

CONNECTING CLASSROOMS

**Access and Engagement:
Celebrating Diversity and
Difference**



www.britishcouncil.org/connectingclassrooms



**Reena Sen, Ph.D, Executive Director
Indian Institute of Cerebral Palsy**



Access...the heart of the matter!

Just getting in is not enough; it is how you are treated, how you are made to feel, what facilities you are offered without having to ask....



Access is about people.. It involves emotion and feelings

**“ A process of leaving footprints on our hearts. And we are never,
ever the same.”**





Access is about commitment and passion
– a process of pro-active accommodation

“Not like a tired, old marriage but a passionate affair of the heart”

The Hundred-Foot Journey





Access is about connections between
people.. the ‘feel good’ factor

WOW! We did it!

My voice was heard!

That was fun!

My opinion counts..

I am a part..

The difference between ‘US’ and ‘I’

I make a difference to the ‘We’



But
eventually
it is a



business!

Where there is a **WILL** there is a way

The Will to include

The Will to adapt

The Will to change

The Will to challenge the 'System'

The Will to influence others

The Will to acknowledge one's need for
further skills

The Will to think outside one's comfort
zone: THE BOX

For access and engagement to be more than rhetoric it has to be a combination of head, heart, mind and body all together!





Skills for Greater Engagement

- LEARNING TO LEARN
- FOCUS ON STRATEGIES, TACTICS, METHODS, TLM
- COLLABORATION
- SHARING
- KNOWING WHEN TO ASK FOR HELP & FROM WHO
- INNOVATE, TAKE RISKS AND LEARN FROM THE EXPERIENCE



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Enhancing Engagement

Appropriate and Accessible Technology, TLM
Adapted furniture, Added Infrastructure but ...
these are only the means to an end



THUS CLARITY OF OBJECTIVES AND OUTCOMES IS NECESSARY

Modified curricula may not be enough; Think creatively about change: a different and



The challenge is to take informed decisions within the constraints of the educational context and with prior knowledge of the context

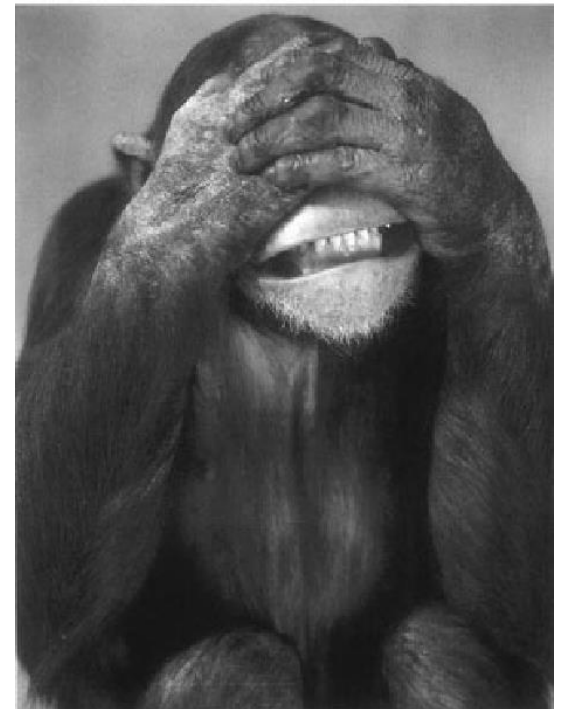




The greatest challenge is not
what we explicitly acknowledge
but the enemy within

Prejudice

Ability ? I don't *want* to see
beyond the disability! Besides
I have NO TIME!





The barriers

Poor expectations

INTERESTING but so different!
But she may be bullied and
teased at school,
she needs to be safe
and cared for.....at home till we
have trained staff!

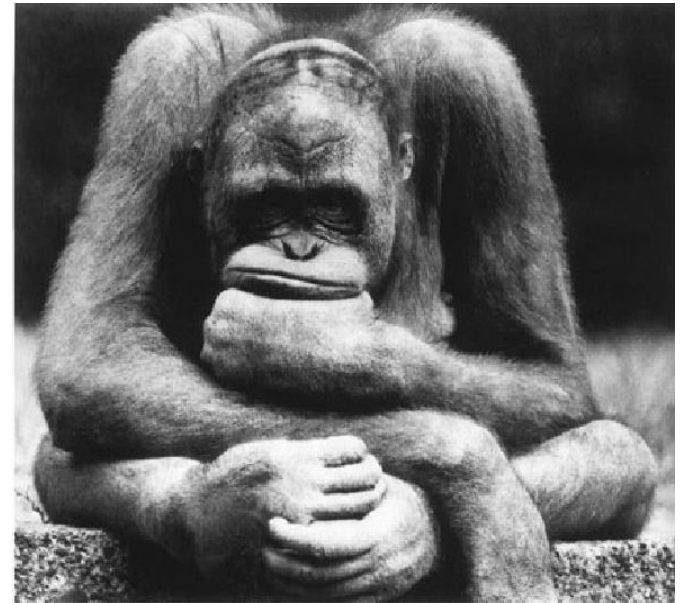




The barriers

Pre-conceived notions

Hmmm... its all very well
for the Head to say I
should have a child
who cannot speak in
my classroom ...



The greatest barrier of all

**Resistance to Change and
deeply Entrenched
Perceptions of Position &
Entitlement**

Be grateful your child is Here...
don't ask for extra privileges





*Jodi tor dak shune keyu na ashey tobey ekla cholo
re... if no one joins you, walk the walk alone....
Rabindranath Tagore*

Create facilitating learning environments for students
with SEN....by taking small pro-active steps with
courage and persistence

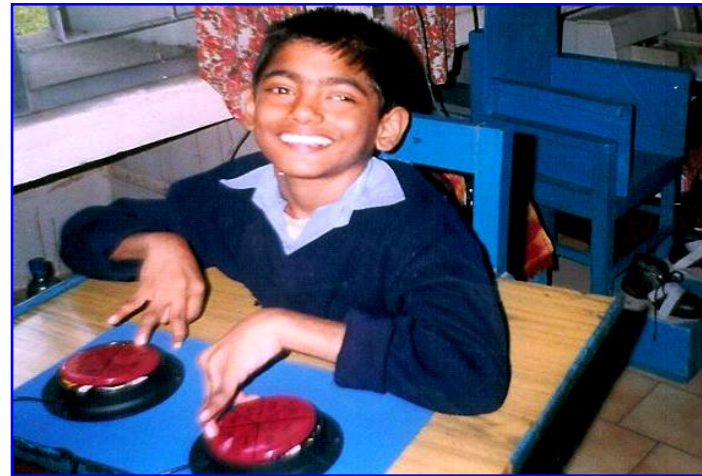
“If you ever think you are too small to be effective, think of the
times when you have tried to sleep with a mosquito hovering
around you....”



IICP's role in inclusive



Roshni National Resource Centre for Augmentative and Alternative Communication



I want to buy some chocolate.

An illustration showing a sequence of actions: a girl in a yellow shirt, a girl in a pink shirt pointing to a shop, a shop with a sign that says 'Shop', a girl in a yellow shirt pointing to a chocolate bar, and a chocolate bar with the brand name 'Dairy Milk'.

IICP's role

Training in all aspects of neurological disability; training in empowerment and leadership by trainers with disability who use AAC



IICP's role





**ACE SERVICES:
Assessment and
Counseling in Education
for students in
mainstream schools**

*“A most useful service”
– I.T. Myers, Principal,
Frank Anthony Private
School*





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Indian Institute of Cerebral Palsy
35/1 Taratala Road
Kolkata 700088
2401-3488/0240

sen.reen@gmail.com
mail@iicpindia.org

Visit our website
www.iicpindia.org
Facebook: IICP and friends

Funniest thing I ever heard.....



One size fits all.....HAHAHAHA!

Thank You! Do keep in Touch