS as AGENCY?

Note:

- **As per RPWD Acrt,2016; for example(Persons with Intellectual Disability) PWID are more than ID(MR) as we understood as per PwD Act 1995. Many are on a spectrum.**
- **Same is true for all the Listed Disabilities.**
- **Independent Living for Sustainable Development is influenced by this consideration!**

THANKS for Being with Me!

Sudesh