

FOSTERING PARENTAL GUIDANCE FOR PROVIDING SUPPORT TO **CHILDREN WITH SPECIAL NEEDS**

A GUIDE FOR SPECIAL EDUCATORS





INTRODUCTION

Parents of children with special needs (CwSN) often face unique challenges that impact many aspects of their lives. Understanding these challenges is crucial for developing effective support systems that empower both parents and children. Parents need to be equipped with a clear understanding of their children's needs and how to address them effectively at optimal levels.

Across West Bengal, children with diverse disabilities spanning the 21 categories as per the RPWD¹ Act, 2016 are enrolled in regular schools (Primary, Upper Primary, Secondary, and Higher Secondary levels), as well as in Home-Based Education. These children receive additional learning and resource support from Special educators through Resource Rooms and home visits, aimed towards development of curricular and co-curricular skills.

As outlined in the updated *Guidelines on the Functioning of Resource Rooms* by Paschim Banga Samagra Shiksha Mission (PBSSM), sensitizing parents is a core function of Special Educators. It enables a meaningful transfer of knowledge and caregiving strategies to parents, helping them better support their child's development journey.

With the right knowledge and practical guidance, parents become more confident, informed, and capable of creating enabling environments that nurture the child's independence and overall development.

To strengthen this process, PBSSM, in collaboration with UNICEF, has developed this comprehensive booklet on Parent Sensitization. The booklet offers:



A thematic **monthly calendar** aligned with key issues relevant to parenting children with special needs.



Detailed **session plans** with structured objectives, expected outcomes, and engaging, participatory activities.

The booklet aims to equip Special Educators with the necessary tools and guidance to plan and facilitate meaningful sessions with parents so that they can actively support their child's education, well-being, and inclusion — both at home and in the community.

¹ The Rights of Persons with Disabilities (RPWD) Act, 2016

MONTHLY ACTIVITY CALENDAR

FOR PARENT SENSITIZATION

JANUARY

Myth and Myth-Bursting

- ⦿ Educate parents about misconceptions related to specific disabilities
- ⦿ Evidence-based outcomes and success stories

6

FEBRUARY

Understanding Legal Rights, Government Schemes, and Benefits for CwSN

- ⦿ RPWD Act 2016 and legal rights of CwSN
- ⦿ Accessing Government Services and Benefits

10

MARCH

Disability Management of Children with Cerebral Palsy

- ⦿ Daily living activities
- ⦿ Use of Aids and appliances
- ⦿ Hygiene and Hygienic practices

13

APRIL

Disability Management of Children with Autism Spectrum Disorder

- ⦿ Daily living activities
- ⦿ Use of Aids and appliances
- ⦿ Hygiene and Hygienic practices

17

MAY

Disability Management of Children with Intellectual Disability

- ⦿ Daily living activities
- ⦿ Use of Aids and appliances
- ⦿ Hygiene and Hygienic practices

20

JUNE

Hands on the training of Parents on

- ⦿ Understanding child's needs from IEP
- ⦿ Use of TLMs
- ⦿ Monitoring of the progress of the child as per IEP
- ⦿ Collaboration with Teachers and Special Educators

26

JULY

Adaptation in the Home Environment (As per the need of the Child)

28

- ⦿ Adaptation in the furniture and other spaces
- ⦿ Predictable routine with visual schedules to help the child understand daily activities

AUGUST

Health, Hygiene and Nutrition

31

- ⦿ Immunization and regular health check up
- ⦿ Balanced Diet
- ⦿ Menstrual hygiene

SEPTEMBER

Disability and Gender Discrimination

34

- ⦿ Double disadvantage faced by girls with disabilities
- ⦿ Challenge stereotypes and promote an inclusive mindset

OCTOBER

Socialization and Communication

37

- ⦿ Participation of CwSN in family and community activities
- ⦿ Empathetic communication at home

NOVEMBER

Emotional well-being for parents

41

- ⦿ Coping strategies for the management of stress and anxiety
- ⦿ Accessing counselling services to provide appropriate parenting support

DECEMBER

Planning for higher and vocational education of CwSN

44

- ⦿ Available Higher Education and Vocational Educational Courses
- ⦿ Scholarships and Skill Development Programs



JANUARY

TOPIC: MYTH AND MYTH-BURSTING



Objective of the Session

- To break societal taboos regarding disabilities.
- To generate awareness among parents about disabilities and ways to address myths and misconceptions effectively.
- To build an inclusive and supportive environment for Children with Special Needs (CwSNs) in family and community.



Expected Outcome

- Parents can navigate their challenges more effectively.
- Parents will address and counter common myths within their communities.
- Parents will gain factual knowledge about disabilities, fostering empathy and inclusion.
- Parents will develop confidence in advocating for their children and other CwSNs.



Session Plan

Session	Time Duration
Introduction	10 mins
Myths and Fact Findings	10 mins
Discussion Session on Myth-Bursting	30 mins
Conclusion Session	10 mins



Description of the Session with Specific Activity Details

Introduction Session

- Special Educators will greet every parent to create a welcoming environment.
- Parents and Special Educators will sit in a circular arrangement to promote inclusivity.
- The session will begin with a small icebreaker activity where Special Educators introduce themselves by sharing their name and an incident where they felt left out and how they handled the situation. Parents will then follow the same pattern.
- After the introductions, the Special Educator will emphasize how feeling left out is deeply impactful. They will relate this to the experience of CwSNs, who frequently face exclusion and marginalization in society. The importance of creating an inclusive and supportive environment will be highlighted.



Myths and Facts Findings

- Parents will be divided into four groups.
- Each group will be asked to write five (5) sentences related to disability.
- From these responses, common myths and facts will emerge organically, forming the foundation for the next discussion. The groups would discuss their answers to form an understanding of the misconception before the Special Educators point out the reasons.



Discussion Session on Myth Bursting

- The Special Educator will compile all myths gathered from the previous session.
- Additional common myths will be introduced, and a comprehensive list will be created.
- The following are **some myths** that will be discussed:



MYTHS

1

Children with Cerebral Palsy have low IQ.

2

People with disabilities don't want to or can't be in relationships.

3

All deaf people can use sign language and lip-read.

4

Persons with disabilities cannot pursue their education.

5

Disabled people always need help.

6

Disabled people need to be 'cured' or their impairment removed to live a good life.

7

Children with Intellectual Disabilities always have Down's Syndrome.

8

Disability is a result of the mother's misdeeds

9

Children with multiple disabilities have a short lifespan.

10

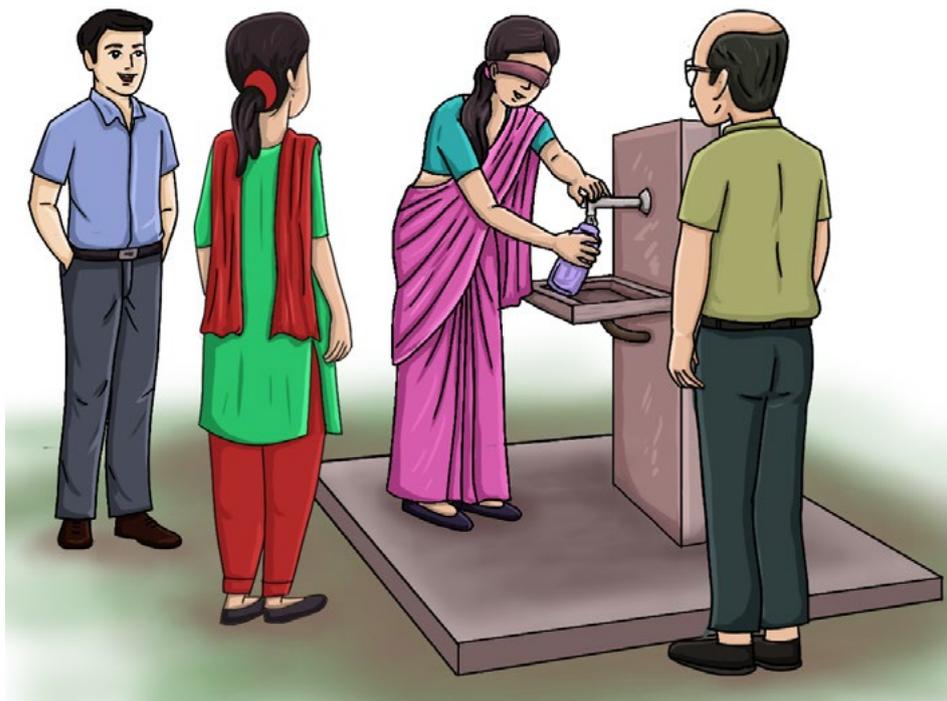
People with sight impairments have excellent hearing.

- ⦿ The Special Educator will lead a discussion with a reflection by the parents on these myths, aiming to break societal taboos and educate parents with factual information.
- ⦿ Special Educators would share some success stories to encourage and build the self-esteem of all participants.
- ⦿ Care will be taken to ensure that no parent feels stigmatized for bringing up a myth; instead, the goal is to create a learning opportunity and foster awareness.
- ⦿ Parents could be asked to share about that one myth that they believed before but has changed today, inviting personal reflection and bonding.

30 min

Concluding Session

- ⦿ The session will end with a fun and insightful activity to reinforce the importance of inclusion.
- ⦿ Parents will be divided into two groups.
- ⦿ A volunteer from each group will be selected — one will have their legs tied, and the other will have their eyes covered. The two volunteers will be asked to do some sort of an activity. The person who is blind could be asked to fill up water in a bottle, while the person whose legs are tied could be asked to take a tour of the school's campus.



- ⦿ The remaining group members will form two long queues while ensuring physical contact among all members.
- ⦿ If the volunteers are left out during the activity, the Special Educator will use it as an opportunity to discuss exclusion and marginalization.
- ⦿ If the volunteers are included, the entire group will be praised for fostering inclusivity. The two volunteers could be asked about sharing their feelings, during the session, which the special educators would see as a point of discussion around building solidarity among peers, parents and disabled children.



CLOSING REMARKS

As we conclude this session on myths and myth-bursting, we hope that each participant leaves with an understanding and a stronger commitment to inclusion. The discussions today have highlighted how societal misconceptions can impact the lives of children with special needs and their families. By debunking these myths, we take a step forward in creating a more accepting and supportive environment for all.

Let us continue to challenge misinformation, advocate for inclusivity, and work together to build a society where every child, regardless of their abilities, is valued and supported. Thank you for your participation, and we encourage you to take the knowledge gained today and share it within your communities. Together, we can make a difference.

FEBRUARY

TOPIC: UNDERSTANDING LEGAL RIGHTS, GOVERNMENT SCHEMES, AND BENEFITS FOR CWSN

- ⦿ RPWD Act 2016 and legal rights of CwSN
- ⦿ Accessing Government Services and Benefits



Objective of the Session

- ⦿ To educate and empower parents about the legal rights of CwSN under the Rights of Persons with Disabilities (RPWD) Act 2016, equipping them with the knowledge and skills to advocate for their child's rights in educational and social settings.
- ⦿ To provide guidance on accessing government schemes and benefits available for CwSN.



Expected Outcome

- ⦿ Parents will gain knowledge of key legal provisions that support their children.
- ⦿ Parents will understand how legal frameworks ensure equal opportunities.
- ⦿ Parents will be able to access the available government services and benefits for CwSN.
- ⦿ Parents will gain confidence and skills to advocate for their children's rights.



Session Plan

Session	Time Duration
Recap of the previous month's discussion	05 mins
Participatory Session	15 mins
Discussion on relevant provisions of RPWD Act 2016	20 mins
Case Studies	05 mins (more time may be needed here)
Discussion on Government Schemes and Facilities	20 mins



Description of the Session with Specific Activity Details

Participatory Session

- ⦿ A recap of the discussed issues from the previous month is to be facilitated by Special Educators.
- ⦿ Post recap, the agenda for the month of February will be shared with the parents.
- ⦿ Special Educators will encourage parents to share some real-life scenarios of child rights violations.
- ⦿ Special Educator will share 1-2 case stories of rights violations of CwSN for a better understanding of the parents.
- ⦿ The need for separate legal provisions for CwSN will be discussed to protect them from discrimination and rights violations.
- ⦿ Parents will share their understanding of Acts and legal provisions for children and persons with disabilities. This will highlight gaps in their awareness and would act for Special Educators as entry points to the discussion.



Discussion on various provisions of RPWD Act

- ⦿ The RPWD Act 2016 will be explained with a focus on **key provisions related to**



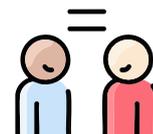
education



employment



accessibility



non-discrimination

- ⦿ Special emphasis will be placed on provisions that **impact children in school settings**.
- ⦿ The discussion will be shaped by the **issues raised by parents** during the participatory session and that would be the main focus.



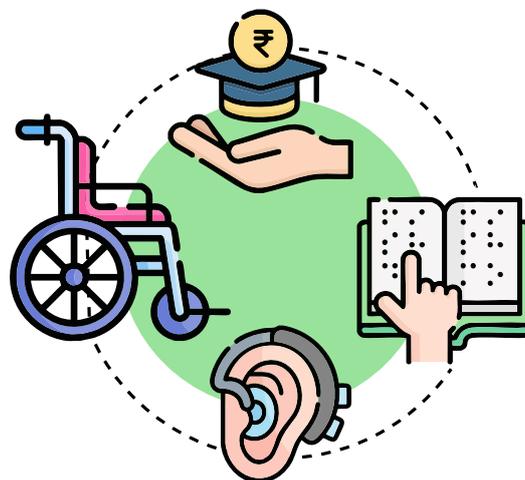
Specific Case Study Discussion

- Special Educators can share some case study from the local context to make parents understand the need of separate provisions.

05
min

Government Schemes and Facilities

- Overview of government schemes and facilities available for CwSN.
- Sharing information on Student Centric Benefits (Aids and Appliances, Escort/Transport Allowances, Scholarships/Stipend, Braille and Large Font Books, etc.).
- Sharing information on other relevant Schemes and Facilities.
- The role of schools and other relevant government institutions is to ensure access to government schemes and benefits.



20
min

Concluding Session

- Parents will engage in a reflective activity where they brainstorm and plan for a few action points that they will take up the next month to access Government Schemes and Facilities. To make it more actionable, parents could create a simple "Action Plan" which can be followed up on after the session.

CLOSING REMARKS

- Summary of key takeaways from the session.
- Encouragement for parents to be proactive in ensuring their children's rights
Open the floor for final thoughts and questions from parents.
- A motivational message reinforcing the power of awareness and collective action in creating an inclusive society. Could include a success story (if available) of a parent advocating for their child, making it more relatable.

MARCH

TOPIC: DISABILITY MANAGEMENT OF CHILDREN WITH CEREBRAL PALSY



Objective of the Session

- To help parents understand about Cerebral Palsy (CP) and its different types.
- To equip parents with simple techniques for supporting their children in learning the Activities of Daily Living (ADL).
- To guide parents on the appropriate use of Aids and Appliances and how to modify them as per the child's needs.
- To empower parents with effective instructional techniques to promote the child's independence in daily activities.



Expected Outcome

- Parents will know about Cerebral Palsy and how it impacts their child's development. Parents will be able to do step-by-step task analysis to support their child in performing daily living activities.
- Parents will be able to modify aids and appliances as per the needs of the child and support in their effective use.
- Parents will start giving instructions and encouraging their children to achieve independence while performing daily activities.



Session Plan

Session	Time Duration
Introduction and Icebreaker	05 mins
Understanding Cerebral Palsy	10 mins
Management Session on Task Analysis: Discussion and Demonstration	15 mins
Use of Aids and Appliances Modification of Aids and Appliances as per the child's needs	10 mins
Role of Parents – Use of Instructional Techniques and Socialization	15 mins
Feedback Session	05 mins



Description of the Session with Specific Activity Details

Introduction and Icebreaker

- Special Educator welcomes parents and sets a comfortable learning environment.
- **Icebreaker:** Parents share one challenge that they faced in managing their child's daily activities.
- Quick overview of the session's objectives.



Understanding Cerebral Palsy

- Special Educator explains Cerebral Palsy in simple terms using visual aids and videos.
- Discussion on probable causes, symptoms, and how it affects learning, movement and coordination.
- **Group discussion:** Parents share their observations about their child's challenges. The facilitator tries to take a few pointers from the challenges that came up from the group to initiate the discussion on management.



Management Session

- Discussion and demonstration of management strategies (Task Analysis) that can be implemented at home.

Task Analysis Session: Brushing

- Step-by-step demonstration of brushing:



1

Identification of brush and toothpaste.

2

Picking up the brush and toothpaste from the designated place.

3

Holding the brush correctly.

4

Applying toothpaste.

5

Bringing the brush to the mouth.

6

Brushing from right to left.

7

Brushing from left to right.

8

Brushing up and down.

9

Spitting in the correct place.

10

Opening the tap.

11

Rinsing the mouth.

12

Cleaning the eyes and face.

13

Closing the tap.

14

Wiping the face with a towel.

15

Keeping the brush and toothpaste in their proper places.



- Special Educator will encourage parents to practice these steps while guiding their children at home.

15
min

Use of Aids and Appliances

- Presentation and demonstration of commonly used aids (adaptive utensils, seating aids, etc.).
- Special Educator will guide parents on how to support their children in using aids and appliances.

Modification of Aids and Appliances as per the child's need:

- ⦿ Discussion on the need for modification of different aids as per the individual needs.
- ⦿ Special Educator will share some examples of modifications that can be done in different aids and appliances:
 - Comb handle modification – for better grip.
 - Chair modification – for improved posture and balance.
 - Toilet seat modification – for ease of use and safety.
- ⦿ Parents will discuss about possible modifications in aids that they can make at home.



Role of Caregivers – Instruction Techniques and Socialization

Special Educator will facilitate the discussion on following points:

- ⦿ How to give clear, simple, step-by-step instructions.
- ⦿ Importance of allowing the child to perform tasks based on ability.
- ⦿ Encouraging social interaction with other children.
- ⦿ Understanding the responsibilities of caregivers in fostering independence.



Feedback Session

- ⦿ Recap of key takeaways from the session.
- ⦿ Parents share what they found most useful and any concerns they have.
- ⦿ Special Educator answers questions and provides additional guidance.
- ⦿ Encouragement to implement one learning from the session at home.

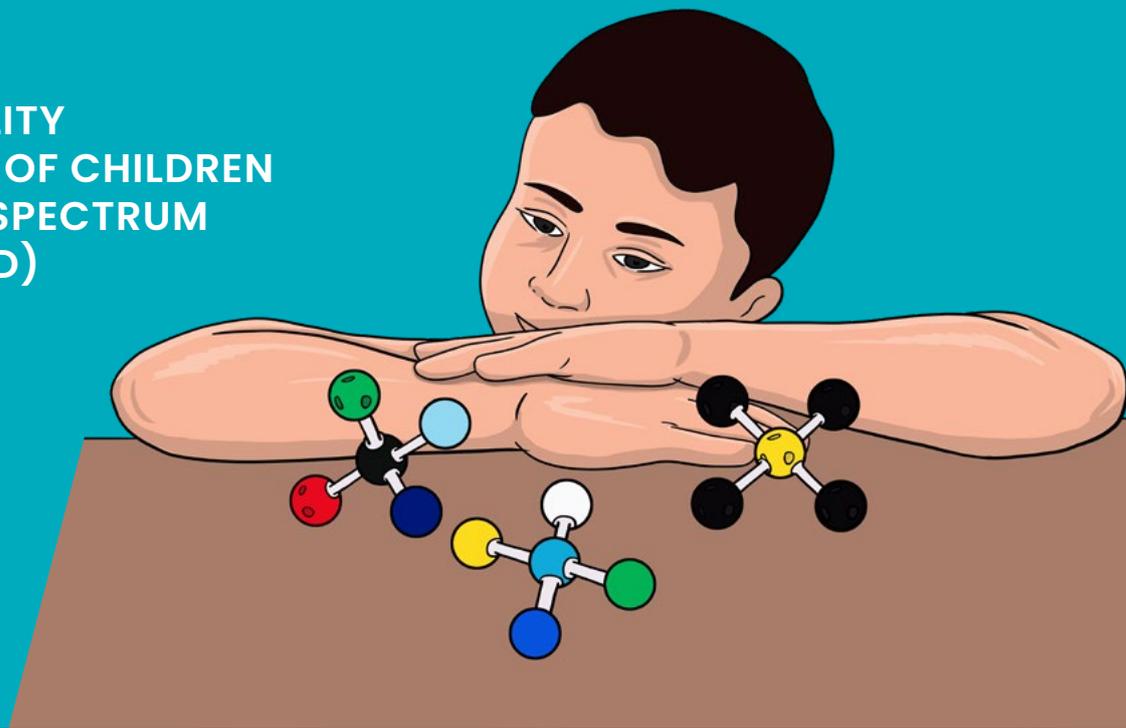


CLOSING REMARKS

- ⦿ Appreciation for parents' participation and engagement.
- ⦿ Reinforcement of the importance of routine and step-by-step learning for children with Cerebral Palsy.
- ⦿ Encouragement to work collaboratively with teachers and therapists for the child's progress.
- ⦿ Thanking parents for their dedication and effort.

APRIL

TOPIC: DISABILITY MANAGEMENT OF CHILDREN WITH AUTISM SPECTRUM DISORDER (ASD)



Objective of the Session

- To help parents understand Autism Spectrum Disorder (ASD), including its characteristics, early signs and symptoms.
- To equip parents with practical management strategies and clarify their role as caregivers in supporting their child's development.



Expected Outcome

- Parents will know about Autism Spectrum Disorder, its characteristics and early signs.
- Parents will gain confidence in applying structured routines and various therapies.
- Parents will be empowered to collaborate with Special Educators and School Teachers for their child's development.



Session Plan

Session	Time Duration
Introduction	05 mins
Understanding Autism (Definition, characteristics, signs, and symptoms)	15 mins
Management Strategies <ul style="list-style-type: none">• Understanding sensory and behavioral issues• Introduction to Task Analysis for daily activities	15 mins
Use of Teaching Learning Materials (TLMs) and Aids and Appliances	10 mins
Preventing Secondary Issues in Autism	05 mins
Feedback and Conclusion	10 mins



Description of the Session with Specific Activity Details

Introduction and Icebreaker

- Special Educator welcomes parents and sets a comfortable learning environment.
- Icebreaker:** Parents share one challenge that they faced in managing their child's daily activities.
- Quick overview of the session's objectives.



Understanding Autism

- Simple explanation of Autism Spectrum Disorder (ASD) using real-life examples.
- Screening of a short video or storytelling session demonstrating a day in the life of a child with autism.

Special Educators present common signs of autism



Difficulties in
communication



Difficulties in
social interaction



**Repetitive
behaviors**

- Parents will be engaged in an interactive activity: "Spot the Sign," where they identify autistic traits from various pictures or short case studies.



Management Strategies

Understanding Sensory and Behavioral Issues

- Parents will participate in a "Sensory Walk" activity, where they experience different sensory stimulations to understand their child's sensitivity to touch, light, and sound.

Task Analysis: Learning to Comb Hair

- Breakdown of the combing process into small steps (e.g., picking up the comb, combing in different directions, keeping the comb at the proper place, etc.).
- Hands-on demonstration where parents guide a child through each step using visuals or real objects, showing with care, one by one.

The Special Educator will ask parents to do a task analysis for another daily living activity.

Role of Parents and Caregivers

- ⦿ Special Educators discuss the importance of maintaining a structured routine.
- ⦿ Parents will be engaged in a role-play to practice giving simple, clear instructions to their child.

15
min

Use of Teaching Learning Materials (TLMs) and Aids and Appliances

- ⦿ Demonstration of Picture Exchange Communication Systems (PECS), visual schedules, and social stories.
- ⦿ Special Educator will discuss about the process of using locally available TLMs to communicate with their child.
- ⦿ Discussion on the role of assistive devices (e.g., modified cutlery, weighted vests, sensory-friendly toys).
- ⦿ Special Educator will give instructions on how to make simple modifications in different aids and appliances at home.

10
min

Preventing Secondary Issues in Autism

- ⦿ Discussion on common associated conditions (e.g., sleep disorders, Attention Deficit Hyperactivity Disorder (ADHD), anxiety, gastrointestinal issues).
- ⦿ Special Educator will discuss how to manage these challenges through diet, exercise, and routine.
- ⦿ A **“Dos and Don’ts”** list could be prepared to guide parents on how to respond during communication breakdowns.



05
min

Feedback and Conclusion

- ⦿ Recap of key points discussed in the session.
- ⦿ Parents share one key takeaway and one action step that they will try to implement at home.
- ⦿ Q&A session.
- ⦿ Closing remarks thanking parents for their participation and encouraging consistency in supporting their child.

10
min

MAY

TOPIC: DISABILITY MANAGEMENT OF CHILDREN WITH INTELLECTUAL DISABILITY (ID)



Objective of the Session

- To help parents understand what Intellectual Disability (ID) is and how it affects a child's development.
- To equip parents with practical strategies for managing children with intellectual disability at home.
- To emphasize the collaborative role of parents with Special Educators and School Teachers in supporting the child's learning and independence.



Expected Outcome

- Parents will know about Intellectual Disability, its probable causes, symptoms, and key characteristics.
- Parents will understand the functional challenges faced by children with Intellectual Disability at home, in school, and community.
- Parents will learn simple management techniques to support their children in learning self-care, curricular, co-curricular, and social skills.
- Parents will feel more confident in collaborating with School Teachers and Special Educators.



Session Plan

Session	Time Duration
Introduction	05 mins
Understanding Intellectual Disability : A brief overview	10 mins
Management Strategies	20 mins
Use of Teaching Learning Materials (TLMs)	05 mins
Preventing Secondary Issues in ID	05 mins
Role of Parents in Supporting Child's Learning	05 mins
Feedback and Conclusion	10 mins



Description of the Session with Specific Activity Details

Introduction

- Special Educators greet parents and set a welcoming tone.
- **Icebreaker:** Parents share their child's strengths or a small recent achievement.
- Brief recap of the previous month's session and sharing by parents on how they implemented some action points from the previous session.



Understanding Intellectual Disability: A brief overview

- Simple explanation on Intellectual Disability.
- Use storytelling or a relatable video illustrating a day in the life of a child with Intellectual Disability.
- Discuss myths and facts about Intellectual Disability.
- Overview of mild, moderate, severe, and profound Intellectual Disability.
- Special Educators use charts or flashcards to explain:
 - Difficulty in reasoning, memory, attention, communication, and self-care.



Management Strategies

Breaking the Task into simple steps

Use Task Analysis to break down the toilet routine into small, manageable steps:

- | | |
|-------------------------|--------------------------------|
| 1. Walk to the bathroom | 6. Flush the toilet |
| 2. Open your clothes | 7. Pull up pants/
underwear |
| 3. Sit on the toilet | 8. Wash hands |
| 4. Use the toilet | 9. Dry hands |
| 5. Wipe properly | |

After explaining the above task, the Special Educator should ask parents to do another Task Analysis to check whether they have understood or not.

Special Educators would encourage parents to use the same language repeatedly while teaching the routine.

Hands-on Demonstration

The special educators would demonstrate:

- By using dolls, models, or visual props to simulate the routine of children with Intellectual Disability.
- Each step is clearly and slowly practiced, helping children with Intellectual Disability to navigate around each task.
- To allow participants to practice guiding the routine step-by-step.

Reinforcement

- Offer **verbal praise** (e.g., “Well done going to the toilet!”).
- Use **small rewards** such as stickers or engage in favorite activities.
- Celebrate progress at every stage, even if the entire sequence is not completed.

Visual Schedules

- Encourage parents to create a visual sequence with pictures of each toilet routine step.
- Place it in the bathroom at the child’s eye level.
- Encourage the child to follow the chart step-by-step independently or with support.



Hygiene and Hygienic Practices



Handwashing: Before meals, after toilet and outdoor play.



Tooth brushing and Bathing: Demonstrate the use of soft-bristled brushes, adapted sponges etc.



Toilet Hygiene: Proper wiping, flushing, and handwashing.



Menstrual Hygiene (if age-appropriate): Using visuals and practical guidance.



Clothing and Laundry: Involve children in dressing/undressing and sorting clothes.



Use of Teaching Learning Materials (TLMs)

- ⦿ Demonstration of flashcards, matching games, and puzzles.
- ⦿ Parents practice using 1-2 TLMs with a peer (or dummy setup), focusing on simple tasks like color or shape identification.
- ⦿ Give examples of low-cost TLMs that parents can develop at home using locally available materials.



Preventing Secondary Issues in ID

- ⦿ Special Educators will share about common associated problems, like - social withdrawal, low self-esteem and behavioral issues.
- ⦿ Strategies to address these issues:

Involve the **child in group activities.**

Use **praise generously.**

Keep communication **simple and encouraging.**



Role of Parents in supporting a child's learning

- ⦿ Emphasis on consistency at home.
- ⦿ **Role-play:** Give clear one-step instructions and use positive reinforcement.
- ⦿ **Collaboration:** How parents, Teachers, and Special Educators can co-create daily learning plans.



Feedback and Conclusion

- ⦿ Recap of key takeaways.
- ⦿ Parents will share one strategy that they'll implement at home.
- ⦿ Q&A session with the participants.
- ⦿ Appreciation for parents' participation and encouragement to continue daily engagement with their child.



JUNE

TOPIC: UNDERSTANDING CHILD'S NEEDS FROM IEP AND MONITORING THE PROGRESS



Objective of the Session

- To help parents understand their child's Individualized Education Plan (IEP) and its importance.
- To train parents in using Teaching-Learning Materials (TLMs) effectively at home.
- To equip parents with tools and strategies to monitor their child's progress at home as per the IEP.
- To foster collaboration between parents, teachers, and special educators for holistic child development.



Expected Outcome

- Parents will be able to interpret and use the IEP effectively to support their child's learning.
- Parents will gain hands-on experience in using TLMs for better learning outcomes.
- Parents will develop simple tracking methods to monitor their child's progress.
- Parents will understand the significance of collaboration with other stakeholders in their child's learning journey.



Session Plan

Session	Time Duration
Introduction and Icebreaker	10 mins
Understanding the IEP and Child's Needs	15 mins
Use of TLMs (Demonstration and Practice)	15 mins
Monitoring Progress as per IEP	10 mins
Collaboration with Teachers and Special Educators	05 mins
Conclusion and Q/A	05 mins



Description of the Session with Specific Activity Details

Introduction and Icebreaker

- Special Educator welcomes parents and ensures a comfortable learning environment through greetings and formal conversations (randomly), asking about children and their health.
- Parents and Special Educators sit in a semi-circle for interactive engagement.
- Icebreaker activity:** Parents pick a flashcard with a question (What is one thing you wish to understand better about your child's learning?) and share their thoughts.
- Recap of the previous month's session.
- Introduction to today's topic, emphasizing how parents play a key role in the development and implementation of IEPs.



Understanding the IEP and Child's Needs

- Special Educator explains the structure of an IEP using a sample document.
 - Special Educator will demonstrate the process of development of IEP and explain the role of parents in identifying the child's strengths and needs.
 - To set long-term and short-term goals.
- Group discussion: Parents will discuss how they currently support their child and they can suggest what changes need to be made in the IEP for the improvement of their children.



Use of TLMs (Demonstration and Practice)

- Special Educator displays various TLMs (flashcards, textured letters, number boards, communication boards, etc.).
- Special Educators will encourage parents/caregivers to think and identify at least 3 items easily available at home that they can use as learning materials. E.g., kitchen utensils for teaching shapes, size, and sound.

- ⦿ **Role-play activity:** One parent acts as a teacher while another acts as a child, using kitchen materials as TLM to reinforce learning.



Monitoring Progress as per IEP

- ⦿ Special Educator explains simple methods to track a child's progress:
 - Maintaining a daily/weekly diary/journal.
 - Using a progress chart with bindis.
 - Recording small milestones using a checklist.
- ⦿ **Activity:** Parents create a sample tracking sheet for one skill mentioned in the sample IEP.
- ⦿ Discussion on how small improvements lead to long-term success.



Collaboration with Teachers and Special Educators

- ⦿ Importance of communication between Parents, Teachers and Special Educators.
- ⦿ **Role-play:** Parents practice a Parent-Teacher Meeting scenario where they discuss progress and concerns.
- ⦿ **Sharing session:** Parents will discuss what support they need from Teachers and Special Educators.



Conclusion and Q/A

- ⦿ Recap of key learnings from the session.
- ⦿ Parents share one actionable step they will implement at home.
- ⦿ Special Educator answers any remaining questions.
- ⦿ Encourage parents to observe changes in their child and discuss them in the next session.

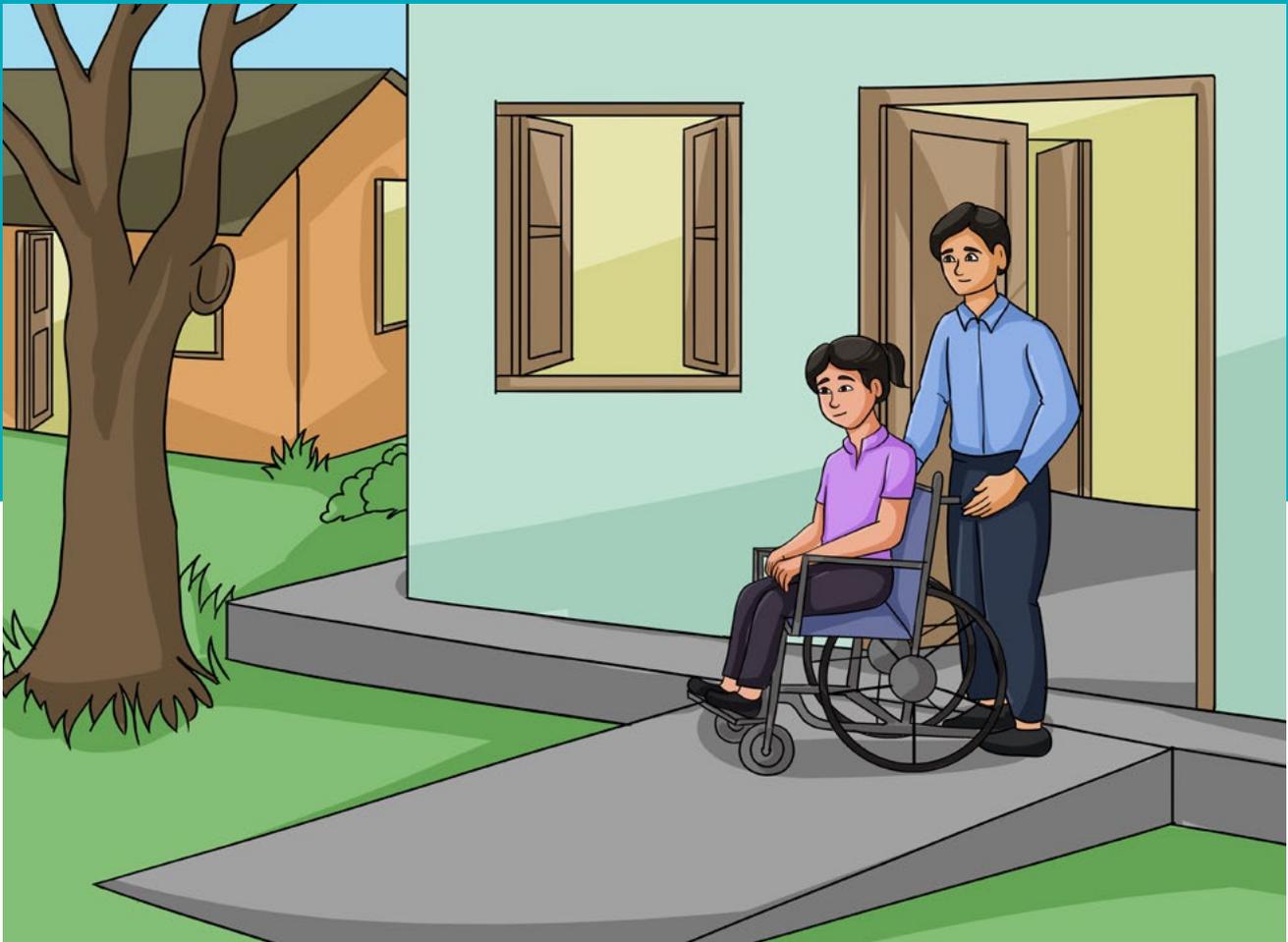


CLOSING REMARKS

- ⦿ Encouragement to consistently follow up on IEP goals.
- ⦿ Emphasis on teamwork between Parents, Teachers, and Special Educators for the child's success.
- ⦿ Encourage parents to try one new TLM activity at home this week.
- ⦿ Thanking parents for their involvement and dedication.

JULY

TOPIC: ADAPTATION IN HOME ENVIRONMENT (AS PER THE NEED OF THE CHILD)



Objective of the Session

- To help parents understand the importance of adapting the home environment to their child's needs.
- To guide parents in modifying furniture and spaces to enhance accessibility and comfort for their child.
- To introduce parents to the concept of predictable routines and visual schedules for better daily functioning.



Expected Outcome

- Parents will gain knowledge on how to make home spaces accessible for their children.
- Parents will learn how to make simple but effective changes in the furniture and home environment to improve their child's daily experiences.
- Parents will understand the role of predictable routines and visual schedules in reducing anxiety and promoting independence.



Session Plan

Session	Time Duration
Introduction	10 mins
Adaptation in Home Environment and Furniture	15 mins
Predictable Routine and Visual Schedules	25 mins
Conclusion and Q/A	10 mins



Description of the Session with Specific Activity Details

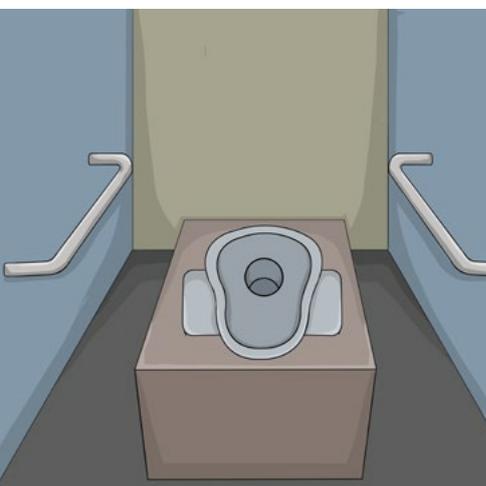
Introduction Session

- ⦿ The Special Educators will welcome the parents and create a comfortable learning environment.
- ⦿ Parents and Special Educators will sit in a circular arrangement to promote engagement.
- ⦿ A short icebreaker activity where parents will be asked to describe one challenge they face in managing their child's needs at home.
- ⦿ A short recap of the previous month's discussion is facilitated where parents were asked to share about what they had learned in the last month.
- ⦿ The Special Educator will introduce the topic by explaining how small changes in the home environment can make a significant difference in the child's development and comfort.



Adaptation in Home Environment and Furniture

- ⦿ Special Educators help parents identify the barriers that exist at home and create obstacles for the child's overall development through a group activity.
- ⦿ Parents will be shown images of different home adaptations, such as:



Lowering shelves, switchboards, and water taps for accessibility.

Floors should be **bereft of any form of obstruction**, especially for wheelchair access.

Building ramps other than stairs, wherever possible.

Modified commodes other than Indian toilets, especially for children with locomotor disability and cerebral palsy. Process of making adaptations with easily available materials like wooden planks, plastic chairs, and others.

Creating **designated learning and relaxation spaces** using art materials.

- Special Educators will facilitate a hands-on activity where parents will be divided in groups and asked to design a simple floor plan of the room after identifying the potential changes that can enhance accessibility in the Resource Room. Post the group activity, a short sharing round will be facilitated where parents will share their ideas with all to reinforce learning and encourage peer exchange.



Predictable Routine and Visual Schedules

- Explanation of why predictable routines are required and how this schedule helps children with special needs feel secure and reduce anxiety.
- Demonstration of various visual schedule types (e.g., picture cards, posters, wall charts).
- Parents will be divided into groups and asked to create a basic morning-to-bedtime routine using pictures or words to make a visual schedule.
- Special Educators will facilitate a discussion on how to gradually introduce and reinforce routines at home through periodical changes if required.



Conclusion and Q/A

- Recap of key takeaways from the session.
- Mentioning the idea that patience is the utmost key.
- Parents will be encouraged to plan and share one actionable point on home adaptations that they find most applicable to their home.
- Special Educators will answer any questions and provide additional guidance.
- Encourage parents to apply the changes that they have planned within the next week and observe their impact.

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CLOSING REMARKS

- Session closing remarks on making adaptations in the home environment as per the need of the child
- Stress on building visual schedules and practicing them.
- Thanking parents for their wonderful participation.

AUGUST

TOPIC: HEALTH, HYGIENE, AND NUTRITION



Objective of the Session

- To educate parents on the importance of immunization and regular health check-ups for children with special needs
- To provide information on nutritious food items and their role in supporting the child's overall development.
- To raise awareness about menstrual hygiene and its significance in adolescent health.
- To empower parents with practical strategies for fostering good hygiene habits at home.



Expected Outcome

- Parents will understand the importance of immunization and routine health check-ups.
- Parents will gain knowledge on preparing nutritious food that will support the growth and development of their children.
- Parents will be confident in managing the menstrual hygiene of their children (especially girls with special needs).
- Parents will be equipped with practical ways to maintain health and hygiene at home.



Session Plan

Session	Time Duration
Introduction	10 mins
Immunization and Regular Health Check-ups	10 mins
Role of Nutritious Food in Child Development	15 mins
Menstrual Hygiene	15 mins
Conclusion and Q/A	10 mins



Description of the Session with Specific Activity Details

Introduction Session

- The Special Educators will welcome the parents and create a comfortable learning environment.
- Parents and Special Educators will sit in a circular arrangement to encourage open discussion.
- A short recap of the previous month's discussion is facilitated where parents were asked to share about what they had learnt in the last month.
- A short icebreaker activity where parents share one hygiene concern that they have for their child.
- The Special Educator will introduce the topic by emphasizing the importance of health, hygiene, and nutrition in a child's overall development.
- TLMs that could be used during the session are: Hygiene pictures and sanitary napkins.



Immunization and Regular Health Check-ups

- Explanation of key vaccinations and their benefits in preventing diseases like Polio.
- Discussion on the importance of complete immunization especially for children with special needs.
- Providing hands on support to parents for enabling them to follow the Immunization Card and Immunization Schedule.
- Discussion on the importance of routine health check-ups, including vision care.
- Development of a checklist by parents with the details of upcoming or pending vaccinations and health check-ups.
- TLMs that could be used during the session are: Chart on advantages of Polio Vaccine and Immunization chart based on child's age.

Child Vaccination Schedule

Child's Name: _____
DOB: _____

Age	Vaccine	Date	Administered By	Next Appt
At birth	HepB: 1st Dose			
2 Months	HepB: 2nd Dose			
	IPV: 1st Dose			
	DTaP: 1st Dose			
	Hib: 1st Dose			
4 Months	PCV13: 1st Dose			
	IPV: 2nd Dose			
	DTaP: 2nd Dose			
	Hib: 2nd Dose			
6 Months	PCV13: 2nd Dose			
	IPV: 2nd Dose			
	HepB: 3rd Dose			
	DTaP: 3rd Dose			
	Hib: 3rd Dose			
12 Months	PCV13: 3rd Dose			
	IPV: 3rd Dose			
	Flu: Yearly*			
	Hib: Booster			
	PCV13: 4th Dose			
15 Months	MMR: 1st Dose			
	MMR: 2nd Dose			
4-6 Years	MMR: 2nd Dose			
	MMR: 2nd Dose			

* Two doses given at least four weeks apart are recommended for children age 6 months through 8 years of age who are getting a flu vaccine for the first time and for some other children in this age group.



Balanced Diet

- Overview of nutrition, nutritious food items and their role in child development.
- A hands-on activity with parents for designing a balanced meal plan for their child.
- Discussion on strategies to encourage children to eat healthy foods.
- TLMs that could be used during the session are: Food Chart, Functions of Vitamin A, B,C, D, E, B12 and other nutrients.



Menstrual Hygiene

- Explanation of menstrual hygiene, its importance and management.
- Discussion on how to talk to children about menstruation in a supportive way and enable them to learn hygienic practices.
- A group discussion on breaking taboos and misconceptions about menstruation.
- TLMs that could be used during the session are: Sanitary Napkins, Usage of Napkins, cleaning undergarments, and others.



Conclusion and Q/A

- Recap of key takeaways from the session.
- Special Educators will answer any question and provide additional guidance.
- Encouragement for parents to set a small, achievable goal related to health, hygiene, or nutrition that they will implement in the next week.



CLOSING REMARKS

- Thanking parents for their participation and closing the session with remarks on the need to continue practicing the key lessons learned in the future.

SEPTEMBER

TOPIC: DISABILITY AND GENDER DISCRIMINATION



Objective of the Session

- To help parents understand the challenges faced by girls with special needs due to gender and disability-based discrimination.
- To provide strategies for challenging stereotypes and fostering an inclusive mindset at home and in society.
- To empower parents with tools to advocate for equal opportunities for the girls with special needs.



Expected Outcome

- Parents will develop a deeper understanding on the double disadvantage/discrimination faced by girls with special needs.
- Parents will learn strategies to challenge gender and ability-based biases in education, healthcare, and social settings.
- Parents will gain the knowledge and confidence to function as advocates for promoting equal opportunities and creating a supportive inclusive environment at home and community



Session Plan

Session	Time Duration
Introduction	10 mins
Understanding the Double Disadvantage / Discrimination	15 mins
Challenging Stereotypes and Fostering Inclusive Mindset	25 mins
Conclusion and Q/A	10 mins



Description of the Session with Specific Activity Details

Introduction Session

- ⦿ The Special Educators will welcome the parents and set a comfortable and respectful environment for discussion.
- ⦿ A recap of the previous month’s discussion will be facilitated, encouraging parents to share what they learned and implemented.
- ⦿ Parents and Special Educators will engage in a brief icebreaker activity where parents share one wish for their daughters with special needs.
- ⦿ The Special Educator will introduce the topic by explaining how gender and ability-related biases intersect, creating additional challenges/barriers for girls with special needs.



Understanding the Double Disadvantage/ Discrimination

1. Special Educator would present simple, real-life situations (e.g. unequal expectations for boys and girls at home or school).
2. They would facilitate a discussion using guiding questions like “Have you noticed different treatment for your daughter compared to boys in similar situations?” to enable parents in recognizing the gender discrimination
3. They can use visual aids or share case stories showing discrimination in education, healthcare, and social settings.
4. Parents would be encouraged to reflect and share personal experiences where their daughters may have been treated unfairly.

Reflection activity: Parents will write down two challenges their daughters are currently facing and take part in a brainstorming session to identify practical solutions.



Challenging Stereotypes and Building Inclusive Mindset

- ⦿ Special Educators would explain common stereotypes affecting girls with special needs and their long-term impact.
- ⦿ An interactive discussion would be facilitated on how parents can actively challenge societal norms and encourage their daughters’ self-confidence.
- ⦿ **Hands-on activity:** Parents will create an empowerment plan, listing specific ways they will advocate for their daughter’s rights in school, healthcare centers, and social settings.
- ⦿ The following questions can be kept in mind while chalking out the plan:

What **specific barriers** does your daughter face?

How can you **support her in overcoming** them?

Who in your **community can support** this advocacy initiative?

- ⦿ Role-playing scenarios where parents practice advocating for their daughters' rights and needs in various settings. Special Educator could give some examples of scenarios –
 1. Talking to a teacher about **inclusive classroom practices**
 2. **Addressing unfair treatment** by service provider in healthcare settings
 3. Encouraging relatives to **respect the child's choices and aspirations**



Conclusion and Q/A

- ⦿ Recap of key takeaways from the session.
- ⦿ Reinforcement of the idea that parental advocacy is crucial in breaking barriers.
- ⦿ Parents will be encouraged to implement one strategy discussed in the session and observe its impact over the next month.
- ⦿ Special Educators will address any question and provide additional guidance.



Special Educators will close this session by:

- ⦿ Emphasizing the importance of challenging gender biases and developing an inclusive mindset.
- ⦿ Encouraging parents to implement one of the strategies discussed today and share the learnings in next month
- ⦿ Encouraging parents to believe in their daughters' potential and provide them with opportunities to thrive.
- ⦿ Thanking parents for their participation and commitment to empowering their children with special needs.

OCTOBER

TOPIC: SOCIALISATION AND COMMUNICATION



Objective of the Session

- To help parents understand the importance of socialization and communication for children with special needs.
- To provide strategies for encouraging participation of children with special needs in family and community activities.
- To equip parents with strategies for fostering empathetic communication at home to support their child's emotional and social development.



Expected Outcome

- Parents will recognize the importance of social interactions for their child and in their emotional, cognitive and behavioral development.
- Parents will learn practical ways to encourage participation of children with special needs in family and community.
- Parents will gain skills to enhance empathetic communication and build a supportive home environment.



Session Plan

Session	Time Duration
Introduction	10 mins
Participation of CwSN in Family and Community	15 mins
Empathetic Communication at Home	25 mins
Conclusion and Q/A	10 mins



Description of the Session with Specific Activity Details

Introduction Session

- ⦿ The Special Educators will welcome the parents and create a warm and open discussion environment.
- ⦿ A recap of the previous month's discussion will be facilitated, encouraging parents to share about their experience of implementing the action plan developed in previous month and any observations.
- ⦿ **A short icebreaker activity:** Special Educators will ask parents to share a recent moment/situation when their child interacted positively with a family member or friend or neighbour. To encourage the parents, clap after each of them shares their story. The Special Educators can share their stories of success with CwSNs, and how some of them have excelled despite hindrances.
- ⦿ The Special Educator will introduce the topic by asking a guiding question - How do socialization and communication influence the overall well-being of children with special needs, especially in building their confidence and independence?



Participation of CwSN in Family and Community

- ⦿ Discussion on the benefits of participation of children with special needs in family and community activities
- ⦿ Special Educator will guide parents in identification of common barriers that prevent participation and ask them to brainstorm for reaching solutions.
- ⦿ Special Educator will present real-life examples where children with special needs successfully engaged in family and community activities.

- Activity: Parents will create an action plan listing activities in which their child can participate at home and within the community, with steps to facilitate their inclusion. With support of Special Educators, parents can develop the plan of action based on the following pointers:

List family activities that your child can participate in.

Support your child to **engage in community events**. List the kinds of community events in which they can take part.

Who in your family or community can help so that your **child can participate** in the activities and events?

How will you **measure progress**?



Empathetic Communication at Home

- Explanation of the role of empathetic communication in fostering a strong parent-child bond.
- Introduction to different communication methods and their impact on children with different types of disabilities
- Demonstration of practical communication techniques such as active listening, using visual cues, total communication, and positive reinforcement.
- Hands-on activity:** Parents will engage in role-playing exercises where they practice empathetic communication in common household scenarios. Give example scenarios such as:

Your child comes home from school looking upset and refuses to talk. How can you encourage them to express their emotions?

You're at a relative's house for a family lunch. Your child feels overwhelmed but doesn't know how to express it. How can you help them communicate their feelings in that situation?

Your child wants something but is unable to express it and struggling to respond. How can you help them handle the frustration and respond?



One example of facilitating this activity could be as follows:

- Parents will be divided into pairs.
- Each pair will be given a simple real-life scenario (e.g. child refuses having food, wants to go out, or is upset).
- One parent plays the child, the other responds using empathetic language and tone.
- Use supportive phrases like “I understand how you feel,” “Let’s try this together,” etc.
- After the role-play, parents reflect on what worked and how it felt.
- The Special Educator highlights effective communication techniques.



Conclusion and Q/A

- ⦿ Recap of key takeaways from the session.
- ⦿ Reinforcement of the idea that consistent social exposure and empathetic communication at home significantly benefit children with special needs.
- ⦿ Parents will be encouraged to implement one strategy discussed in the session and share their experiences in the next meeting.
- ⦿ Special Educators will address any question and provide additional guidance.



CLOSING REMARKS

Special Educators will close the session by:

- ⦿ Encouraging parents to actively involve their children in daily family routines, family functions and community events.
- ⦿ Encourage parents to reflect upon and share in the next session – What small change did they implement at home, and what was its impact?
- ⦿ Emphasizing the importance of patient, empathetic communication to build confidence and trust in children.
- ⦿ Thanking parents for their participation and dedication to fostering their child’s social and emotional well-being.

NOVEMBER

TOPIC: EMOTIONAL WELL-BEING OF PARENTS



Objective of the Session

- To help parents understand the importance of their emotional well-being for providing effective care to their children with special needs.
- To provide coping strategies for managing stress and anxiety related to parenting challenges.
- To guide parents in accessing counselling services and support networks for their emotional and mental well-being.



Expected Outcome

- Parents will gain awareness of the impact of stress and anxiety on their well-being and parenting abilities.
- Parents will learn practical coping strategies to manage stress and maintain emotional balance.
- Parents will understand the benefits of counselling and support networks in providing appropriate parenting support.



Session Plan

Session	Time Duration
Introduction	10 mins
Coping Strategies for Managing Stress and Anxiety	15 mins
Accessing Counselling Services for Parenting Support	25 mins
Conclusion and Q/A	10 mins



Description of the Session with Specific Activity Details:

Introduction Session

- ⦿ The Special Educators will welcome the parents and create a supportive and open discussion environment.
- ⦿ A recap of the previous month's discussion will be facilitated, encouraging parents to share any implemented strategies and observations.
- ⦿ A short icebreaker activity where emotion cards will be shown and the Special Educators would ask parents to share about how they feel. 2-3 parents can be encouraged to share their personal experience to elaborate about their emotions.
- ⦿ The Special Educator will introduce the topic, emphasizing the significance of parental emotional well-being in creating a positive home environment. 1-2 short stories/case studies on how emotional well-being of parents impacts children could be shared with the participants.

10
min

Coping Strategies for Managing Stress and Anxiety

- ⦿ Special Educators would divide parents in groups or make pairs where parents discuss their stressors with a partner and then share with the larger group. Special Educator will summarize the session by highlighting key points.
- ⦿ Demonstration of Stress management techniques such as deep breathing, muscle relaxation and mindfulness exercises.
- ⦿ **Activity:** Parents will create a personal self-care plan, identifying activities and strategies to incorporate into their daily routine.

15
min

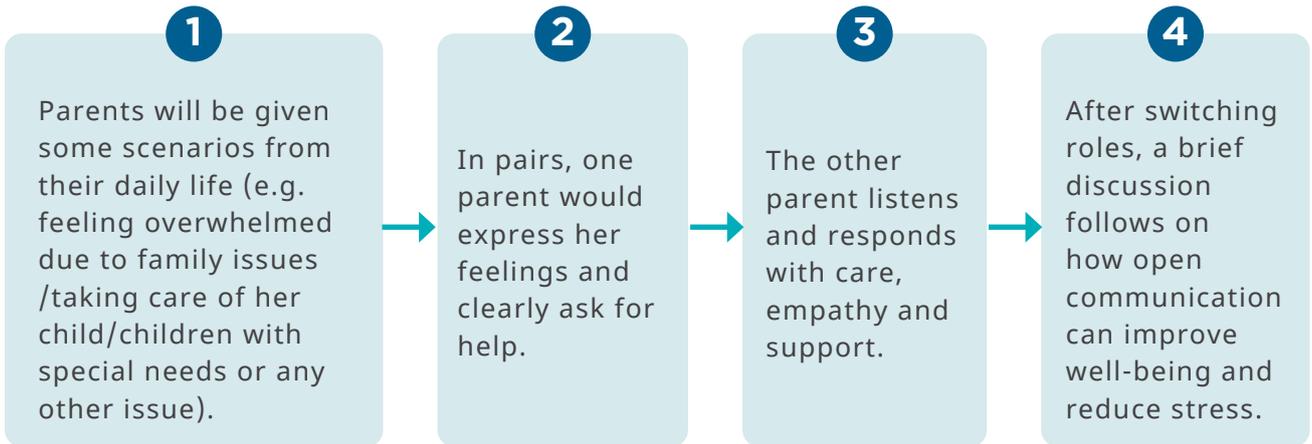
Accessing Counselling Services for Parenting Support

- ⦿ Explanation of the role of counselling and mental health support for parents.
- ⦿ Overview of different types of counselling services, including individual therapy, support groups, and online resources.
- ⦿ Special Educators will share about the existing Counselling/Support Services and how parents could access those services

- Role-playing activity where parents practice seeking help and communicating their emotional needs effectively.



Steps to be followed



Conclusion and Q/A

- Recap of key takeaways from the session.
- Encouragement for parents to prioritize their emotional well-being and seek support when needed.
- Parents will be encouraged to implement one stress-management strategy discussed in the session and share their experiences in the next meeting.
- Special Educators will address any question and provide additional guidance.



CLOSING REMARKS

- Reinforcing the importance of self-care for parents to provide better support to their children.
- Encouraging parents to build a support system (Parents Group) and seek professional help when necessary.
- Thanking parents for their participation and commitment to enhancing their emotional well-being.

DECEMBER

TOPIC: PLANNING FOR HIGHER AND VOCATIONAL EDUCATION OF CWSN



Objective of the Session

- To help parents understand the importance of higher and vocational education for children with special needs.
- To provide information on available educational opportunities, vocational training courses, and career pathways.
- To equip parents with resources and strategies to support their child's transition to higher and/ or vocational education.

Expected Outcome

- Parents will be aware of various options for higher and vocational education for children with special needs.
- Parents will learn strategies to identify and support their child's educational and career aspirations.
- Parents will understand the importance of early planning and how to access financial aid, scholarships, and institutional support.



Session Plan

Session	Time Duration
Introduction	10 mins
Exploring Higher and Vocational Education Options	15 mins
Strategies for Supporting CwSN in Career Planning	25 mins
Conclusion and Q/A	10 mins



Description of the Session with Specific Activity Details

Introduction Session

- The Special Educators will welcome the parents and create a positive and encouraging discussion environment.
- A recap of the previous month's discussion will be facilitated, encouraging parents to share any insights or actions taken.
- Special Educators will facilitate a short icebreaker activity where parents will share their aspirations for their child's future education and career. Parents will be guided to prepare a visual journey map with the names and pictures of the CwSN. Special Educators will write down parent's aspirations for their child's education and career beside their child's picture. This visual representation will help parents to see their child's journey ahead and make concrete planning accordingly.
- The Special Educator will introduce the topic by discussing the significance of planning for higher and vocational education for children with special needs.



Exploring Higher and Vocational Education Options

- Overview of higher education institutions and vocational education courses available for children with special needs.
- Discussion on eligibility criteria, application processes, and reasonable accommodations provided in different institutions.
- Presentation of real-life success stories of individuals with special needs who have pursued higher education or vocational education.
- **Activity:** Parents will research and list potential higher education or vocational education courses that align with their child's interests and abilities. They may use the following portal for reference, with the help of Special Educators: wbcareerportal.in.



Strategies for Supporting CwSN in Career Planning

- ⦿ Discussion on identifying children’s strengths, interests, and career aspirations.
- ⦿ Providing Guidance on how to build essential skills for employability, including communication, problem-solving, and independence.
- ⦿ Sharing information on financial aid and scholarships, and government schemes for higher and vocational education.
- ⦿ **Hands-on activity:** Parents will work on creating an initial career roadmap for their child, outlining educational steps, skill development, and support systems needed. Special Educators will encourage parents to set short term and long term goals while developing this roadmap.



Conclusion and Q/A

- ⦿ Recap of key takeaways from the session.
- ⦿ Emphasis on early planning, research, and parental support in guiding children toward a fulfilling career.
- ⦿ Parents will be encouraged to take one actionable step toward exploring educational or vocational opportunities for their child.
- ⦿ Special Educators will address any question and provide additional guidance.

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CLOSING REMARKS

- ⦿ Encouraging parents to believe in the abilities of their children and nurture their children’s potential.
- ⦿ Stressing the importance of continuous learning and skill development for career success.
- ⦿ Special Educators could encourage parents to form a parents’ network for sharing resources and experiences.
- ⦿ Thanking parents for their active participation and commitment to their child’s future.



