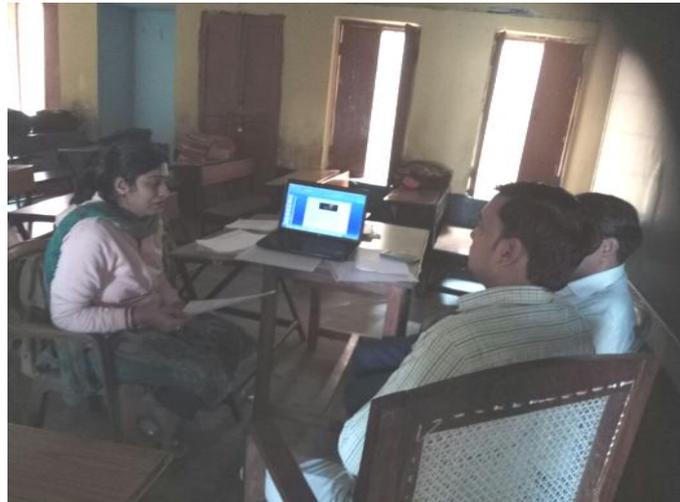


Teacher's Training Program at Sampnagli Village on 14th Nov, 2017

Teacher training workshop was held at Government middle school at Sampnagli Village on 14th Nov 2017. The Principal of the school helped in organising the workshop. The trainers arrived before time to fine tune on agenda and coordination with the teachers. It was attended by 2 teachers of primary and middle school.

Sessions were interactive and the topics discussed were-

1. To know the impact of coexisting conditions on exceptionalities on student with learning disabilities.
2. To know how expressions of behaviors of children can aid identification of Learning disability and problematic behavior.
3. To understand the kind of learning difficulty is children facing on the basis of following indicators like writing, reading, mathematical calculation, pronouncing words etc.
4. When child seeks professional help.
5. How to diagnose LD students and as a teacher how they can work for children for his/ her progressive path.
6. Knows how social and emotional development may differ in students with learning disabilities.



Methodology used-

1. Audio visual presentation on learning disabilities
2. Brief explanation given regarding building blocks of vocabulary, fluency and reading comprehension in light of skill development and strategies for successful and enjoyable reading experiences among students.

Learning outcomes and the road ahead-

1. Teachers can demonstrate underlying causes of academic failures in terms of intellectual deficits, learning disabilities such as dyslexia or working memory constraints that hamper learning despite the use of appropriate and effective classroom learning method.
2. Teachers will be more informed when speaking to parents about their child's learning difficulties at school.
3. Interventions through clinical assessment and follow up can lead to a successful diagnosis.
4. Psychosocial and emotional wellbeing of the care givers along with the child is very important for better, progressive and enhanced facilitation of children.
5. A culture of timely identification and support in schools will ensure students with learning difficulties do not miss opportunities for academic achievement during important school year