



12<sup>th</sup> & 13<sup>th</sup> September 2019

# Report:

International Conference on Early Childhood Development for Children with Intellectual Disability, Amity University, UP, Noida



## Contents

Introduction .....	4
11 <sup>th</sup> September 2019 - Pre-Conference: .....	5
12 <sup>th</sup> September 2019: Conference Day 1 .....	8
Inaugural session .....	8
13 <sup>th</sup> September 2019, Conference Day 2 .....	13
Few more glimpses: .....	17
Overview of Scientific Papers Presented: .....	19
ROLES OF SCHOOLS, FAMILIES AND COMMUNITY IN EARLY EDUCATION OF CHILDREN WITH INTELLECTUAL DISABILITY .....	19
Ms. Usha Madan, Deepika Special School, Bangalore .....	19
Mr. Yashvinder Kapil, Special Educator cum Faculty, GRIID Chandigarh.....	19
ADHD - CLASSROOM AND PARENTING INTERVENTION STRATEGIES .....	19
Naikodi, Nisha Pradip, SAI- Lakshmibai National College of Physical Education, Trivandrum, Kerala. ..	20
SCHOOL READINESS FOR YOUNG CHILDREN WITH INTELLECTUAL DISABILITIES IN INDIA .....	20
Bibhakar Vishwakarma, Faculty in Special Education (Intellectual Disability), GRIID, Chandigarh .....	20
THEORY OF MIND TRAINING FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS.....	20
Bipasha Sharma, Amity University, Noida, Uttar Pradesh .....	20
INTERVENTIONS AND STRATEGIES TO PREVENT CYBER ABUSE IN EARLY CHILDHOOD .....	21
Meera Hirani and Roopali Sharma, Amity University Noida.....	21
SCREENING FOR MATHEMATICS DIFFICULTIES IN K-6 STUDENTS.....	21
Shikha Gupta, ICSSR Doctoral Fellow, Department of Education, Panjab University, Chandigarh .....	21
Kuldeep Kaur, Associate Professor, Department of Education, Panjab University, Chandigarh.....	21
A READY CHILD-READY SCHOOL TRAIT: COLLABORATIVE APPROACH IN TEACHING SCHOOL READINESS OF PRE-SCHOOLERS WITH DEVELOPMENTAL DELAY HAVING ADDITIONAL DISABILITIES .....	22
Ms. I.G. Anusuya, Rehab Officer, NIEPMD .....	22
Dr. Himangshu Das, Director, NIEPMD .....	22
ASSESSMENT OF NUTRITIONAL STATUS OF INTELLECTUALLY DISABLED CHILDREN AND ITS CORRELATES .....	22
Dr. Manisha Vyas, Shalin Rawal, Asst. Professor, Department of Food Science and Nutrition, Sheth P.T. Mahila College of Arts and Home Science, Vanita Vishram, Surat .....	22
THE APPRECIATIVE INQUIRY FRAMEWORK FOR SPORTS COACHING IN CHILDREN WITH INTELLECTUAL DISABILITY .....	22
Sandhya Banik, Research Scholar, ASPESS, Amity University Uttar Pradesh, Noida, India. ....	22
Nitasha Sharma, MA Clinical Psychology, India.....	22
Dr. Kalpana Sharma, Director, ASPESS, Amity University Uttar Pradesh, Noida, India. ....	22
EARLY CHILDHOOD EDUCATION: ESSENCE OF TODAY .....	23
Ruby Tyagi, Research Scholar, Amity Institute Of Education Amity University .....	23
“TO DETERMINE REFERRAL BEHAVIOR OF HEALTH PROFESSIONALS FOR REHABILITATION SERVICES” ...	23
Tiwari Dr. Dhananjay Kumar, (Rehabilitation Psychologist and PGT (Psychology), Govt. +2 Zila School, Ara, Bhojpur, Bihar, 802301.....	23
ROLE OF POSITIVE EDUCATION IN EARLY CHILDHOOD CARE AND EDUCATION: PERSPECTIVES OF TEACHER TRAINEES IN SPECIAL EDUCATION .....	24
Sampurna Guha, Assistant Professor, AIRS, Amity University, Noida, UP.....	24

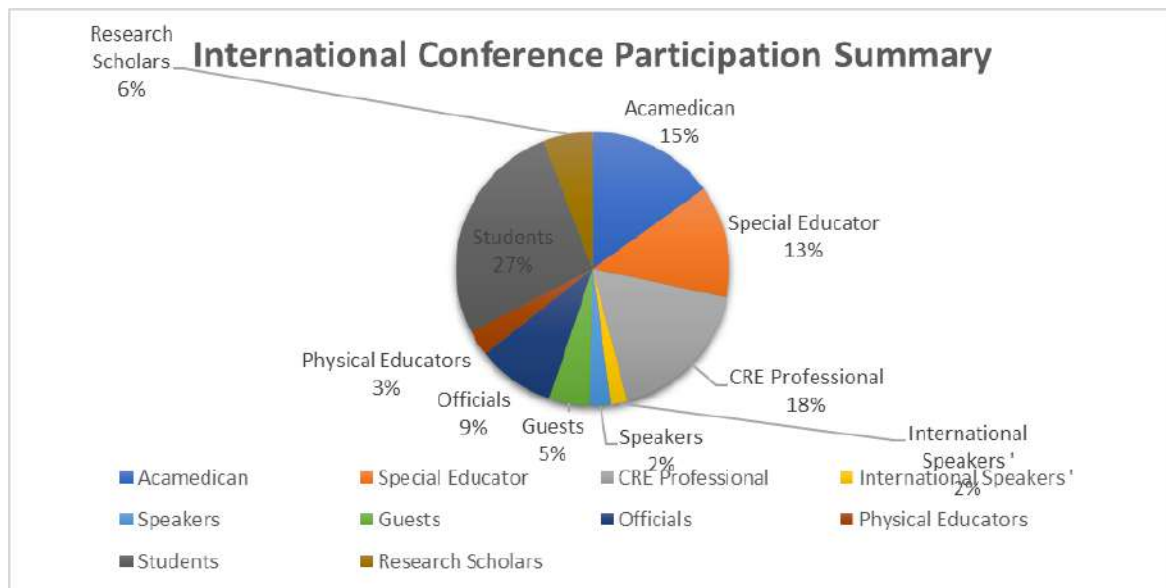
COMPARATIVE STUDY OF MOTOR FITNESS COMPONENTS OF MALE AND FEMALE KABBADI PLAYERS OF HARYANA .....	24
Jai Bhagwan, Ph.D. Research Scholar, Gondwana University Gadchiroli (Maharashtra) .....	24
Dr. Amit Ramesh Kanwar, Assistant Director of Physical Education, Hislop College Nagpur.....	24
IMPORTANCE OF EARLY CHILDHOOD EDUCATION FOR SCHOOL READINESS AND HOLISTIC DEVELOPMENT OF CHILDREN .....	25
Ms. Bhagya Lakshmi Balaji, Research Scholar, Amity Institute of Education, AUUP .....	25
PREPARING THE INTELECTUALLY DISABLED AND LEARNING DISABLED FOR HIGHER EDUCATION THROUGH COGNITIVE SKILLS TRAINING AT EARLY AGE .....	25
Vibha Sharma, Bhavya Rehabilitation Clinic & Early Risers, Founder-Director .....	25
EARLY CHILDHOOD CARE AND EDUCATION: EQUITY AND DIVERSITY.....	26
Dr. Behzad Maqbool & Pallavi Chauhan, Amity Institute of Rehabilitation Sciences (AUUP) .....	26
EARLY IDENTIFICATION AND INTERVENTION .....	26
Ms. Abira Perumal, Faculty- Amity Institute of Rehabilitation Sciences .....	26
INCLUSIVE PHYSICAL EDUCATION THE NEED FOR CHILDREN WITH INTELLECTUAL DISABILITY .....	26
Dr. Jyoti Mann, Lecturer Physical Education, School of excellence, Directorate of education, New Delhis.....	26
Dr. Kalpana Sharma, Director of ASPESS, Amity School of Physical Education and Sports Sciences, Amity University, Noida .....	26
Shipra Verma, Assistant Professor, Department of physical education, Maitreyi College, Delhi University .....	26
ROLE OF ADAPTED PHYSICAL EDUCATION IN ENHANCING MOTOR SKILLS OF CHILDREN WITH SPECIAL NEEDS .....	27
Anusuya K. Yadav, Assistant Professor, Amity Institute Of Rehabilitation Sciences .....	27
Amity University, Noida. ....	27
Young Athlete Training Programme: Parents Perspective .....	27
Dr. (Prof. ) Jayanti Pujari , Director AIRS Amity University ,.....	27
Ms. Parul Bhardwaj Teaching Assistant – AIRS , Amity University.....	27
EDUCATION THROUGH SPORT: Impact of delivering Education through Sport on the overall development of Intellectually Disabled Children- preparing them for mainstream education and leading a health quality life. ....	28
Mona Shipley, Sport for Development Expert ; Former Head Sport & Education -British Council India; Founder Shipley Foundation for Social Impact; Consultant, IKEA Young Athletes-Special Olympics Bharat.....	28
Conference Outcomes.....	29

## Introduction

Special Olympics Bharat in partnership with Amity University and supported by Ministry of Youth Affairs & Sports, Government of India organized two-day Conference on Early Childhood Development for Children with Intellectual Disability from 12th – 13th September 2019 at Amity University, Noida, UP.

This International Conference aimed to bring together all stakeholders; organizations, institutions, researchers, policy makers, practitioners and educators to exchange and share their experiences of Early Childhood Development for people with intellectual disabilities and discuss the most recent innovations, trends and concerns they have, as well as the many practical challenges they have encountered so that collectively, we can formulate the solutions that are necessary to provide the best foundations for support to this most underserved community.

The conference received a participation of 500+ researchers, academia’s, special educators, physical educators and students. Of the group, 99 were awarded the CRE Points. The International Conference on Early Childhood Development provided a premier interdisciplinary platform for researchers, practitioners and educators to present and discuss the most recent innovations, trends, and concerns as well as practical challenges encountered and solutions adopted in the fields of Early Childhood Education.



## 11<sup>th</sup> September 2019 - Pre-Conference:

A pre-conference was organized on Developmental Sports and Inclusive Sports training for physical education students and coaches. The sessions were taken by Mr. Victor R Vaz, National Sports Director, SO Bharat; Mr. Ken Black, Founder, The Inclusion Club, UK & Ms. Rebecca Ralston, Director, Young Athletes, Special Olympics International, USA. The Pre-conference started by Lighting of the lamp by the guests.



Air Marshal Keelor, Founder & CEO, SO Bharat welcomed the participants and guests for the special sessions of Pre-Conference. Urged them to take back techniques for the better training and inclusion opportunities for the athletes with intellectual disabilities. Mr. Victor R Vaz, National Sports Director, SO Bharat oriented the participants about Special Olympics Movement and Divisioning.



The training Sessions by Mr. Ken Black and Ms. Rebecca Ralston were dominated by practical sessions. Few Glimpses below:



**Special  
Olympics  
Bharat**





## 12<sup>th</sup> September 2019: Conference Day 1

The conference witnessed a participation of nearly 500+ delegates including academicians and Practitioners from various countries such as USA, UK, Australia, Thailand, India etc. The Conference created a lot of excitement in the research fraternity which was reflected in the form of 32 abstracts received from all over India. During the two-day conference there were 19 sessions and 32 papers were submitted and presented.

### Inaugural session

**Dr. Kalpana Sharma**, Dean Faculty of Education & Director ASPESS & Sports, Amity University welcomed the gathering. **Mr Simon Koh**, President and Managing Director, Special Olympics Asia Pacific Region, delivered the opening speech and set the tempo of conference for other to follow. He highlighted the importance of sports and physical activities and how they transform the lives of children with and without disabilities. He also briefed about the Ikea Foundation Program and the role played by 4P's (Policy, Practitioner, Parents and participants).



**Ms Tarika Roy**, Joint Secretary, Department of Empowerment of Persons with Disabilities, Government of India graced the occasion with her presence. She congratulated the organizing committee on choosing a very apt and relevant topic for exchange of knowledge. She listed the mandates of government of India. She also explained the functions of District Early Intervention Centre and the plans of Government of India to roll out Childhood Early Intervention Programs.

**Dr Amitav Misra**, Professor, Indira Gandhi National Open University presented a special session on “**Early Childhood Education-Indian Scenario**”, the session was chaired by **Dr. Jayanthi Pujari**, Dean Faculty of Rehabilitation Sciences & Director, AIRS, Amity University. Mr Mishra detailed about Genesis, Significance, organization resources (staffing & training), Govt Initiatives, Youth Athlete Program (YAP) and YAP in context of 6F's (Function, Family, Fun, Future, Fitness and Friends).





Picture 1: L to R: Dr. Amitav Mishra, Professor, IGNOU; Dr. Himangshu Das, Director, NIPMED, Chennai, Dr. Balvinder Shukla, Vice Chancellor, Amity University; Mr. Simon Koh, Regional President, Special Olympics Asia Pacific; Air Mrshl D Keelor, Founder & CEO, SO Bharat

Post the special session, the conference was inaugurated by lighting the lamp. **Dr Balvinder Shukla**, Vice Chancellor, Amity University threw light on how Amity University has been contributing towards research of people with disabilities and wished the conference a grand success. **Dr W Selvamurthy**, President of Amity Science, Technology and Innovation Foundation and Director General for Amity Directorate of Science and Innovation briefly



address the gathering and wished all the participants “Good luck”



On recommendation of the executive committee of Amity University, **Mr Simon Koh**, President and Managing Director, Special Olympics Asia Pacific Region was bestowed with an **Award of Honorary Professorship**. And he gracefully accepted the award and also congratulated Amity University for their contribution in the field of special and physical Education.

The next special session was presented on the topic “**Early Childhood Education-Indian Scenario**” by **Ms. Forooq Foyouzat**, Deputy Representative, UNICEF. **Dr Himanshu Das**, Director of NIEPMD chaired the session. Her speech was on the importance of early childhood Intervention and how the brain development is rapid during the 0-6 years of age. She stressed on different mediums of intervention such as role plays, dramas etc can also be employed to get the best out of intervention program. Finally, she underlined the involvement of families and support group for the families. Dr Himanshu Das summarized the session and added that India has several untapped potential in areas on Intervention.



After the tea break, “Impact of Social Emotional Learning” session was presented by **Dr Ellen Zambo Anderson**. Global Advisor, Young Athlete Special Olympics International. She emphasized on Social Emotional Learning (SEL) and Collaboration for Academic, Social and Emotional Learning (CASEL). She also stressed of High quality physically and psychologically safe sports environments. Her speech was also on Evaluation of the sports program through Internal and External assessments. She also threw light on Teaching Personal & Social Responsibility (TPSR) Model and physical activity based-youth development program such as The First Tee Program and Girls on the Run. This session was chaired by **Prof. Shefali Gulati**, Faculty in Charge, CEARC, Department of Paediatrics, AIIMS, Delhi. The speaker and the chair person were felicitated.



The next session on “Adapted Physical Education” was presented by **Mr Ken Black**, Founding



Director, The Inclusion Club, UK. The session started on an energetic note, Mr Black made the audience and everyone in the auditorium take part in the action song “Water Melon”. Mr Black threw light on various physical activity programs carried out in the UK for children with disabilities such as “Activity Alliance” etc through video clippings. The session was chaired by Ms Anita Purves, HOD

Physical Education & Sports, The British School. And she summarized the session.

Post the lunch break, **Ms Rebecca Ralston**, Director, Young Athletes, Special Olympics International presented a session on “Young Athletes”. The session revolved around the need and impact of providing physical activity training to children of age group 2-7. She also shared the success of the program through the facts for the research findings. This session was chaired by **Ms Mona Shipley**, Ex-Head of Sports, British Council.

The last special session was presented by **Mr Ken Black**, Founding Director, The Inclusion Club, UK on “Sports and Motor Activity”. He spoke on the needs of Profound & Multiple Learning Disabilities(PMLD) and also threw light on Motor Activity Training Program (MATP). And he also shared the positive and negative feedback from the participants

through video clippings. The session was chaired by **Dr Sandeep Tiwari**, Head, Department of Physical Education and Sports Sciences, University of Delhi. The speaker and the chair person were felicitated.

After the tea break, scientific sessions took place in two venues. Dr Pubhalo Agarwal and Dr Lina Bardhan, Rehabilitation Psychologist at Noble Mission, Kolkata Chaired the scientific session .“Role of Family” and “School Readiness and Holistic Development” were the themes employed. The chair people provided their valuable feedback on the research papers and presentations.



## 13<sup>th</sup> September 2019, Conference Day 2

The day started off with a scientific session from **Dr Keith R Mcvilly**, Professor, University of Melbourne

Australia, on the theme “**Role of Family, School & Community-Partner**”.

He discussed our role in Inclusion Revolution. He discussed about the Medical, Social and Diversity Model of disability. He defined the term “**Ableism**”. He also

spoke on how we as individuals can challenge and defeat the tyranny of low expectation. This session was chaired by **Mrs Pramila Balasundaram**, Director, Samadhan, New Delhi. She summarized the session. The speaker and the chair person were facilitated.



**Dr Ashlyn Smith**, Research and Evaluation, Special Olympics International, USA presented a session on

“**Global Research Findings on ECD**”.

She discussed in detail the challenges faced in early identification, intervention and screening. She discussed



about neuroplasticity and its impact on ECD. She also emphasized on the cultural appropriateness of screening tools and presented examples. Dr Smith also threw light on strength based approach in families, communities and individuals. This session was chaired by **Prof Sushma Ghiyal**, HOD, Dept of Physical Education, BHU and **Shri M.S Chauhan**, Former Deputy Commissioner.KVS.

The next special session was presented by **Prof Vorate Chonlasin**, AIT, Thailand on the theme “Technical Presentation-Young Athlete Research PAN Asia. This session was chaired by **Dr J P Singh**, Former Member Secretary, RCI. He discussed about the study in detail and the work of AIT in detail and also threw light on the research questions. He also explained about the various parameters of the research and also talked about the countries that were involved in the research. Dr J P Singh summarized the session and emphasized on the sustainability and the benefits of these programs.



“**Technical Presentation-Young Athletes Research Pan Asia- Project Research**” was presented by **Dr Ashlyn Smith**, Research and Evaluation, Special Olympics Internation. She discussed about the data collection, data analysis and discussed the results of the research findings –Adaptive skills, Challenging behaviours , Motor Skills and Parent Measures & Peer Attitudes Towards Inclusion. The result showed significant improvements in the above mentioned areas among the children who participated in the Young Athlete Program from the participating countries. **Dr J P Singh**, Former Member Secretary, RCI chaired the session. He summarized the session and reiterated the importance of conducting such programs and also the need to understand the community before designing such programs.

“**Research-Indian Scenario**” was presented by **Dr Kalpana Sharma**, Dean Faculty of Education & Director ASPESS & Sports, Amity University. This session was chaired by **Ms Mukta Narain Thind**, National Director-Organization Development, Special Olympics Bharat. Ms Sharma discussed about the aims and objectives of the study and detailed about the Impact of Young Athlete Program in India.



She also listed the strategies for sustainability. Experiences were shared with the audience by the people involved in the program from various parts of India.



**Ms Mukta Narain Thind**, National Director-Organization Development, Special Olympics Bharat delivered a special session on “Young Athletes-The way forward”. Ms Thind spoke about the journey of the program in India. A video was played to better understand the program and the experiences of people who took part in the program. Ms Thind listed the ways through which this program can be taken forward.



Post this session, the research partners were felicitated by **Dr Jayanthi Pujari, Ms Mona, Dr Keith R Mc Villy, Ms Mukta Thind and Dr Ellen Zambo Anderson**.





Post lunch break, panel discussion took place on the topic “**School Readiness: Opening doors for Inclusive Education**”. **Dr Vandana Sharma**, Principal, MBCN presented a session on the above-mentioned topic. Dr Sharma posed a very important question to the audience,

“Whether the child



with disabilities be ready for school or Should the school be ready to accommodate the needs of the child with disabilities. She also discussed about the key components of an effective inclusion plan and the challenges faced in India with Inclusive Education. **Dr Usha Grover**, Director, Anant Centre for Learning & Development, New Delhi and **Dr Alok Bhuvwan**, Director, Manovikas Charitable Trust, New Delhi chaired the session. **Shrey Kadhan**, a student of MBCN shared his experience and his involvement in Special Olympics.

**Ms Lina Bardhan**, Rehabilitation Psychologist, Noble Mission, Kolkata presented her view on the same topic. She emphasized the involvement of communities for school readiness of children with disabilities. Ms Bardhan listed the roadblocks in the community involvement for the school readiness among children with disabilities. She concluded the session with the Goal11 of SDG- Sustainable Cities and Communities.



**Ms Champa Saha**, Parent of Child with disabilities, presented the session on the Role of Families in “**School Readiness: Opening doors for Inclusive Education**”. She touched up on the parents stress levels and atypical sibling’s perspective on the child with the disabilities in the family. She finally concluded the session with statement-Parents play a critical role in lives of children with disabilities. The Chair people summarized the panel discussion. The speakers and the chair persons were felicitated.



Scientific paper presentation session followed the panel discussion. **Dr Lalit Sharma**, Faculty, Delhi University Professor and **Dr Sushma Gidyal**, HOD, BHU Chaired the scientific

session on the themes “Early Childhood Education” and “Early Childhood Education”. The chair people provided their valuable feedback on the research papers and presentations. The speakers and the chair persons were felicitated. There were a total of 32 papers submitted and 27 were presented during this scientific session. Around 255 participants took part in the conference and made it a grand success.



We acknowledge the support received Ministry of Sports & Youth Affairs, Rehabilitation Council of India, UNICEF, Herbalife Nutrition.



Few more glimpses:



## **Overview of Scientific Papers Presented:**

### **ROLES OF SCHOOLS, FAMILIES AND COMMUNITY IN EARLY EDUCATION OF CHILDREN WITH INTELLECTUAL DISABILITY**

*Ms. Usha Madan, Deepika Special School, Bangalore*

Having a disability of any kind should never be considered as the reason for not being trained to become independent. Special needs children should be given every opportunity to be educated in the right way, without any reservations being attached to it. Children with special needs should be trained in accordance to their requirements and abilities. So that, despite their challenges, they can develop independent living abilities along with suitable employability.

An ideal education for special needs children should focus on designing an education programme in a holistic way and that should be started as early as possible. This should lay the foundation for their teenage and adult hood life skills. Before exploring the best practices in early education, it is vital to understand what EDUCATION means to special children?

It should be a training mainly focusing on imparting to maximise independent living skills This to be followed by skill training based on students' strengths to make them employable. It should not be a mere watered-down curriculum of mainstream education which is just acquiring information. The special education should empower them at least not to become a liability to themselves or the family, even if they are not gainfully employed for any reasons.

*Mr. Yashvinder Kapil, Special Educator cum Faculty, GRIID Chandigarh*

Family is the first home for every child. Therefore, development of the child depends upon how he is handled by the family members including parents, siblings and other members of the extended family. Family provides a kind of support system to the children. In modern days, when joint family system is cracking and nuclear families are emerging, role of parents and brother-sisters is very important in the overall development of the children. Children with disabilities have special need and they require to be handled with greater care and concern. This paper is an attempt to find the importance and role of family in emerging Indian society and importance of parents in rehabilitation of children with intellectual disability. This paper identified the parents' multiple roles in the education of children with intellectual disabilities. Parents should try to get more information about the handicapping condition of the child, precautionary measures to be taken so that the disability would not increase and adequate measures could be taken to deal with the disability. In training of functional skills among children with disabilities parents help a lot in achieving target goals. They are considered as leading mentors for children in their early life as well as later life. The learning of following facilitates rehabilitation of persons with disabilities a) learning functional skills, b) increasing the social acceptability, c) appropriateness for the chronological age of the child, d) increasing opportunity to learn additional skills, e) learning survival skills, f) improving performance in a variety of environments, g) increasing opportunity of interaction without handicapped children, h) increasing ability to fulfill frequent opportunities to perform, i) increasing ability to perform in less restricted environment, j) improving health, k) improving safety, l) increasing opportunity to understand/ express thoughts, and feeling, m) increasing opportunities to enjoy social emotional recreation life.

## **ADHD - CLASSROOM AND PARENTING INTERVENTION STRATEGIES**



*Naikodi, Nisha Pradip, SAI- Lakshmbai National College of Physical Education, Trivandrum, Kerala.*

According to down to earth (DTE) report, In India a study had found 11.32% of primary school children have attention deficit hyperactivity disorder (ADHD). This may affect all aspects of child's life; impairment can sustain home and school relationship with parents and teachers. Lack of transactional relationship parents and teachers challenges to rise the child to get professional support. Intervention typically involves multi-systemic approach that targets family and school (Jennifer A. Mautone, 2010). Purpose of this study is to describe classroom intervention strategies for children with ADHD. This study reviews the effectiveness of family-school success (FSS) and school-based intervention to promote functioning in ADHD children, involving few techniques and tricks which allows them to deal with the problem. Outcomes of both may directly benefit child's neuropsychological and academic functioning (DuPaul & Stoner, 2003), not only of the children but also on parents and school environment. This work will facilitate in developing strategies especially children dropping out from school in early years and thus improving parents and teacher's behaviour management skills towards the child also adding to research data base.

## **SCHOOL READINESS FOR YOUNG CHILDREN WITH INTELLECTUAL DISABILITIES IN INDIA**

*Bibhakar Vishwakarma, Faculty in Special Education (Intellectual Disability), GRIID, Chandigarh*

School readiness has gained significant attention globally in the past few decades. International frame works such as Education for All (EFA) and Millennium Development Goals (MDG) promotes all children in developing countries should have minimum basic and primary education. Various research conducted explicitly says that quality early childhood education have concrete and long lasting impact on health care, cognitive and lifelong learning development. This paper is an attempt to explore broad concept of school readiness and concentrating on importance along with various researches of school readiness in India from the perspective of children with intellectual or cognitive disabilities as a component of early childhood care and education. India has 158.7 million (as per census, 2011) children between the age group of 0-6 years of age. School readiness strictly focuses on two basic features which are "transition" and "gaining competencies". It can also be considered as viable strategy to bridge learning gap and full developmental potential among young children. It does so by considering all children including children with disabilities. Earlier children with disabilities collectively were not considered to be ready for school. Majority of research suggest the fact that children with mild intellectual disabilities can undertake and become part of regular school. School readiness in its new perspective is "goodness of fit" between child and environment which supports optimal development.

## **THEORY OF MIND TRAINING FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS**

*Bipasha Sharma, Amity University, Noida, Uttar Pradesh*

Autism spectrum disorder (ASD) is a neurobiological disorder that significantly impairs children's social interaction, verbal and nonverbal communication, and behaviors. Questions about theory of mind (ToM) deficits in ASD have generated a large number of empirical studies. The present study intends to examine the training methods of the ToM for children diagnosed with ASD. Normally, in the early

childhood years, the ability of a child to ascribe the states of mind to another person or to oneself is not present; however, this ability intrinsically develops as the child grows older. But, in children with ASD, the absence of the ToM persists; as a result, they find it extremely difficult to perceive or manipulate another person's intentions, desires, thoughts, motives, etc. This issue needs to be addressed by receiving appropriate training to the children reach a level of normal social and cognitive functioning. The review studies the training techniques exclusively focused on the sample diagnosed with ASD among children aged between 3-8 years. The methodology includes reviewing the literatures, research studies and papers, narrative and descriptive analysis of the study. The conclusion of the paper places an emphasis on the variety of training methods used by mental health professionals and educators for autistic children, their benefits and the extent their usefulness.

## **INTERVENTIONS AND STRATEGIES TO PREVENT CYBER ABUSE IN EARLY CHILDHOOD**

*Meera Hirani and Roopali Sharma, Amity University Noida*

Children as young as four years old are using Internet with and without parental supervision. Young children fall victims to online predators, sexual abuse and cyber bullying. Cyber safety intervention programs are being introduced in different parts of the world. The scope of this review is to examine these strategies and their effectiveness among children from five to eighteen years. It was found that pre-and post-measures of such programs had significant difference in the internet safety knowledge and identification of online risks. A consolidated intervention strategy has been designed and suggested based on the review for implementation in schools and community.

## **SCREENING FOR MATHEMATICS DIFFICULTIES IN K-6 STUDENTS**

*Shikha Gupta, ICSSR Doctoral Fellow, Department of Education, Panjab University, Chandigarh*

*Kuldeep Kaur, Associate Professor, Department of Education, Panjab University, Chandigarh*

Mathematics is the queen of sciences (Hamzina, 2013). It has often been termed the "gate-keeper" of success or failure. Studies in early mathematics have shown that students, who complete kindergarten with weak knowledge of mathematics tend to experience consistent difficulties in the content area (Duncan et. al., 2007; Jordan, Kaplan, Ramineni, & Locuniak, 2009; Morgan, Farkas, & Wu, 2009). Adolescents with mild to borderline intellectual disability (MBID) often complete schooling without mastering basic math skills, even though basic math is essential for math-related challenges in everyday life (Jansen et al., 2013). Gersten, Jordan, and Flojo suggest that it is important to identify early signs and predictors of Mathematics Difficulties (MD) to ameliorate and perhaps prevent later MD.

The present paper discusses the different stages of developing a screening tool for Grade-6 students having MD. Mathematics Difficulty Screener (MDS) is a tool in the hands of educators to detect students' strength and weakness in learning mathematics. This tool focuses on valid and reliable screening measures for students in grade-6. While preparing the tool, the detailed mathematics syllabus for children at elementary level; published by National Council of Educational Research and Training, is kept in mind. Teacher referral form and a diagnostic test is prepared to identify children. The tool is also tested for its reliability and content validity.



## **A READY CHILD-READY SCHOOL TRAIT: COLLABORATIVE APPROACH IN TEACHING SCHOOL READINESS OF PRE-SCHOOLERS WITH DEVELOPMENTAL DELAY HAVING ADDITIONAL DISABILITIES**

*Ms. I.G. Anusuya, ,Rehab Officer, NIEPMD*

*Dr. Himanghshu Das, Director, NIEPMD*

School readiness means each child entering the school is ready to make an easy and successful transition into school (Pianta and Kraft-Sayre, 2003) and benefit from early learning experiences that best promote the child's holistic development. Early learning experiences pertaining to school readiness emphasizes on five major developmental areas including approaches to learning; Health and physical well-being; Language and communication development; Social and emotional development; and Cognitive and general knowledge. Transition of preschool children to Kindergarten or Primary grade is a challenging period for children for which they need to adapt to new environment in their schools. Dockett and Perry (2007) described the transition to school as a period in which the children change their role as a child in the school community. This involves changing roles, identities, and expectations of children as well as involving a change in the pattern of interactions and relationships between the children with the people around them, such as teachers and peers (Dockett & Perry 2007). In addition, children are also expected to be ready to engage effectively in learning and performing into an inclusive environment.

## **ASSESSMENT OF NUTRITIONAL STATUS OF INTELLECTUALLY DISABLED CHILDREN AND ITS CORRELATES**

*Dr. Manisha Vyas, Shalin Rawal, Asst. Professor, Department of Food Science and Nutrition, Sheth P.T. Mahila College of Arts and Home Science, Vanita Vishram, Surat*

The primary objective of the study was to evaluate the nutritional status based on BMI for children with special needs (aged 6 to 15 years) living in the urban area of Surat. 400 children who were screened belong to special schools of Surat. Data on anthropometric measurements including Height and weight were recorded using standard equipment and techniques. Body mass index was calculated. Information on socio- economic status was gathered from the school records. Dietary preferences and consumption of various foods was collected through interview method. Results of the study show that 64% of the children were obese and 18% were underweight. The dietary preference reflected that children preferred foods which were calorie dense. They used food as a medium to comfort themselves. The dietary intake had direct co-relation with the nutritional status

## **THE APPRECIATIVE INQUIRY FRAMEWORK FOR SPORTS COACHING IN CHILDREN WITH INTELLECTUAL DISABILITY**

*Sandhya Banik, Research Scholar, ASPESS, Amity University Uttar Pradesh, Noida, India.*

*Nitasha Sharma, MA Clinical Psychology, India.*

*Dr. Kalpana Sharma Director, ASPESS, Amity University Uttar Pradesh, Noida, India.*

Coaching is a crucial factor for children with intellectual disability to enhance the quality of their sport experience. Therefore, they should have an equal opportunities and treatment as people with without disabilities (Coaching Associations of Canada, 2005). For this reason, through the present study, an



Appreciative Inquiry framework for sports coaching has been studied and proposed to help the coaches involved in coaching for children with intellectual disability. This model in no way intends to replace the current model of coaching that the coaches may be using rather, it is a robust framework which aims at complementing the existing coaching framework in practice. What this provides is a strengths based, simple, practical, scientific, collaborative, appreciative and adaptive approach to a coaching practice which can work in conjunction with the current practices that the coaches may be following. The Appreciative Inquiry works on the strengths-based approach rather than focusing on the weaknesses it engages people at any or all levels to produce effective, positive change and works on the aim of the 5D's (Cooperrider, Whitney & Stavros 2008):- Define (What is the affirmative topic choice), Discovery (Appreciate what it is.), Dream (Imagine what might be), Design (Co-construct how can it be), and Destiny (Innovate and Sustain what it will be). Thus, the objective of the present study was to study and define the ways to implement the Appreciative Inquiry coaching framework for children with intellectual disability.

## **EARLY CHILDHOOD EDUCATION: ESSENCE OF TODAY**

*Ruby Tyagi, Research Scholar, Amity Institute Of Education Amity University*

Early years of life are most beautiful and crucial as major part of the brain develops in these early years. This is the time when all round development which includes physical, social, cognitive, emotional takes place. So, the education received by child in these developing years is crucial for holistic development of child. The education given to the child at this stage, calls for most of the education imparted, later in life. The term coined by NPE 1986, Early Childhood Care & Education emphasizes this holistic development of brain during these early years. Children who start their early childhood education in conducive environment on a positive note, with suitable readiness are well positioned to frame the sense of belonging that encourages their engagement in productive activities. The transition from home environment to school environment is a big one for these little ones and its impact is no doubt good enough. This transition involves child's socio-cultural contexts: Family, community and school. Early childhood education helps children to excel academically and socially. They witness change in their identity and their prospective role which accounts for their readiness and holistic development as an individual and member of a community.

## **“TO DETERMINE REFERRAL BEHAVIOR OF HEALTH PROFESSIONALS FOR REHABILITATION SERVICES”**

*Tiwari Dr. Dhananjay Kumar, (Rehabilitation Psychologist and PGT (Psychology), Govt. +2 Zila School, Ara, Bhojpur, Bihar, 802301*

If the children with delayed milestone or any such suspicion are identified early, the process of rehabilitation services /intervention will start early and properly and it will become more effective. In present era almost percentage people approach health services for their children. Hence, it is clear that disability related challenges would come in the notice of health professional. Here, the question arises that why very few children are brought for rehabilitation services. It was thought that the referral behavior of health professional is very important and it should be studied in the reference of disability rehabilitation services. The result of this study will help to improve the referral behavior of health professionals. The present study designed to determine referral behavior of health professionals for rehabilitation service. 20 qualified health professionals were selected with the help of purposive sampling. Separate interview was conducted with each health service providers with the help of self-





made interview schedule. Descriptive methods were used for analysis of data. Some major findings show that 75% of health professionals were unknown about availability of rehabilitation services in their area. 50% were suspicious about the qualification and ability of rehabilitation professionals, 25% reported about their very busy schedule, and 40% write reference for rehabilitation services only on their prescription.

## **ROLE OF POSITIVE EDUCATION IN EARLY CHILDHOOD CARE AND EDUCATION: PERSPECTIVES OF TEACHER TRAINEES IN SPECIAL EDUCATION**

*Sampurna Guha, Assistant Professor, AIRS, Amity University, Noida, UP*

Early Childhood Care and Education (ECCE) focus on imparting education and promote development of school readiness skills and other competencies from an early age. With the advent of Positive Education (PE) philosophy, there is a dire need to develop education policies and frameworks which promote the integration of Positive Psychology with appropriate teaching strategies to promote healthy emotional growth and skill development among children from an early age.

The present study has been done with the objective to understand the nature, need and role of PE in ECCE from the perspective of teacher trainees in Special Education. A sample comprising of 30 pupil teachers in Special Education were purposively selected from 3 teacher training institutions in and around Coimbatore district of Tamil Nadu. Survey method was used to collect the opinion and views of the participants on various aspects of PE such as 1) nature and need of PE, 2) strategies used in PE such as – strength-based intervention, positive reinforcements, collaborative approaches in classroom, resilience development and restoration practices. Qualitative and quantitative analysis reveal the need to incorporate PE based approaches and educational framework in ECCE and also shed light on the need for conducting more research in this area to promote its use at early developmental stages.

## **COMPARATIVE STUDY OF MOTOR FITNESS COMPONENTS OF MALE AND FEMALE KABBADI PLAYERS OF HARYANA**

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*Dr. Amit Ramesh Kanwar, Assistant Director of Physical Education, Hislop College Nagpur*

The purpose of this study was to compare the Motor fitness of Male and female Kabaddi players of Jhajjar district of Haryana state . The research was a descriptive comparative method. Fifty Six male and female Kabaddi players of Jhajjar district of Haryana State were selected as the samples for the purpose of study between the age group of 16 to 19 years. In which 28 were Male Kabaddi players and rest 28 were Female Kabaddi players. The criterion measures adopted for this study were Agility and Speed. The data collection tools used in the study were Shuttle Run and 50 Yard dash. Data of Motor Fitness Components between Male Kabaddi players and Female Kabaddi players was compared by using independent Sample 't' test. The level of significance was kept at 0.05 level of significant to test the hypothesis. The researcher analyzed the collected data as per the objectives set for the research study. The statistical analysis of Motor Fitness revealed that in both the components: Agility and speed there was significant difference between Male and Female Kabaddi Players. Thus research Hypothesis was accepted. In the present the results also showed that in Motor fitness components like agility and speed the Male Kabaddi players where found to be better than Female Kabaddi players. Finally the researcher



concluded that the Male Kabbadi players were more fit as compare to Female Kabaddi players.

## **IMPORTANCE OF EARLY CHILDHOOD EDUCATION FOR SCHOOL READINESS AND HOLISTIC DEVELOPMENT OF CHILDREN**

*Ms. Bhagya Lakshmi Balaji, Research Scholar, Amity Institute of Education, AUUP*

The school readiness and holistic development of children are interlinked as school readiness mainly focuses on developing age appropriate basic competency skills in domains of child development i.e., physical (gross and fine motor skills), cognitive, social/emotional and language thereby leading to holistic development of children.

The school readiness helps the children to adjust in school environment, build academic competencies and develop skills. It promotes children's holistic development and learning.

The importance of Early Childhood Education (ECE) in holistic development of children has been accepted globally. United Nations Educational, Scientific and Cultural Organization has emphasized that the children in the age group of 0-8 years have maximum brain growth and must be provided with stimulating environment for their holistic development. Sustainable Development Goal 4 is to ensure that by 2030 all children have access to quality early childhood care and education.

This paper reviews the published surveys and reports to analyze the importance of early childhood education for school readiness and holistic development of children.

## **PREPARING THE INTELLECTUALLY DISABLED AND LEARNING DISABLED FOR HIGHER EDUCATION THROUGH COGNITIVE SKILLS TRAINING AT EARLY AGE**

*Vibha Sharma, Bhavya Rehabilitation Clinic & Early Risers, Founder-Director*

Early diagnosis and intervention is the key to the success in various domains for children with intellectual and learning disability. The Planning and preparation must be done right from early age. Early enhancement of skills related to reading, writing skills must be taken into account from an early age, not only these factors but other cognitive domains should be considered as important as academics are, so that holistic intervention can be imparted. Population of disability goes up due to various factors like lack of early therapeutic interventions., financial constraints of family (Support towards PID), Lack of accessibility and lack of resources like educators, therapists, counsellor, resource room, technical devices and last but not least the innovations in the sector and adaptations of society towards this approach. Inclusion should be at grass root level not in merely words, teacher at preprimary and primary levels should not only be sensitized but should be trained and made aware of conducting the possible management with the help of trainings and resources and aids at classroom level and team approach should be followed. Accessibility should not only be limited to physical disability but the academic difficulty and disability should be catered at early levels so that the higher levels of education as well interventions are accessible to Person with intellectual disabilities and Person with learning disability. Accessibility is not only limited to physical accessibility but also includes accessibility towards educational and early support and intervention approach.

## **EARLY CHILDHOOD CARE AND EDUCATION: EQUITY AND DIVERSITY**

*Dr. Behzad Maqbool & Pallavi Chauhan, Amity Institute of Rehabilitation Sciences (AUUP)*

Dakar Framework for Action and the National Plan of Action a global commitment has taken an integrated view of early childhood care and education as the primary focus. Research studies conducted in different countries have evidenced the need for Early Childhood Development (ECD), especially for children at risk of developmental delay or with a disability. Both the Convention on the Rights of the Child (CRC) and the Convention on the Rights of People with Disabilities (CRPD) have recommended that all children with disabilities have equally right to develop “to the maximum extent possible”. The first three years of the child’s life as stated by the eminent psychologist are critical periods, characterized by rapid development particularly of the brain, and thus provide the essential building blocks for future growth, development and progress (WHO). However, for typically developing children it is not such a hard task as it is for children with disabilities. If children with disabilities are to be empowered to participate and are provided access for mainstreaming, they too can prove as independent and productive members of society. Hence attention to Early Childhood Development is essential which can be facilitated through Early Intervention Programmes with integrated and inclusive practices. For this purpose, the principles of equity and diversity in legislation, professional practices within education and family support are recognized internationally utmost important to make it reality.

## **EARLY IDENTIFICATION AND INTERVENTION**

*Ms. Abira Perumal, Faculty- Amity Institute of Rehabilitation Sciences*

In the recent past early identification and Intervention has been an accepted as necessity in the field of Special Education and Rehabilitation. Any child who is diagnosed to go through the pain of being disabled must be immediately given possible attention and intervention through appropriate measures to make him or her sustain independent life throughout their life. The Government policies for making Inclusive education have been successful however the question on Early Identification and Intervention is still not answered in many parts of our country.

Hence, we need to develop a system linking Hospitals and Community together to make early identification and intervention work out successfully. This paper tries to understand the very system of Early Identification and Intervention, its importance its challenges and analyse the need of it to benefit the most affected in our society.

## **INCLUSIVE PHYSICAL EDUCATION THE NEED FOR CHILDREN WITH INTELLECTUAL DISABILITY**

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This era is character sized by rapid change in society. Play act a lead role in the inclusion within physical education for students This study is designed to highlight the need special consideration in the planning and implementation of the physical education in school setting for special abled children. To highlight



the basic learning need, personal development of fully extent, opportunity for play and resources. To highlights the provision of high quality of physical education and sporting opportunity for disabled children in school setting The methodology was applied to identify the role of physical education for special children, challenges and experiences for special children and theoretical background of inclusive physical education and review of literature a s observed. The results of this study are directed towards to develop a vision of inclusive sports development, promoting active and healthy life style with a focus on opportunity for special children. The barrier of taking part in physical education and sports activity for special children include inaccessibility of equipment, facilities untrained staff, programme and curriculum. This study tries to strengthen the understanding of inclusivity. In the context of inclusive physical education has needed wider work with the overall aim of getting all children more active and more often and providing appropriate pathways for special children.

## **ROLE OF ADAPTED PHYSICAL EDUCATION IN ENHANCING MOTOR SKILLS OF CHILDREN WITH SPECIAL NEEDS**

*Anusuya K. Yadav, Assistant Professor, Amity Institute Of Rehabilitation Sciences  
Amity University, Noida.*

Adapted physical education is not a new concept, yet dependent upon resources, students with unique motor needs may or may not have access to adapted physical education provided by professionals trained in this Special Education field. As a trained adapted physical educator, it has been noticed that students experience a higher level of success using Adapted Physical Education, as well as in general Physical Education classes with one-on-one assistance. Most importantly, Adapted Physical Education (APE) Services provide students with ample opportunities to increase their confidence in a physical activity setting and to improve their overall self-esteem. In today's world, where the number of youths with disabilities is growing, it is important that these individuals are provided with the same quality educational experiences as their nondisabled peers. Physical education services should be no different. APE provides youth with disabilities a means to master physical education goals. The paper focuses on the relevance of modifying instructions and equipment for students with disabilities, to achieve success while building strength, endurance and motor skill levels that will keep them physically active towards their holistic development.

## **Young Athlete Training Programme: Parents Perspective**

*Dr. (Prof. ) Jayanti Pujari , Director AIRS Amity University ,*

*Ms. Parul Bhardwaj Teaching Assistant – AIRS , Amity University*

Special Olympics Young Athletes is a program which deals with sport and play activities for children with Intellectual Disabilities (ID) for the age group 2 to 7 years. The present study attempts to probe into the parent's perspective towards Young Athlete Program and its impact on the skill development and inclusion of children with Intellectual Disabilities. A qualitative analysis has been undertaken with 60 participants from 15 districts who are interviewed to find out the perception on the training of Young Athlete Training Program for their children with Intellectual Disabilities. The responses of the parental interview have been transcribed and a content analysis was done. The major theme emerged from the analysis are lack of Awareness, role confusion, environmental barriers, lack of recourses and management issues. The study also ascertains the improvement of skill and adaptive behavior of the children with Intellectual Disability. The findings of the study highlights and will be used to improvise the identified variables for successful inclusion of young children with intellectual disability. The study results also confirms the young Athlete program as a successful model of early intervention.



## **EDUCATION THROUGH SPORT: Impact of delivering Education through Sport on the overall development of Intellectually Disabled Children- preparing them for mainstream education and leading a health quality life.**

*Mona Shipley, Sport for Development Expert ; Former Head Sport & Education - British Council India; Founder Shipley Foundation for Social Impact; Consultant, IKEA Young Athletes- Special Olympics Bharat*

As per United Nations “every person of compulsory school age has the right to education suited to his or her needs and abilities”. Persons who have cognitive or learning difficulties also have the right to Education which is an important part of the rehabilitation process.

Not all persons with intellectual disabilities can follow education in mainstream schools. The most important step for the integration of children with different types and levels of disabilities into mainstream is through education or alternative methodologies such as Sport, Arts and Music.

This paper focuses on one such initiative – International Inspiration, an education legacy program of London Olympics 2012 approved by the International Olympics Committee and rolled out through Governments in 20 developing countries in schools and communities focusing on providing education through sport activities progressively, systematically and inclusively. .

In India, British Council in collaboration with the Ministry of Sport (MYAS) and Ministry of Education (MHRD) developed the Physical Education Cards – PEC – *A Physical Education Transaction Strategy for Schools (primary & PE teachers) leading to social/physical/mental development and increased academic outcomes in abled, differently abled and Intellectually disabled.*

The PEC resources are easy to follow games cards for primary teachers to teach physical education by linking sport activities to subjects such as English, Science and Math in an enabling environment.

A pilot was conducted in Government, Private and Community schools. The pilot research established PEC Cards as an inclusive, innovative curriculum transaction strategy for Physical Education in schools. Other critical outcomes were education attainment, increased attendance, and retention, and improved health, development of life skills, improved attitudes and behaviors in students.

This led to Government of India (MHRD) mainstreaming PEC in schools and PE teacher training Institutes thereby ensuring scaling up and project sustainability. Project partners introduced the cards in various states and districts post translation in vernacular.

In this backdrop, it is felt that the education, health and fitness related programs must be developed inclusively and implemented through the organized school education system.



## Conference Outcomes

- Strengthening the partnership with the Government of India, Ministry of Youth Affairs and Sport being conference partners and the Ministry partially funding the conference. The Ministry has taken cognizance of other SO Bharat Social Development programs.
- Endorsement of the conference by the Special Education Regulatory Board, Rehabilitation Council of India (RCI) and accrediting it with a CRE status. 99 Special educators from RCI attended the Conference. The recognitions from RCI of YAP and integration of YA curriculum in RCI CRE trainings is one of the elements of sustainability
- Creating sector specific new networks and partnerships with Government, Corporates, Academics, Practitioners, and Physical Education Universities across India. Interacting with them provided an opportunity to take forward the SO programs in their respective states.
- Government of India increased recognition and support to SO Bharat's programs in future. Ministry of Social Justice and empowerment have requested for follow up meetings to explore opportunities to not only integrate programs such as YA in the new inclusive programs they are planning for India but for also other inclusion programs and deliberations underway.
- Corporates such as herbal life are discussing future funding with SO Bharat to continue YA program in states and districts.
- Partners Amity have started two courses on Special Olympics in the Department of Physical Education and Rehabilitation Science departments. This will raise the profile of SO Bharat and its initiatives and the model can be replicated in other Universities in India.
- The conference was successful in raising awareness on ID and especially highlighting SO Bharat as a leading sport development expert in India. As part of the YA sustainability strategy the conference has played a significant role. Regular follow up with partners and other significant networks is crucial.
- The participation of experts and senior officers from SOI was extremely useful as it gave an opportunity to them to understand the Indian Landscape, opportunities and challenges, interact with local sector experts, participants to plan future need based programs.