



**PODAR ORT
INTERNATIONAL SCHOOL**

Inclusion Policy

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PODAR ORT INTERNATIONAL SCHOOL INCLUSION POLICY

Children studying at the Podar ORT International School, Worli (PORTIS) have a wide range of abilities, backgrounds, interests and cultures. It is the aim of PORTIS that each one of these children will reach their full potential in their academic, social and emotional development as well.

Quality teaching is that which is differentiated to meet the needs of the majority of students. Some students will need something additional to and different from what is provided for the majority of students; this is special educational provision and we use our best endeavours to ensure that provision is made for those who need it at PORTIS. We ensure that all staff in the school is able to identify and provide for those students who have special educational needs and/or disabilities to allow all students to join in the activities of the school.

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Mission Statement

The Podar ORT International School's (PORTIS) Inclusion policy aims to improve the quality of education for diverse learners by providing an appropriate and inclusive education to all students. The school seeks to accomplish this through training teachers, advocating the program in the community, committed service and through collaborative work with professionals related to the student in need.

Understanding Inclusion

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration mutual respect, support and problem solving. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students (*Learning diversity in the IB programmes, SEN within the IB programmes, pg.3, August 2010*).

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IB principles of an Inclusive education

Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student. Learning diversity is valued as a rich resource for building inclusive communities. Full potential is unlocked through connecting with and building on previous knowledge. All learners belong and experience equal opportunities to participate and engage in quality learning. All students in the school fully participates in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens.

All students in the school community develop the IB learner profile attributes.

All students experience success as a key component of learning.

(Learning diversity and inclusion in IB programmes, pg.5, January 2016)

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The IB's principles of teaching for Learning Diversity

- The **four principles of good practice** in the IB learning cycle.



Figure 1

Visual representation of the four principles of good practice in an IB SEN learning cycle

(Learning diversity and inclusion in IB programmes, pg.6, January 2016)

1. Affirming identity and building self esteem

At the core of all learning is the affirmation of student identity to promote self-esteem. Student with a positive identity are more able to take the risks necessary for successful learning. An affirmative model of identity ensures that all students are visible and valued.

(Learning diversity and inclusion in IB programmes, pg.6, January 2016)

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2. Valuing prior knowledge

New learning and understanding are constructed on previous experiences and conceptual understanding in a developmental continuum. When planning the range of new learning that can take place in any individual, previous learning experiences or prior knowing must be taken into consideration.

(Learning diversity in the IB programmes: SEN with the IB programmes, pg.6, August 2010)

3. Scaffolding

Scaffolding is a dynamic practice in the learning process. Scaffolding should foster learners' increasing independence in taking responsibilities for developing strategies for their own learning.

(Learning diversity in the IB programmes: SEN with the IB programmes, pg.6, August 2010)

4. Extending learning

Teachers can help learners extend their learning by combining high expectations with numerous opportunities for learner-centered practice and interaction with cognitively rich materials and experiences.

(Learning diversity in the IB programmes: SEN with the IB programmes, pg.7, August 2010)

Purpose of the PORTIS Policy

In accordance with the IB, it is PORTIS's intent and purpose to:

- To create and maintain an inclusive educational environment for all learners.
- To safeguard that the learning support is provided as per students diverse learning needs and profile.
- To advocate inclusion policy to all PORTIS stakeholders including, principal, teaching staff, coordinators and parents.
- To clearly communicate the support opportunities and various accommodations those are available to students.
- To promote effective learning through differentiation and scaffolding.

PORTIS Inclusive Philosophy

The school supports the policy of IB regarding students with Learning support requirements and assessments access requirements. The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Support and/or access required to enable some candidates, who have the aptitude to meet or curriculum and assessment requirements, reach their full potential in learning and assessment. (*Candidates with assessment access requirements, pg.2, September 2013*).

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The inclusive philosophy also aims to:

- Provide access and appropriate education and opportunity to every student
- Equip students with appropriate skill training strategies and support for mainstream education.
- To remove barriers to learning and participation.
- Incorporate views of all stakeholders in offering inclusive educational services.
- Create an affirmative and responsive environment that promotes a sense of belonging, safety, self-worth and all-round development for every student.
- To build inclusive communities by valuing learning diversity.
- Ensuring success as a key component of learning for all students.

It is essential that all students feel safe, secure and cared for in the school environment. Through mutual respect, collaboration, support and problem solving, PORTIS aims to create an environment that is friendly and welcoming to all individuals (“The IB Guide to Inclusive Education”)

At PORTIS, the Learning Support Department offers both remedial and counselling services to the needs of the entire school. The team comprises primarily of a special educator and school counsellor. The team works on the premises during school hours.

The special educator focuses more on the student’s academic needs in learning. This educational support is designed to make sure that the inclusion model is in position such that these students get adjusted to the regular classroom instruction.

Whereas, the counsellor is there to offer advice to students at crucial turning points in their lives along with addressing emotional and behavioural concerns.

Rights and Responsibilities of the School:

Podar ORT International School through its Inclusion Policy will have the following rights and responsibilities:

- The School will maintain its academic standards
- Request for a student for reasonable accommodations and academic adjustments
- Deny a request for accommodations or adjustments academically
- Mainstream a student after careful considerations or keep them in the learning support department as required.

Responsibilities of the students:

- Meet the school's qualifications and essential academic, technological and institutional standards.
- Identify himself/herself in a timely manner as an individual with a disability when requesting for accommodation from the appropriate service provider.
- Provide documentation from a qualified source that verifies the nature of the disability, functional limitations and the need for specific accommodations
- Attend all classes both in the general and special education classroom
- Request for alternative testing and accommodations as deemed necessary in consultations with the Learning Support Department.

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Inclusion and Admission Policy and Practices

Differently abled children will be considered for admission on an equal basis with all other children according to the criteria set out in the School's Policy taking into account the suitability of the children to mainstream education and availability of resources and facilities to meet that child's needs.

Nature of learning difficulties:

The inclusive admission policy of PORTIS considers students with mild, moderate and severe Learning Difficulties, Attention Deficit Hyper Activity Disorder, Attention Deficit Disorder, etc.

- **Mild Difficulty:** may be defined as learning problems in one area of academics, either language or Math. The problems exhibit themselves in the areas of comprehension, sequencing, auditory and visual processing at a mild level. These levels are close to the normal range scores as compared to their peers.
- **Moderate Difficulty:** may be defined as learning problems in two areas of academics both in Language and Math. The intensity of the problems is within a standard score range which is in the lower average range when compared to their peers. It can also be exhibited as a problem in one academic domain and be co morbid with attention deficits or behavioural concern.
- **Severe Difficulties:** may be defined as learning problems in more than two areas of academic, communication and social skills. The intensity of the problems is within a standard score range which is in the lower average range when compared to their peers. It can also be exhibited as a problem in academic domain and be co morbid with attention deficits or behavioural concern.

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The support categories for inclusion are:

1. Communication and Interaction (for example speech and language)
2. Cognition and Learning (for example dyslexia and dyscalculia), Social Mental and emotional health and Sensory and/ or physical (for example hearing impaired)
3. A cognitive disadvantage which affects their ability to learn at the same rate as the majority of their peers.
4. A specific learning difficulty which may or may not be linked to a cognitive disability.
5. A speech and language impairment which may affect their ability to comprehend.
6. A behavioural impairment affecting their ability to concentrate and therefore learn effectively.
7. A sensory impairment.
8. A physical disability.
9. An emotional deprivation which can affect their ability to learn.
10. A syndrome which limits the extent to which they can access the curriculum as easily as their peers.
11. Students who speak English as their second language (ESL) (Students who speak English as a foreign language or students who speak a different language at school to the one, they speak at home, but in addition have a learning difficulty as well)
12. A combination of any of the needs listed above. (Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught)

Services offered for difficulties

Mild

- Psycho-Educational assessments
- Educational Reports
- Remediation in the required skill
- Exam accommodations
- Class Accommodations

Moderate

- Psycho Educational assessments
- Educational Reports
- Remediation in the required skills
- Test/Exam Modification
- Accommodations and recommendations to be implemented by the subject teacher

Severe

- Psycho-Educational assesments
- Educational Reports
- Remediation in the required skills
- Para Educator in the classrooms
- Curriculum Modification
- Test/Exam Modification

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Admission Policy for Learning Support Students

The admission policy of PORTIS considers the following students for admissions:

| DIFFICULTIES | RANGE |
|--|--|
| Pervasive Developmental Disorder (PDD) Ex. Autism Disorder, Asperger's Syndrome | Severity should be Mild-Moderate (Shadow teacher if severe) with at least average IQ |
| Attention Deficit/Hyperactivity Disorder (ADHD)* | Severity should be average (Shadow teacher if severe) with at least average IQ |
| Cerebral Palsy | Severity should be Mild-Moderate (Shadow teacher if severe) with at least average IQ |
| Deafness/Hearing Loss | IQ should be average |
| Down Syndrome | Severity should be Mild-Moderate (Shadow teacher if severe) with at least average IQ |
| Epilepsy | IQ should be average |
| Specific Learning Disabilities (Eg: Reading, Writing and Math Disabilities) | Admission to all with remedial teacher |
| Mental Retardation | Severity should be Mild-Moderate |
| Slow Learner | Admission to all with remedial teacher |
| Speech and Language Impairments | IQ should be average |
| Visual Impairments | IQ should be average |
| Weak in Reading, writing, spoken, expressive languages and math due to demographic reasons, first-generation learner | Admission to all with remedial help |
| Weak in studies because of change in board, medium or first-generation learners | Admission to all with remedial help |

Table 1 - * Diagnosis/Certification for the disability would be required at time of admission.

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Procedure at PORTIS

Identification of students with special needs-

A collaborative effort on the part of the Coordinators, homeroom teachers and parents along with the Learning Support and Wellness Department helps aid and initiate the identification process better.

Children who come with documentation of their learning difficulties are interviewed by the Learning Support personnel and the coordinators to ensure that the student can fit into the environment. Students can also be referred by the teachers or parents.

Any deviations from their chronological age must be noted and referred to the learning and wellness support department. The deviations are as under:

| Grades | Deviation |
|---------------------------------|--------------|
| Primary Division (Grade 1 to 6) | >1-1.5 years |
| Middle Division (Grade 7 to 10) | >1.5-2 years |
| Upper Division (Grade 11-12) | > 2.5 years |

Table 2

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Referrals:

- In school, students will be identified through referrals by home room teachers, parents, coordinators.
- Previous documented history and other reliable sources.
- The Learning and Wellness support department conducts general *classroom observations* to identify any student at risk. *Classroom Observation forms* are filled in accordingly.
- The home room teacher consults the Learning and Wellness Support Department for concerns with the student.
- A *Teacher Observation Form* {TOF} is submitted to the department, with their inputs.
- The Learning Support teacher will observe the child or may conduct *informal assessments / checklists* if required.
- The Learning and Wellness Support teacher then decides if the child should be a part of the programme and receive additional support.
- The team along with the coordinator, contact the parents for a meeting to discuss the outcome of the screening and the next step for the student. This is documented in a *Parent Meeting Record Form*.
- An *informed consent or an informed refusal form* is then taken with the parents' consent.

Process followed before one: one session begins

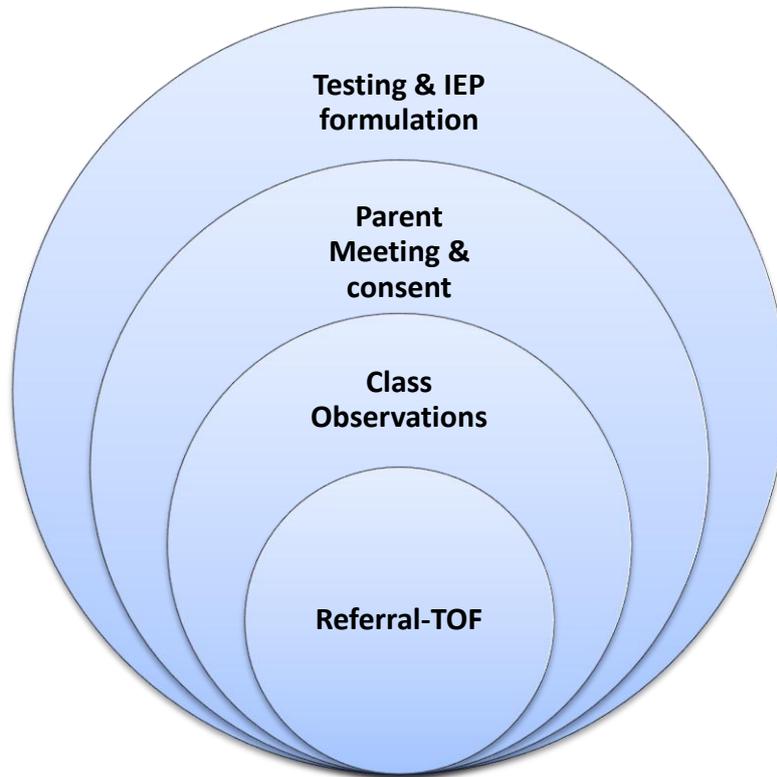


Fig 3

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Assessment:

The purpose of assessment in special education is for screening, placement, program evaluation and evaluation of pupil progress. Assessment is a comprehensive process of which testing is one component. Assessment in special education enables the staff to embark upon the most desirable approach to instruction and in diagnosing and treating the students' needs. No one test will be used to critically evaluate the students' present level of performance. The types of assessment that will be administered for evaluation purpose are:

- Standardized tests
- Social skills screening test
- Curriculum Based Measurement

Formulation of IEP:

The results from the assessment will help the Learning Support personnel to develop an IEP (Individualized Education Plan) for every student enrolled in the program. The IEP expectations are explained below. The tailor-made program will then be evaluated periodically to see if the method used is effective or needs change. Resources to enhance students learning will be provided. (Manipulative, as PORTISTive equipment, software, visual aids, computer activities)

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Individualized Education Plan (IEP)

The IEP Document will include the following:

- A statement of the child's present levels of educational performance including how the child's disability/exceptionality affects the child's involvement and progress in the general curriculum. A statement of measurable goals and objectives.
- A statement of the program modification or supports for the school personnel that will be provided for the child.
- A statement of supplementary aids or assistive equipment to be provided for the child by school and at home if needed.
- The IEP will be based on the individual needs of the child to create a learning environment to have a beneficial education for the student.

Intervention Process:

Learning Support teachers will provide services in a variety of ways. Students may work with:

- Homeroom teachers with accommodations to the curriculum as per IEP
- Learning Support teacher can give classroom support if needed
- Learning Support Room with a special education teacher.

In the Learning Support Room the student will go through a remediation program with emphasis on basic skills and also work with the class curriculum to keep up with the class expectations. Emphasis is placed on enhancing the student's independence, academics, social and vocational skills. Students will receive instruction in readiness skills, Cognitive skills, academic skills and Study skills

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COMMUNICATION:

Communication to the parents and teachers is an integral part of the system which is maintained throughout the year with relevant facilities of the school.

IEP Meetings – The IEP Meetings are held during the year with the parents of students with learning needs. It discusses the educational plan of the child for the semester and reviews the progress of the previous semester.

Evaluation- Evaluation is conducted once a year to affirm the effectiveness of the Learning Support Program.

Evaluation will be conducted in the following areas:

- Reviewing files to make sure that necessary documents are filed.
 - Ensuring that IEP"s adequately meet the needs of the students and the interventions documented are effective in the students learning process.
- For constructive criticism Learning Support teachers will evaluate to see if the IEP goals are implemented in their teaching

Shadow Teacher:

Students with very severe concerns may require personal assistance, over and above what can be offered by the home room teacher and the Learning Support teachers. If deemed necessary by the Resource Team, the same could be arranged by the parent.

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MAINSTREAMING

The mainstreaming of the students is based on the following factors thereafter the decision is made with the consent of the parents.

- Academic performance
- Feedback from teachers
- Parents' Consent

CONFIDENTIALITY

Podar ORT International School believes that all information about candidates should be kept confidential. Any communication regarding student learning support status will be retained within their file, access to which is constrained to Head of School, coordinator and the inclusive education team. Data retained by the school on any student will be kept confidential. Only through consultation with the parent/guardian will information and/or advice be communicated to para-educators in the benefit of the student

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A consolidated Summary of the Learning Support Program Procedure

followed at PORTIS is as follows:

| Stage | Procedure | People Involved | Document Required | Time Frame |
|-------|--|---|---|-----------------------------------|
| 1 | (a) Home room teacher has an academic or behaviour concern about a student. The teacher fills out the Teacher Observation Form (b) Alternatingly the learning support team could identify students at risk during classroom observations. | Home room teacher Learning Support team | Teacher Observation Form Teacher observation form & classroom observation form | Can be filled any time |
| 2 | The learning Support and wellness team reviews the concerns, observes the child, shares the concerns with the Head of school and based on the concerns decides whether the student needs a brief intervention or needs to be in the program. | Learning and wellness Support team & the Head of school | Classroom Observation Form Principal Meeting record form SOS Case list or CHF | 1 month from the referral stage |
| 3 | If the child is a part of the Learning Support Program, the parents are met and details about the concerns are discussed. The parent's approval is taken to begin interventions at the school and class level. Checklists are used to concretize the concerns and psychometric assessment reports are requested. | Learning Support team | Parent Consent Form & Parent Meeting Record Form CHF , Checklists Psychoeducational Testing reports | 1 month from the referral stage |
| 4 | The Support Action Plan is prepared. Academic Informal Assessments are conducted Individualised Education Plans {IEP} are prepared based on their base levels in the assessments and the interventions are shared | Learning and wellness support teacher | SOS case list form Academic Informal Assessment scores IEP , Parent Meeting record Form | 1.5 month from the referral stage |

| | | | | |
|----|--|--|---|--|
| | with all the stakeholders {parents & teachers}. | | | |
| 5 | The interventions with the students begin as per the IEP. Their responses are recorded. | Learning and wellness Support Teacher | Monthly Session Plans { MSP | Monthly |
| 6 | If the student is still having difficulty in spite of the interventions at the school & classroom level, they may be recommended to seek specialist support outside. | Head of School , Learning and wellness Support team Specialist Support team , Parents | Parent meeting record form , Therapy reports | Could be case specific or 1 ½ month after the IEP has been initiated. |
| 7 | The Learning and wellness Support team will review the students' performance once a month with the coordinator & home room teacher. | Learning and wellness support team | Coordinator / principal meeting record form | Monthly |
| 8 | The review with the parents will be done once in 3 months. | Learning and wellness Support team | Parent meeting record form – feedback forms | Once in 3 months |
| 9 | A review of the IEP is done twice a year or as needed | Learning and wellness support team | | Annually or as needed |
| 10 | Exit from the program – If the concerns of the student are met at the end of the year, the student could exit the program after a feedback review has been done with all the stakeholders. | Learning and wellness Support team , head of school, coordinator, & parents | Exit form | Annually |

Table 3

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Accommodations & Modification for Students with Learning Difficulties at PORTIS:

In order to participate successfully in the general education program, accommodations and modifications are provided for students with documented learning disabilities. Accommodations allow a student to complete the same assignment or test as other students but with a change in the timing, formatting, setting, scheduling, response or presentation the accommodation should not alter in a significant way what the assignment in the test measures.

On the other hand, a modification is used as an adjustment to an assignment or a test that alters the standard of what the test/assignment measures. Doing an alternate easily achievable test than the standard test is an example of modification.

The Learning Support Department aims to meet the academic standards with the necessary accommodations and modifications as per the requirements of the individual student needs as mentioned in their Individualised Educational Plan.

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| Classroom Accommodations | Inclusive Assessment Arrangement for in School Summative Assessment |
|--|--|
| Apt seating arrangement in class. | Additional Time-according to the recommendation from the IB and IGCSE. |
| Additional notes | In case of other classes, provide 25% to students diagnosed with learning disabilities. |
| Reinforcement and praises | Reader-according to the recommendations from the IB and IGCSE. |
| Staggered deadlines | In case of other classes, the decision is based on the scores of reading speed and comprehension level in their Psycho educational report. |
| Assigned tasks with | Access to Scribe |
| Rubrics. | Testing in the separate and special venue. |
| Work in a Group | Prompter |
| Extra time for assignment and assessments. | Extension of deadlines, if required |
| Accommodation for spelling, spacing and presentation errors. | Exemption from assessments, when necessary |
| Reading out the question paper, if necessary | Exemption |

Table 4

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Accommodations for Language and Other Content Areas:

| Reading Deficits | Writing Deficits | Formative Assessments |
|---|--|---|
| 1. Curriculum Text Book: | Reduce the written work and use alternate means for assessment. | 1. Time: |
| To arrange substitute materials to lower the reading level. | 1. Time for writing: | Extra time for tests. |
| To use Audio/Video technology to improve listening. | Extra time for written assignments and tests. | Different sitting arrangement for testing, if needed. |
| Notes or gist of lessons/chapters. | Early start to assignments and projects. | Take open book test. |
| To arrange identical worksheets at home and school. | Typing assignments to encouraged timely submissions. | Assign projects |
| Directed questions before reading the text. | 2. Volume of writing: | Testing with regular intervals. |
| 2. Curriculum: | Use cloze writing to assess. | 2. Time: |
| Revising the material needed for exams regularly. | Condone spellings errors | Use verbal/written directions. |
| | Give worksheets for home work. | Frequent guidelines |
| | 3. Level of difficulty | 3. Grading: |
| | Approve manuscript or cursive as per the student's convenience. | Grading based on completed task. |
| | Choice of writing tool i.e. friction pen, pencils etc.. | Use regular grading for the final average grade. |
| | Modify the level of work i.e. oral assessments, reduced length of assessments. | Passing grade for revised test. |
| | | Regular follow up to better the grades. |
| | | 4. Assistive Technology: |
| | | Note taking on Laptop |
| | | Enlarged worksheets |
| | | Using Calculators |
| | | CD rom books. |

Social Networks

| Parental Involvement | Local School Networks |
|--|--|
| <p>Parents are communicated about the process of the department and consent form is signed.</p> | <p>To Promote awareness of academic problems/exceptionalities in a school setting the local schools will be encouraged to keep in contact with the Learning Support Department of PORTIS for future professional development in their field.</p> |
| <p>Parents/Guardians attend IEP meetings in the month of September/October to be a part of the educational Plan devised for their child.</p> | |
| <p>School parents will be requested and not required to attend the meetings regarding the students.</p> | |
| <p>Parents are highly encouraged to share their observations and opinions and work with the staff in the Learning Support Department to maximize the child's learning.</p> | |

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IB and IGCSE Inclusive Assessment Arrangements.

The inclusive assessment arrangements will be as per the CIE for grade 9, 10 and IB for 11, 12 as per IB Candidates with assessment access requirement document 2013 which articulates the following in detail: -

a) The guidelines

- Responsibilities of the school
- Applications for inclusive assessment arrangements
- Supporting documentation

b) Arrangement not requiring authorization

c) Inclusive assessment arrangements

- Access to modified papers
- Access to additional time
- Access to writing
- Access to reading
- Access to speech and communication
- Access to calculators, practical assistance and alternative venues
- Access to extensions and exemptions

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CLASS TEACHER OBSERVATION FORM

1. Background Information

| | |
|----------------------------|--|
| Child's Name: | |
| Date of Birth: | |
| Age: | |
| Gender: | |
| Right handed/ Left handed: | |
| Date of Intake: | |
| Referred by: | |
| Standard / Grade: | |

2. Educational Development

| | |
|--|--|
| Schools attended in the past (including preschool attended): | |
| Grades repeated if any (No. of Times repeated): | |
| Child's attitude toward school: | |
| Special services (e.g. tutoring) received at school: | |

CLASS PERFORMANCE

| Learning and Social Skills | Highlight Appropriate Response |
|--------------------------------------|---------------------------------------|
| 1. Class Attendance | Regular / Irregular |
| 2. Work Completion | Completes / Incomplete |
| 3. Organization of Work | Neat / Untidy |
| 4. Class Response & Participation | Good / Fair / Poor |
| 5. Class Cooperation & Communication | Good / Fair / Poor |
| 6. Reaction to Teacher's Feedback | Cooperative / Non-cooperative |
| 7. Ability to understand Concepts | Good / Fair / Poor |

CHIEF CONCERNS OF THE CHILD:

| Learning Difficulties | Highlight Appropriate Response |
|--|---------------------------------------|
| 1. Reading difficulties | Yes / No |
| 2. Spelling difficulties | Yes / No |
| 3. Writing difficulties | Yes / No |
| 4. Difficulties in math's | Yes / No |
| 5. Difficulties in comprehension | Yes / No |
| 6. Difficulty in copying from blackboard | Yes / No |

BEHAVIOURAL AND SOCIAL RECORD:

| Behaviour difficulties | Highlight Appropriate Response |
|------------------------------------|---------------------------------------|
| 1. Distracted & Inattentive | Yes / No |
| 2. Blaming tendency | Yes /No |
| 3. Hyperactive | Yes / No |
| 4. Impulsive | Yes /No |
| 5. Bullying tendency | Yes /No |
| 6. Anger, Irritable | Yes / No |
| 7. Lying tendency | Yes / No |
| 8. Disobedient | Yes / No |
| 9. Stubborn | Yes / No |
| 10. Shy & Withdrawn | Yes / No |
| 11. Lack of Energy / lazy | Yes / No |
| 12. Anxious and Tensed | Yes / No |
| 13. Manipulative behaviour | Yes / No |
| 14. Child gets along with siblings | Yes / No |
| 15. Child gets along with peer | Yes / No |

OTHER IMPORTANT CONCERNS:

| Other Important Concerns | Highlight Appropriate Response |
|---|---------------------------------------|
| 1. Child has concerns in speech | Yes / No |
| 2. Child has concerns in eating | Yes / No |
| 3. Child has concerns in motor development | Yes / No |
| 4. Child has psychological concerns | Yes / No |
| 5. Child has emotional concerns | Yes / No |
| 6. Child has any other behavioural concerns | Yes / No, please specify |

Child's strengths (according to teachers):

1. Reason for Referral

2. Present Concerns (observations in the classroom)

Highlight the Areas of Concern:

Learning

Speech

Behavioural

Psychological problems

Social

Emotional

How often does the problem occur, and in what settings? What is the intensity/severity of the behaviour? Describe in detail about the ticked

Signature:

Name of the Teacher:

Date:

Place:

Coordinator's signature:

Classroom Observation Report (2018-19)

| | |
|--|--|
| Date : | |
| School's Name : | |
| Std-Div. : | |
| Name of the counselor/ special educator : | |
| Observations Made: | |

Counsellor's Signature : _____

Dear Parents,

We, the team of the Inclusive Education Cell (IEC) has been set-up in April 2014 to facilitate needs of children with Learning and Behavioural problems. At Podar we emphasize on "Inclusion" of every child in the normal curriculum, even if the child may have special needs. Our mission is to include every child irrespective of his / her concerns in the school academic set-up as against excluding the child from the class. Without your cooperation and consent we cannot do so therefore need your consent.

INFORMED CONSENT FOR PSYCHOLOGICAL COUNSELLING PROCESS

Reference no:

Date:

I, Mr./Ms. _____, am giving my consent for my child _____ to undergo Therapy / Counselling / Remediation, conducted by Mr./Ms. _____, for my child's Learning / Behavioural / Academic problem. I am aware that this will enable my child to progress and not be labelled.

I am aware that this is a permission letter given by me to the school counsellor to conduct various tests and therapies on my child as a part of treatment. I understand that certain questions related to my child's and our family's personal life and his / her personality will also be asked

The principles, purpose and the procedure of the process have been explained to me and I will be supportive throughout the Counselling process and am also aware of the consequences of the results which may be in favor or against me.

I have been given permission to ask any question regarding the procedures, techniques / strategies of the techniques involved in the counselling process and after that I am willingly confirming to my consent.

*The signature for consent is effective for one.

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CASE HISTORY FORM (2017-18)

Background Information

Date of Intake:

Name of the counsellor:

Name of the student:

Grade:

Division:

Date of Birth:

Age:

Gender:

Handedness

Language known:

Language spoken at home:

Religion:

Nationality:

Referred By Parents/ teachers/ Principal/ Guardian:

Reason for referral:

Informant: Teacher / Father / Mother / Grandparent/ Guardian:

Mother's name:

Contact no:

Father's name:

Contact no:

Email Id of the contact person:

3. Detailed Information

Present specific concerns:

Major Areas of Concerns

1. Learning:
2. Speech:
3. Behavioural:
4. Social concerns:
5. Emotional concerns:

Brief History

Pregnancy: Normal/ Caesarian/ Forceps/ Premature/ Adopted:

Labor: Normal / Induced

Birth: Full term/ Pre term:

Birth weight: Low/ Normal:

Did the child immediately cry after birth? (Yes/No), If No, give details.

Any other complications during delivery? (Specify)

Problems post delivery?

Developmental Milestones

Indicate the achievement age of the milestones:

Areas

Age

1. Sitting
2. Teething
3. Crawling
4. Walking
5. Toilet training
6. Speech

Previous Psychological Assessments

(*Attach the report given if any)

Any psycho educational training done previously?

Any external help taken previously?

Health History

Is the child on any medication? If yes, mention the health concern.

Educational Development

Any other school attended in the past?

Any grades repeated?

Child's attitude towards the school: Interested/ Not interested

Special services in the school: Extra classes / Remedial/ Shadow teacher

Any Other Comments:

NAME OF THE STUDENT:

GRADE:

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BEHAVIOUR CHECKLIST

(To be filled by School Counsellor)

- Total number of items scored 2 or 3 in items 1-9: _____ (ADHD, predominantly inattentive type—6 or more symptoms)
- Total number of items scored 2 or 3 in items 10-18: _____ (ADHD, predominantly hyperactive-impulsive type—6 or more symptoms)
- Total number of items scored 2 or 3 for items 1-18: _____ (ADHD, combined type—6 or more symptoms of both types)
- Total number of items scored 2 or 3 in items 19-26: _____ (oppositional defiant disorder screen—4 or more symptoms)
- Total number of items scored 2 or 3 in items 27-40: _____ (conduct disorder screen—3 or more symptoms)
- Total number of items scored 2 or 3 in items 41-47: _____ (anxiety/depression screen—3 or more symptoms)

Directions: Each rating should be considered in the context of what is appropriate for the age of the child. When completing this form please think about the child's behaviour in the past 6 months.

| Symptoms | | Never | Occasionally | Often | Very Often |
|------------------------------|--|-------|--------------|-------|------------|
| INATTENTIVE | | | | | |
| 1 | Does not pay close attention to details or makes careless mistakes with, for example, homework | 0 | 1 | 2 | 3 |
| 2 | Has difficulty keeping attention to what needs to be done | 0 | 1 | 2 | 3 |
| 3 | Does not seem to listen when spoken to directly | 0 | 1 | 2 | 3 |
| 4 | Does not follow through on instructions and fails to finish schoolwork, chores, or duties | 0 | 1 | 2 | 3 |
| 5 | Has difficulty organizing tasks and activities | 0 | 1 | 2 | 3 |
| 6 | Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (e.g., schoolwork or homework) | 0 | 1 | 2 | 3 |
| 7 | Loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools) | 0 | 1 | 2 | 3 |
| 8 | Is distracted by extraneous stimuli | 0 | 1 | 2 | 3 |
| 9 | Is forgetful in daily activities | 0 | 1 | 2 | 3 |
| HYPERACTIVE-IMPULSIVE | | | | | |
| 10 | Fidgets with hands or feet or squirms in seat | 0 | 1 | 2 | 3 |
| 11 | Leaves seat in classroom or in other situations in which remaining seated is expected | 0 | 1 | 2 | 3 |
| 12 | Runs about or climbs excessively in situations in which remaining seated is expected | 0 | 1 | 2 | 3 |
| 13 | Has difficulty playing or engaging in leisure activities quietly | 0 | 1 | 2 | 3 |
| 14 | Is "on the go" or often acts as if "driven by a motor" | 0 | 1 | 2 | 3 |
| 15 | Talks excessively | 0 | 1 | 2 | 3 |
| 16 | Blurts out answers before questions have been completed | 0 | 1 | 2 | 3 |
| 17 | Has difficulty waiting in line | 0 | 1 | 2 | 3 |

| | | | | | |
|--------------------------------------|--|---|---|---|---|
| 18 | Interrupts or intrudes on others (eg, butts into conversations/games) | 0 | 1 | 2 | 3 |
| OPPOSITIONAL DEFIANT DISORDER | | | | | |
| 19 | Argues with adults | 0 | 1 | 2 | 3 |
| 20 | Loses temper | 0 | 1 | 2 | 3 |
| 21 | Actively defies or refuses to go along with adult requests or rules | 0 | 1 | 2 | 3 |
| 22 | Deliberately annoys people | 0 | 1 | 2 | 3 |
| 23 | Blames others for his or her mistakes or misbehaviours | 0 | 1 | 2 | 3 |
| 24 | Is touchy or easily annoyed by others | 0 | 1 | 2 | 3 |
| 25 | Is angry or resentful | 0 | 1 | 2 | 3 |
| 26 | Is spiteful and wants to get even | 0 | 1 | 2 | 3 |
| CONDUCT DISORDER | | | | | |
| 27 | Bullies, threatens, or intimidates others | 0 | 1 | 2 | 3 |
| 28 | Starts physical fights | 0 | 1 | 2 | 3 |
| 29 | Lies to get out of trouble or to avoid obligations (ie, "cons" others) | 0 | 1 | 2 | 3 |
| 30 | Is truant from school (skips school) without permission | 0 | 1 | 2 | 3 |
| 31 | Is physically cruel to people | 0 | 1 | 2 | 3 |
| 32 | Has stolen things that have value | 0 | 1 | 2 | 3 |
| 33 | Deliberately destroys others' property | 0 | 1 | 2 | 3 |
| 34 | Has used a weapon that can cause serious harm (bat, knife, brick, gun) | 0 | 1 | 2 | 3 |
| 35 | Is physically cruel to animals | 0 | 1 | 2 | 3 |
| 36 | Has deliberately set fires to cause damage | 0 | 1 | 2 | 3 |

| | | | | | |
|----|--|---|---|---|---|
| 37 | Has broken into someone else's home, business or car | 0 | 1 | 2 | 3 |
| 38 | Has stayed out at night without permission | 0 | 1 | 2 | 3 |
| 39 | Has run away from home overnight | 0 | 1 | 2 | 3 |
| 40 | Has forced someone into sexual activity | 0 | 1 | 2 | 3 |

ANXIETY/DEPRESSION

| | | | | | |
|----|--|---|---|---|---|
| 41 | Is fearful, anxious, or worried | 0 | 1 | 2 | 3 |
| 42 | Is afraid to try new things for fear of making mistakes | 0 | 1 | 2 | 3 |
| 43 | Feels worthless or inferior | 0 | 1 | 2 | 3 |
| 44 | Blames self for problems, feels guilty | 0 | 1 | 2 | 3 |
| 45 | Feels lonely, unwanted, or unloved; complains that "no one loves him or her" | 0 | 1 | 2 | 3 |
| 46 | Is sad, unhappy, or depressed | 0 | 1 | 2 | 3 |
| 47 | Is self-conscious or easily embarrassed | 0 | 1 | 2 | 3 |

| | Performance | | | | | |
|----|--|------------------|----------------------|----------------|------------------------------|--------------------|
| | <i>Academic Performance</i> | Excellent | Above Average | Average | Somewhat of a Problem | Problematic |
| 48 | Reading | 1 | 2 | 3 | 4 | 5 |
| 49 | Mathematics | 1 | 2 | 3 | 4 | 5 |
| 50 | Written expression | 1 | 2 | 3 | 4 | 5 |
| | <i>Classroom Behavioural Performance</i> | Excellent | Above Average | Average | Somewhat of a Problem | Problematic |
| 51 | Relationship with peers | 1 | 2 | 3 | 4 | 5 |
| 52 | Following directions | 1 | 2 | 3 | 4 | 5 |
| 53 | Disrupting class | 1 | 2 | 3 | 4 | 5 |
| 54 | Assignment completion | 1 | 2 | 3 | 4 | 5 |
| 55 | Organizational skills | 1 | 2 | 3 | 4 | 5 |

Scoring Instructions

For the **ADHD screen**, the symptoms assessment component screens for symptoms that meet the criteria for both inattentive (items 1-9) and hyperactive-impulsive ADHD (items 10-18). To meet *DSM-IV* criteria for the diagnosis of ADHD, one must have at least 6 responses of "Often" or "Very Often" (scored 2 or 3) to either the 9 inattentive or 9 hyperactive-impulsive items, or both and a score of 4 or 5 on any of the Performance items (48-55). There is a place to record the number of symptoms that meet these criteria in each subgroup.

The Vanderbilt Assessment Scale also contains items that screen for 3 other co-morbidities: oppositional defiant disorder, conduct disorder, and anxiety/depression.

For the **oppositional defiant disorder screen** there must be a score of 2 or 3 on 4 of the 8 items (19-26) on the subscale and a score of 4 or 5 on any of the Performance items (48-55).

For the **conduct disorder screen** there must be a score of 2 or 3 on 3 out of the 14 items (27-40) on this subscale and a score of 4 or 5 on any of the Performance items (48-55).

For the **anxiety/depression screen** there must be a score of 2 or 3 on 3 of the 7 items (41-47) and a score of 4 or 5 on any of the Performance items 48-55).

Adapted from the Vanderbilt Rating Scales developed by Mark L. Wolraich, MD. Revised-1102. This form may be copied by active myADHD.com subscribers. Copyright © 2003 Health Link Systems, Inc. MyADHD.com

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Parent Meeting Record

(This document needs to be filled in person. The parent & counsellor need to sign the document at the end of the meeting)

| | |
|--|--|
| Session Date : | |
| Student's Name : | |
| School's Name: | |
| Grade / STD : | |
| Name of the counsellor/ special educator: | |
| Points discussed: | |

Parent's Signature : _____ Counsellor's Signature: _____

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Teacher Meeting Record

(This document needs to be filled in person. The teacher & counsellor need to sign the document at the end of the meeting)

| | |
|---|--|
| Session Date : | |
| Student's Name : | |
| School's Name : | |
| Grade / STD : | |
| Name of the counsellor/ special educator / Teachers | |
| Points discussed: | |
| | |

Teacher's Signature : _____ SEN team's Signature: _____

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**Individualized Educational / Counselling Program
(IEP / ICP) 2017-18**

Date of IEP Creation:

Name of the Counsellor/ Hub Counsellor:

Child's Name and Gender:

Standard / Grade:

Current Performance/ Concerns:

Areas of Intervention:

| Learning and Academic Concerns {specify the sub skill from the list provided} | |
|--|--|
| Reading skills | |
| Comprehension skills | |
| Handwriting | |
| Writing skills | |
| Attention | |
| Study skills | |
| Math skills | |

| |
|---|
| Behavioural / Social / Emotional or any other concerns {specify from the list provided} |
| Behavior concerns - |
| Social concerns - |
| Emotional concerns - |
| |

Intervention suggested for teachers:

| |
|---|
| Learning and Academic: |
| |
| Behavioural/ Social / Emotional and Others: |
| |
| Classroom Accommodations & Supplemental Aids and Services: |
| |

Intervention suggested for parents:

| |
|--|
| Learning and Academic: |
| |
| Behavioural/ Social / Emotional and Others: |
| |

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Monthly Session Plan

Plan and report for the month of:

Student's Name:

Grade:

Age:

School: Podar-ORT International School

Name of the Counsellor/ Remedial educator:

Details of the session

| Plan | | | Session Report | | | |
|-------------|---------------------|--|----------------|----------------------|-----------------|----------------------------|
| Session No. | Goals for the month | Specific strategies / Activities planned | Session date | Goals achieved (Y/N) | Session rating* | Comments about the session |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |

Overall feedback of the month:

Hub counsellor's remark:

***Keys for session rating**

0: Child refused to do work

1: Average performance (Session target achieved, carry forward the goal)

2: Good performance (Monitoring and follow up through home plans)

3: Goals achieved (Transference of learning in social, occupational and personal areas)

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