EDUCATION IN EMERGENCY PROGRAMME FOR STUDENTS WITH DISABILITIES DURING COVID 19 PANDEMIC

(Schools with SEN programme)
April 2020

ECCD & SEN Division
Department of School Education
Ministry of Education
Royal Government of Bhutan
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Introduction/Background

As of April, 2020, there are 18 Schools with SEN programme and 2 Special Institutes (Muenselling and Wangsel) enrolling 740 students with Special Educational Needs (SEN) in Bhutan (SEN office, MoE, 2020).

For schools with SEN programme, they have students with various disabilities enrolled, some with mild disabilities while others have moderate to severe disabilities including multiple disabilities.

For special institutes (Muenselling and Wangsel), they will have almost all children under severe category as they have children with total blindness and Deaf children respectively. Some students with blindness have difficulty in other domains indicating multiple disability. Similarly, some Deaf students have additional disability indicating disability in multiple domains which requires the support of special education teachers and health professionals, from time to time.

The current pandemic has led to closure of all schools nationwide starting 18th March, 2020. The education in emergency for children without disabilities is being delivered through the national television and other online platforms and the aspiration for children with disabilities remains same. This is clearly reflected in the “Guidelines for curriculum implementation plan for Education in Emergency (EiE)” developed MoE, REC and BCSEA. The guidelines also clearly state that for schools with SEN programme, “those learners who can cope with general curriculum shall follow the educational package like any other general school learners with adaptation and modification in the curricula materials to suit the learners accessing education from home. Those learners who cannot cope with the general curriculum shall be offered Daily Living Skills”

Against this background, the SEN section under ECCD & SEN Division has initiated the consolidation of existing curricula and programmes for children with special educational needs under Alternative Pathways Programmes to befit the current EiE. It is imperative to mention here that the curricula and programmes for children with disabilities, who cannot cope with the general curriculum, even in normal circumstances, are highly diverse and often individualized.
EiE for ECCD and SEN programmes

These students also learn from their home with the support of their family members. The teachers of the schools with SEN programme use BBS aired lesson and provide additional explanations, notes and converted MP3s suiting to the individual learning needs through WeChat, Messenger and calls. The teachers also develop individual educational plan (IEP) to deliver the lesson to such group of students.

Therefore, this document presents the consolidated curricula and programmes for children with special educational needs who are unable to follow general curriculum during the emergency, from schools with SEN programme.

The same teaching modality will be continued should the COIVD 19 emergency continue till end of the year. The curriculum will be based on the modality developed by the REC in consultation with Ministry of education.
### Key Stage I: Self-Contained A&B (Children on the Autism Spectrum Disorder)

#### Sample Daily Schedule

<table>
<thead>
<tr>
<th>Time Block</th>
<th>Activity</th>
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<tr>
<td>06:00 - 07:30</td>
<td>Wake up&lt;br&gt;Self care activities</td>
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<tr>
<td>07:30 – 08:00</td>
<td>Exercise: Aerobics, Outdoor workout, Dance, Yoga</td>
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<td>08:00 - 08:30</td>
<td>Breakfast: Set up, eat, clean up</td>
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<tr>
<td>09:00 - 10:00</td>
<td>Project time&lt;br&gt;- Monday and Wednesday: Product making&lt;br&gt;- Tuesday: Art&lt;br&gt;- Thursday: Cooking&lt;br&gt;- Friday: Cleaning household&lt;br&gt;- Saturday: Scrapbook time&lt;br&gt;- Sunday: Photography</td>
</tr>
<tr>
<td>10:00 - 11:00</td>
<td>TV Time / Washing &amp; Drying clothes</td>
</tr>
<tr>
<td>11:00 - 12:00</td>
<td>Indoor / Outdoor Play</td>
</tr>
<tr>
<td>12:00 – 01:00</td>
<td>Lunch: Set up, eat, clean up</td>
</tr>
<tr>
<td>01:00 – 02:00</td>
<td>Class work / functional academics</td>
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<tr>
<td>02:00 – 03:00</td>
<td>Gardening</td>
</tr>
<tr>
<td>03:00 – 04:00</td>
<td>Play / Free coloring</td>
</tr>
<tr>
<td>04:00 – 05:00</td>
<td>Computer typing / painting or TV</td>
</tr>
<tr>
<td>05:00 – 05:30</td>
<td>Reading time</td>
</tr>
<tr>
<td>05:30 – 07:00</td>
<td>Help with dinner preparation / Leisure</td>
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<tr>
<td>07:00 – 08:00</td>
<td>Dinner: Set up, eat, clean up</td>
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#### Building independence in activities of daily living

**Why is this most important?**
- To be as independent as possible in the future
- To build self-esteem and confidence

**Resources required:**
- Patience to let the child do things for themselves
- Belief that the child can learn and participate
- Everyday household items

**Why do it now?**
- Children with special needs might take longer to master a skill. So, earlier instruction begins, the better.
- Availability of a long period of time at home to learn and practice skills with no need to hurry and rush to school

**Skills Developed**

- **Developmental and Academic Areas**
  1. **Self-hygiene, self-concept, & self-esteem**
     - Personal care
     - Social interaction
     - Communication
  2. **Mathematics**
     - Basic counting
     - Simple operations
  3. **Science**
     - Observations
     - Listening skills

- **TLC Areas**
  1. **Organisation skills**
     - Following instructions
     - Organizing space and material
  2. **Vocational skills**
     - Completing tasks independently
     - Evaluating own work
  3. **Communication**
     - Asking for help when needed
     - Making a choice
  4. **Safety**
     - Basic life skills, glue safely & correctly
  5. **Gross and Fine Motor Skills**
     - Balance, coordination and carrying
     - Folding, pasting, cutting
Setting a wake up routine

Wake up to an alarm at a set time every day
- With the child, parent sets an alarm on the device the night before and places it by the child.
- Pick a reward with your child for doing it 5 days in a row!
- Let your child pick wake up time on weekends - BUT - set the alarm - don’t lose the routine!

Get ready like a regular school day
- Brush, shower, dress up
- Let them pick up/ call out things required for the bath or to change.
- Let them choose what they want to wear
- Identify steps the child is still dependent, struggling or does not know how and work on it.
- Demonstrate and model how to do it.
- Hold hand over hand when required.
- Give verbal instructions and prompts.
- If they are unable to participate in all steps, let them where and in all ways they can.
- Teach them to dress in a private area with closed doors.
- Let them drop dirty clothes in laundry area.
- Give time. The child learns by doing
- If your child isn’t toilet trained, this might be a good time to get off the diapers and work with a toilet schedule.

Household chores

Assisting lunch preparation
- Think of little tasks that can be delegated to them
- Rinsing vegetables in water
- Peeling potatoes, carrots, cucumbers
- Cutting vegetables if it’s safe to handle a knife
- Wash some vessels

Washing and drying clothes
- The child can be involved in various ways – in all or some steps. They could get into the routine of washing their own clothes.
- Get them to soak clothes in soap and water for a set number of minutes (or) Pick and drop clothes into the washing machine.
- Teach them how much soap powder to add – * number of spoons.
- Rinse and scrub (or) Learn to operate the machine – even just one step.
- Put the washed clothes out to dry.
- Let them join along with you as you wash. Let them be your little assistant!
Fold clothes

- Pick dry clothes from the line/basket
- Sort it based on whose clothes they are
- Fold clothes together with your child or let siblings work together to do this
- Get children to put back their clothes independently on the designated shelf

Exercise
Aerobics, Yoga, Dance

Exercise for healthy bodies and healthy minds! This could be a family activity and can benefit all of you!

Aim
1. Follow a 15 to 30 minute exercise routine in the form of aerobics, outdoor workout, dance or yoga.
2. Get off to an energetic start in the morning
3. Spend energy, burn calories and stay fit

What you need
- Videos of exercise routines
- Family member who can instruct in the absence of video access

Skills Developed
Developmental and Academic Areas
1. Cognition
   a) Copying / Imitating actions
   b) Memory
2. Mathematics
   a) Number counting

TLC Areas
1. Organization skills
   a) Following Sequence
2. Work skills
   a) Attention to task
3. Motor Skills
   a) Gross motor coordination and balance
Aerobics

What you can do:
- Play a downloaded/online video and follow the drill
- Here are some links:

Simple routines:
- In case you don’t have access to videos, make a simple routine.
  1. Jog on the spot for 30 counts X 2
  2. Run around the house X 5
  3. Different patterns of jump, sit and stand.
  4. Jump 4 times and sit. To counts 1, 2, 3, 4, 5 or commands – Jump X 4 and Sit
  5. Exercises with a movement each for four counts and repeated. Some is an example:
     1 – Hands forward
     2 – Bend down and touch the ground
     3 – Come back up with hands in front
     4 – Attention Position – Repeat to 16 count

Dance

- Watch the following videos and follow the routine. Have fun!

Yoga

Snake
- Drop to the floor and lie on your stomach
- Stretch from head to toe, telling the child, “Pretend you are a snake in the grass and stretch in the sun.”
- Hold this pose for approximately 30 seconds
- Bring hands back by your shoulders, palms on the floor
- Straighten your arms and lift your head and torso up as high as you can, keeping your elbows close to your body and leaning on your hands

Crocodile
- Raise your head and bend upward from the waist, arching your head back.
- Tell the children, “We’re crocodiles in the swamp or the river.”
- What can we find to eat today? Look, get that frog or bug” and snap your jaws open and shut like a crocodile.

Cat
- Raise your body so that you are kneeling on all fours, keeping arms straight, with relaxed shoulders and raised head.
- Tell the children, “Now let’s be a cat.” Encourage the children to make “meow” sounds.
- Arch your back like a cat that is mad.
- Alternate between the raised head meowing position to the arched back silent position several times, breathing deeply when their back is arched.
**Dog**

1. Lift up your hips, keeping arm straight. Try and keep your legs straight and feet flat on the floor. This may be a harder pose for them to hold for very long to begin with.
2. Bring your hips back down to the floor. Keeping your legs and arms straight, and raising your head like a dog.
3. Encourage the children to tell "woof!"
4. Vary between hips up and down position.
5. Finish with hips up

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**Mouse**

1. Slide your arms back alongside your body toward your feet.
2. Keep your bottoms on your heels and place your arms by your sides so that your hands are along your entire body ending at the feet.
3. Encourage the children to remain "quiet as a mouse" for as long as they can, usually at least 30 seconds
**Make a product - Mondays and Wednesdays!**

**What do you need?**
- Materials found at home or the neighbourhood shop

**Aim:**
- For children to persevere and create finished products
- For children to experience success and feel accomplished
- To develop work skills and fine motor skills

**Skills Developed**

**Developmental and Academic Areas**
1. Personality, Self-Help & Self-Concept
2. Social skills
3. Mathematics
   - a) Number concept
   - b) Measurement
4. **TLC Areas**
   - a) Following Sequence
   - b) Organizing space and material
5. Work skills
   - a) Completing tasks independently
   - b) Evaluating own work
6. Communication
   - a) Discussion and Decision Making
   - b) Asking for help when needed
   - c) Making a choice
7. **Safety**
   - a) Using scissors, glue safely & correctly
8. **Fine Motor Skills**
   - a) cutting, folding, creasing, pasting

**Greeting card**

**Materials required:**
- Chart paper/colour paper/white paper/packaging boxes/plastic wrappers
- Sketch pens/crayons/Paint
- Scissors
- Ruler
- Glue

**Must do:**
- Discuss
  - What you are going to make
  - How many you are going to make – at least two
  - To whom they are going to gift it

**Steps:**
1. Fold the paper into half. Give the child the required strategy to fold. Draw a line along which the paper has to be folded into half. Bring the corners of the paper together and fold
2. Crease along the fold in an orderly top to bottom way with as much force that can be exerted for 3 – 5 counts.
3. Draw shapes on available paper - hearts, cloud, tree, star, house, etc. Cut along the outline and stick it to make designs or patterns on the card. You can colour/sketch/print on it too.
4. Have your child dictate a message. You can write it on a rough page. Read it back and ask the child if they want to add or change anything. Discuss various ways of greeting and signing off - let the child pick. Read out the message as the child writes or let the child copy from what you have written.
Paper envelope making

Materials
- Used/unused paper/ newspaper with template drawn as in picture below
- Scissors
- Glue

Must do
Set a target: at least two – five at each sitting

Steps:
- Cut along the dark line
- Fold. Now crease each side well along the gray line to counts of five.
- Stick three sides, leaving the top open
- You could colour, make prints (leaf, finger) and stick designs on it

Plastic bottle planters

Materials
- Scissors
- Ruler to measure
- Plastic bottle
- Thin Fabric (about 2” in diameter)
- Rubber band

Must do
- Collect water bottles or plastic cans from home or neighbours
- Plan if you’re going to paint or decorate it
- Discuss what you’re going to grow

Steps
1. Mark half way down the bottle, somewhere down the middle
2. Cut the bottle on your mark
3. Take the cap off
4. Take the cloth and cover the mouth of the bottle and secure it with a rubber band around the neck of the bottle
5. Paint the planters with acrylic/poster paint or stick things on it – twigs, bottle caps, rope, etc if you want. Let it dry.
6. Take the top half of the bottle and fill it up with soil halfway
7. Put the top ½ of the bottle into the bottom half
Art ideas

Aim
- To get children to express their creativity
- To help develop their imagination

Materials required
- Papers, colours, glue, scissors and household material

Skills Developed

Developmental and Academic Areas
1. Self-Expression
2. Creativity and imagination
3. Science
   a) Colours and how they are made
4. Mathematics
   a) Number concept

TLC Areas
1. Organization skills
   a) Following Sequence
   b) Organizing space and material
2. Work skills
   a) Completing tasks independently
   b) Evaluating own work
3. Communication
   a) Discussion and Decision Making
   b) Asking for help when needed
   c) Making a choice
4. Fine Motor Skills
   a) cutting, folding, creasing, pasting

Making prints – with leaves and vegetables
1. Collect objects to make prints with – leaves, bottle caps, vegetables, (carve shapes out of it), etc
2. Paint/Dip them in water colour and make prints on paper to create designs.

Toothbrush painting
1. Dip an old toothbrush in water and paint
2. With the movement of the thumb, spray paint on to the water
3. You can make colorful patterns. You could place an object – eg: a leaf, key, paper cutouts and spray around to make designs

Thread painting
1. Take a long piece of thread or string
2. Paint it with water colors or put the string in paint. You can paint the thread in one colour or half and half
3. Put the string on the paper in any random pattern. Then put a blank sheet on top of it. Leave one end of the thread out of the base paper.
4. Press the covering paper with your hand and pull the string out.
5. And you have your abstract design ready
Making a collage
2. Make a collage by pasting it in shapes and patterns you want.

Free art
1. Let the child draw what she wants
2. Give children a topic - the superhero I’d like to be! the animal who is most like me (fierce, gentle, loves food)
3. They can look at an object or a scene and draw it as they like.

Let’s get the most of this activity!
Done right, expression through art is an amazing tool to enter your child’s world and to allow him to express himself. In order to get the most from this activity, remember the following rules -
1. Once you have decided together on the kind of art project, let your child take the lead.
2. Don’t control the activity in any way or make suggestions. Certainly not directions or corrections!
3. Once the art is done, ask your child to tell you about it. Write it down or record it. Children will feel like you are really interested and that their creation is important.
4. Encourage your child to share with other members of the family.

Cooking Day!

Aim:
- To find joy in making a dish from scratch and sharing it with others

Resources required:
- Materials for cooking
- Accessible Recipe
- Adult supervision

Skills Developed
Developmental and Academic Areas
1. Independent living skills
2. Mathematics
   a) Number concept
   b) Measurement
3. Science
   a) Where food comes from
   b) A balanced diet

TLC Areas
1. Organization skills
   a) Following Sequence
   b) Organizing space and material
2. Work skills
   a) Completing tasks independently
   b) Evaluating own work
3. Communication
   a) Asking for help when needed
   b) Making a choice
4. Safety
   a) Using kitchen equipment, handling heat and fire
5. Fine Motor Skills
   a) Peeling, cutting, stirring, etc
First, SET UP!

The start of every activity is planning together. Talk together about what you want to make, who will want some, how many servings you will make and what the child thinks will be needed. You can make the ingredient list, utensil list and list of bowls, trays etc. you will need.

Set up a work area, prepare for spills with a tray. Trays also help organize things in space for children who tend to get easily distracted or confused.

Prepare yourselves – wear an apron or an old oversize t shirt over clothes to protect them. Wash hands – this is a good chance to teach hygiene!

You could work on specific skills like washing, peeling, grating, mixing, pouring or measuring. Plan to use utensils and materials where the child is likely to experience success - eg. The utensil used for pouring or the vegetable with which he will practice cutting.

This is a great chance to teach your child to ask for help when she needs it. Don’t help unless she asks for it, even if it means a little spill or a smashed tomato! Guide your child as needed but remember the child must always have fun and feel success.

Make a dish or drink!

1. Plan together with the child what you could make. You could make a simple dish, snack or drink: The child’s favourite, flat, common dishes usually made at home, Roti, fruit juice, tea or coffee, vegetable salad, bread and jam, and so on!
2. List out required materials needed; utensils; and food items - remember to make them accessible - take pictures of the items or record the list on the phone.
3. Create a simple recipe - again, make it accessible, use pictures, voice recording or little videos of each step. Each step can be on a separate page.
4. Be around and monitor when using sharp objects or cooking with heat.

There are many ways to guide your child - pick the one that works for you:
1. You can model - get yourself identical set of things - you make one sandwich while she follows along.
2. You can give him verbal directions as he follows along in the cards.
3. You can provide direct support and assistance if needed - as much as possible, let them try - a messy sandwich made all by her is much more satisfying than a perfect one where there was lots of help.

Cleaning Fridays!

Aim
- To be a contributing member to the chores around the house
- To equip oneself with skills for life

Resources required
- Household materials
- Someone to guide and supervise

Skills Developed
Developmental and Academic Areas
1. Self-Help & Self-Concept
2. Independent living skills

TLC Areas
1. Organization skills
   a) Following Sequence
   b) Organizing space and material
2. Work skills
   a) Completing tasks independently
   b) Evaluating own work
3. Gross and Fine Motor Skills

Clean away!
1. List duties at home and let your child pick one or a few. It can be sweeping, clearing garbage, wiping shelves/tables, windows/door, re-arranging cupboards, etc.
2. Let them know that the job has to be completed fully and they can ask for help when needed.
3. You could also join along, model and motivate the child to participate well.
4. Give children guidelines to self-evaluate - Example: is the bed cover wrinkled? Is the bed sheet visible?
Work on computer

1. If you have access to a computer or a tablet, you could get them working on computer skills.
   - Learn to switch it on and off, navigate and use it.
   - If they need typing practice, try: https://www.todaysparent.com/family/fun-typing-games-for-kids/.
   - If they can write, let them type a story. Ask them to type up a word list or a shopping list, a recipe they did with you or a few lines about a project they enjoyed.
   - Create - write/design stories on https://storyweaver.org.in/.
   - Make art on MS Paint or any other art software available.

Scrapbook Saturdays

Aim
To make a scrapbook/journal to creatively express ideas and experiences.

Skills Developed
TLC Areas
1. Organization skills
   a) Organizing space and material
2. Work skills
   a) Completing tasks independently
3. Communication
   a) Self expression
   b) Discussion and Decision Making
   c) Asking for help when needed
   d) Making a choice
4. Safety
   a) Using scissors, glue sticks & correctly
5. Fine Motor Skills

Some ideas
Ideas and thoughts can be expressed visually, through words, craft – with any or all mediums.
   - Collect different varieties of leaves/flowers around your house and stick it to create a “my garden book”
   - Interview a grandparent/neighbor: When/where they were born, things they like, places they’ve been to, etc
   - “All about me” - let them interview family to learn more about themselves
   - Make a family tree with photos/drawings of family members
   - Record experience of an outing. You could stick items related to it – tickets, snack covers, photos, etc
   - My favourite holiday
   - Things I love to do, My best friends....
**Photo Sundays!**

**Aim**
- Explore being a photo/videographer, their visual-spatial intelligence and creativity

**Skills Developed**

**TLC Areas**

1. **Organization skills**
   - a) Following Sequence

2. **Work skills**
   - a) Using equipment safely
   - b) Evaluating own work

3. **Fine Motor Skills**

**Ideas**

With a phone or digital camera, give your child themes to photograph
- People at home, neighbours – Make portraits
- Things: Electrical devices, furniture, tools
- Household chores and people who do them
- Nature: Trees, plants, flowers, leaves, etc
**Key Stage II: Junior Group (Children with Down Syndrome & Cerebral Palsy)**

### Sample Daily Schedule

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### Building independence in activities of daily living

**Why is this most important?**
- To be as independent as possible in the future
- To build self-esteem and confidence

**Resources required:**
- Patience to let the child do things for herself
- Belief that the child can learn and participate
- Everyday household items

**Why do I need it?**
- Children with special needs might take longer to master a skill. So, earlier instruction begins, the better
- Availability of a long period of time at home to learn and practice skills with no need to hurry and rush to school

**Skills Developed**

1. **Developmental and Academic Areas**
   - **1. Organizational skills**
     a) Following Sequence
     b) Organizing space and materials
   - **2. Work skills**
     a) Completing tasks independently
     b) Evaluating own work
   - **3. Communication**
     a) Asking for help when needed
     b) Making a choice
   - **4. Safety**
     a) Using scissors, glue safely & correctly
   - **5. Gross and Fine Motor Skills**
     a) Balance, coordination and carrying
     b) Folding, pouring, cutting
Setting a wake up routine

**Wake up to an alarm at a set time every day**
- With the child, parent sets an alarm on the device the night before and places it by the child.
- Pick a reward with your child for doing it 5 days in a row!
- Let your child pick wake up time on weekends - BUT - set the alarm - don’t lose the routine!

Get ready like a regular school day
- Brush, shower, dress up
- Let them pick up/call out things required for the bath or to change.
- Let them choose what they want to wear
- Identify steps the child is still dependent, struggling or does not know how and work on it.
- Demonstrate and model how to do it.
- Hold hand over hand when required.
- Give verbal instructions and prompts.
- If they are unable to participate in all steps, let them wherever and in all ways they can.
- Teach them to dress in a private area with closed doors.
- Let them drop dirty clothes in laundry area.
- Give time. The child learns by doing.
- If your child isn’t toilet trained, this might be a good time to get off the diapers and work with a toilet schedule.

Household chores

Assisting lunch preparation
- Think of little tasks that can be delegated to them
- Rinsing vegetables in water
- Peeling potatoes, carrots, cucumbers
- Cutting vegetables if it’s safe to handle a knife
- Wash some vessels

Washing and drying clothes
- The child can be involved in various ways – in all or some steps. They could get into the routine of washing their own clothes.
- Get them to soak clothes in soap and water for a set number of minutes (or) Pick and drop clothes into the washing machine.
- Teach them how much soap powder to add – `number of spoons.
- Rinse and scrub (or) Learn to operate the machine - even just one step.
- Put the washed clothes out to dry. Learn to peg cloth clips.
- Let them join along with you as you wash. Let them be your little assistant!
Exercise
Aerobics, Yoga, Dance

Exercise for healthy bodies and healthy minds! This could be a family activity and can benefit all of you!

Folding clothes

- Pick dry clothes from the line/basket
- Sort it based on whose clothes they are
- Fold clothes together with your child or let siblings work together to do this
- Get children to put back their clothes independently on the designated shelf

Aim
1. Follow a 15 to 30 minute exercise routine in the form of aerobics, outdoor workout, dance or yoga.
2. To get off to a energetic start in the morning
3. Spend energy, burn calories and stay fit

What you need
- Videos of exercise routines
- Family member who can instruct in the absence of video access

Skills Developed
Developmental and Academic Areas
1. Cognition
   a) Copying / Imitating actions
   b) Memory
2. Mathematics
   a) Number counting

TLC Areas
1. Organization skills
   a) Following Sequence
2. Work skills
   a) Attention to task
3. Motor Skills
   a) Gross motor coordination and balance
Aerobics

What you can do:
- Play a downloaded/online video and follow the drill
- Here are some links:

Simple routines:
- In case you don’t have access to videos, make a simple routine.
  1. Jog on the spot for 30 counts X 2
  2. Run around the house X 5
  3. Different patterns of jump, sit and stand. Jump 4 times and sit: To counts 1, 2, 3, 4, 5 or more commands – Jump X 4 and sit
  4. Exercises with a movement each for four counts and repeated. Some is an example:
     1 – Hands forward
     2 – Bend down and touch the ground
     3 – Come back up with hands in front
     4 – Attention Position – Repeat to 16 counts

Dance

- Watch the following videos and follow the routine. Have fun!

Yoga

Snake
1. Drop to the floor and lie on your stomach
2. Stretch from head to toe, telling the child, “Pretend you are a snake in the grass and stretch in the sun.”
3. Hold this pose for approximately 30 seconds
4. Bring hands back by your shoulders, palms on the floor
5. Straighten your arms and lift your head and torso up as high as you can, keeping your elbows close to your body and leaning on your hands

Crocodile
1. Raise your head and bend upward from the waist, arching your head back.
2. Tell the children, “We’re crocodiles in the swamp or the river.”
3. What can we find to eat today? Look, get that frog or bug!” and snap your jaws open and shut like a crocodile.

Cat
1. Raise your body so that you are kneeling on all fours, keeping arms straight, with relaxed shoulders and raised head
2. Tell the children, “Now let’s be a cat.” Encourage the children to make “meow” sounds.
3. Arch your back like a cat that is mad.
4. Alternate between the raised head mewing position to the arched back silent position several times, breathing deeply when their back is arched
**Dog**

1. Lift up your hips, keeping arm straight. Try and keep your legs straight and feet flat on the floor. This may be a harder pose for them to hold for very long to begin with.
2. Bring your hips back down to the floor. Keeping your legs and arms straight, and raising your head like a dog.
3. Encourage the children to tell ‘woof!’
4. Vary between hips up and down position.
5. Finish with hips up

**Mouse**

1. Slide your arms back alongside your body toward your feet.
2. Keep your bottoms on your heels and place your arms by your sides so that your hands are along your entire body ending at the feet.
3. Encourage the children to remain "quiet as a mouse" for as long as they can, usually at least 30 seconds

**Make a product - Mondays and Wednesdays!**

**What do you need?**
- Materials found at home or the neighbourhood shop

**Aim:**
- For children to persevere and create finished products
- For children to experience success and feel accomplished
- To develop work skills and fine motor skills

**Skills Developed**

**Developmental and Academic Areas**

1. **Personality, Self-Help & Self-Concept**
2. **Social skills**
3. **Mathematics**
   a) Number concept
   b) Measurement

**TLC Areas**

1. **Organization skills**
   a) Following Sequence
   b) Organizing space and material
2. **Work skills**
   a) Completing tasks independently
   b) Evaluating own work
3. **Communication**
   a) Discussion and Decision Making
   b) Asking for help when needed
   c) Making a choice
4. **Safety**
   a) Using scissors, glue safely & correctly
5. **Fine Motor Skills**
   a) Cutting, folding, creasing, pasting
**Greeting card**

**Materials required:**
- Chart paper/colour paper/white paper/packaging boxes/plastic wrappers
- Sketch pens/crayons/Paint
- Scissors
- Ruler
- Glue

**Must do:**
- Discuss
- What you are going to make
- How many you are going to make – at least two
- To whom they are going to gift it

**Steps:**
1. Fold the paper into half. Give the child the required strategy to fold. Draw a line along which the paper has to be folded into half. Bringing the corners of the paper together and fold
2. Crease along the fold in an orderly top to bottom way with as much force that can be exerted for 3 – 5 counts
3. Draw shapes on available paper - hearts, cloud, tree, star, house, etc. Cut along the outline and stick it to make designs or patterns on the card. You can colour/sketch/print it too.
4. Have your child dictate a message. You can write it on a rough page. Read it back and ask the child if they want to add or change anything. Discuss various ways of greeting and signing off - let the child pick. Read out the message as the child writes or let the child copy from what you have written.

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**Plastic bottle planters**

**Materials**
- Scissors
- Ruler to measure
- Plastic bottle
- Thin Fabric | about 2" in diameter
- Rubber band

**Must do**
- Collect water bottles or plastic cans from home or neighbours
- Plan if you’re going to paint or decorate it
- Discuss what you’re going to grow

**Steps**
1. Mark half way down the bottle, somewhere down the middle
2. Cut the bottle on your mark
3. Take the cap off
4. Take the cloth and cover the mouth of the bottle and secure it with a rubber band around the neck of the bottle
5. Paint the planters with acrylic/poster paint or stick things on it – twigs, bottle caps, rope, etc if you want. Let it dry.
6. Take the top half of the bottle and fill it up with soil halfway
7. Put the top ½ of the bottle into the bottom half
Art ideas

Aim
- To get children to express their creativity
- To help develop their imagination

Materials required
- Papers, colours, glue, scissors and household material

Skills Developed
Developmental and Academic Areas
1. Self-Expression
2. Creativity and imagination
3. Science
   a) Colours and how they are made
4. Mathematics
   a) Number concept

TLC Areas
1. Organization skills
   a) Following sequence
   b) Organizing space and material
2. Work skills
   a) Completing tasks independently
   b) Evaluating own work
3. Communication
   a) Discussion and Decision Making
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   a) Cutting, folding, creasing, pasting,

Making prints – with leaves and vegetables
1. Collect objects to make prints with – leaves, bottle caps, vegetables, (carve shapes out of it), etc
2. Paint/Dip them in water colour and make prints on paper to create designs.

Toothbrush painting
1. Dip an old toothbrush in water and paint
2. With the movement of the thumb, spray paint on to the water
3. You can make colorful patterns. You could place an object – eg: a leaf, key, paper cutouts and spray around to make designs

Thread painting
1. Take a long piece of thread or string
2. Paint it with water colors or put the string in paint. You can paint the thread in one colour or half and half.
3. Put the string on the paper in any random pattern. Then put a blank sheet on top of it. Leave one end of the thread out of the base paper.
4. Press the covering paper with your hand and pull the string out.
5. And you have your abstract design ready
First, SET UP!

The start of every activity is planning together. Talk together about what you want to make, who will want some, how many servings you will make and what the child thinks will be needed. You can make the ingredients list, utensil list and list of bowls, trays etc. you will need.

Set up a work area, prepare for spills with a tray. Trays also help organize things in space for children who tend to get easily distracted or confused.

Prepare yourselves - wear an apron or an old oversized t-shirt over clothes to protect them. Wash hands - this is a good chance to teach hygiene!

You could work on specific skills like washing, peeling, grating, mixing, pouring or measuring. Plan to use utensils and materials where the child is likely to experience success - eg. The utensils used for pouring or the vegetable with which he will practice cutting.

This is a great chance to teach your child to ask for help when she needs it! Don’t help unless she asks for it, even if it means a little spill or a smashed tomato! Guide your child as needed but remember the child must always have fun and feel success.

Making a collage

2. Make a collage by pasting it in shapes and patterns you want.

Free art

1. Let the child draw what she wants
2. Give children a topic - the superhero I’d like to be! the animal who is most like me (fierce, gentle, loves food)
3. They can look at an object or a scene and draw it as they like.

Let’s get the most of this activity!

Done right, expression through art is an amazing tool to enter your child’s world and to allow him to express himself. In order to get the most from this activity, remember the following rules -

1. Once you have decided together on the kind of art project, let your child take the lead.
2. Don’t control the activity in any way or make suggestions. Certainly not directions or corrections!
3. Once the art is done, ask your child to tell you about it. Write it down or record it. Children will feel like you are really interested and that their creation is important.
4. Encourage your child to share with other members of the family.

Make a dish or drink!

1. Plan together with the child what you could make. You could make a simple dish, snack or drink: The child’s favourite, Ezay, common dishes usually made at home (roti, fruit juice, tea or coffee, vegetable salad, bread and jam, and so on!)
2. List out required materials needed; utensils; and food items - remember to make them accessible - take pictures of the items or record the list on the phone.
3. Create a simple recipe - again, make it accessible, use pictures, voice recording or little videos of each step. Each step can be on a separate page.
4. Be around and monitor when using sharp objects or cooking with heat.

There are many ways to guide your child - pick the one that works for you:

1. You can model - get yourself identical set of things - you make one sandwich while she follows along.
2. You can give him verbal directions as he follows along in the cards.
3. You can provide direct support and assistance if needed - as much as possible, let them try - a messy sandwich made all by her is much more satisfying than a perfect one where there was lots of help!
Cleaning Fridays!

**Aim**
- To be a contributing member to the chores around the house
- To equip oneself with skills for life

**Resources required**
- Household materials
- Someone to guide and supervise

**Skills Developed**

**Developmental and Academic Areas**
1. Self-Help & Self-Concept
2. Independent living skills

**TLC Areas**
1. Organization skills
   a) Following Sequence
   b) Organizing space and material
2. Work skills
   a) Completing tasks independently
   b) Evaluating own work
3. Gross and Fine Motor Skills

**Clean away!**
1. List duties at home and let your child pick one or a few. It can be sweeping, clearing garbage, wiping shelves/tables, windows/doors, re-arranging cupboards, etc.
2. Let them know that the job has to be completed fully and they can ask for help when needed.
3. You could also join along, model and motivate the child to participate well.
4. Give children guidelines to self-evaluate - Example: is the bed cover wrinkled? Is the bed sheet visible?

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**Work on computer**

1. If you have access to a computer or a tablet, you could get them working on computer skills
   - Learn to switch it on and off, navigate and use it.
   - If they need typing practice, try: https://www.todayssp.com/family/fin-typing-games-for-kids/
   - If they can write, let them type a story. Ask them to type up a word list or a shopping list, a recipe they did with you or a few lines about a project they enjoyed.
   - Create - write/design stories on https://storyweaver.org.in/
   - Make art on MS Paint or any other art software available.
Cooking Day!

**Aim:**
- To find joy in making a dish from scratch and sharing it with others

**Resources required:**
- Materials for cooking
- Accessible Recipe
- Adult supervision

**Skills Developed**

**Developmental and Academic Areas**
1. **Independent living skills**
2. **Mathematics**
   a) Number concept
   b) Measurement
3. **Science**
   a) Where food comes from
   b) A balanced diet

**TLC Areas**
1. **Organization skills**
   a) Following Sequence
   b) Organizing space and material
2. **Work skills**
   a) Completing tasks independently
   b) Evaluating own work
3. **Communication**
   a) Asking for help when needed
   b) Making a choice
4. **Safety**
   a) Using kitchen equipment, handling heat and fire
5. **Fine Motor Skills**
   a) Peeling, cutting, stirring, etc
**Scrapbook Saturdays**

**Aim**
To make a scrapbook/journal to creatively express ideas and experiences.

**Skills Developed**
TLC Areas
1. **Organization skills**
   a) Organizing space and material
2. **Work skills**
   a) Completing tasks independently
3. **Communication**
   a) Self expression
   b) Discussion and Decision Making
   c) Asking for help when needed
   d) Making a choice
4. **Safety**
   a) Using scissors, glue safely & correctly
5. **Fine Motor Skills**

**Some ideas**
Ideas and thoughts can be expressed visually, through words, craft – with any or all mediums.
- Collect different varieties of leaves/flowers around your house and stick it to create a "my garden book"
- Interview a grandparent/neighbor: Where/when they were born, things they like, places they've been to, etc
- "All about me" - let them interview family to learn more about themselves
- Make a family tree with photos/drawings of family members
- Record experience of an outing. You could stick items related to it – tickets, snack covers, photos, etc
- My favourite holiday
- Things I love to do, My best friends....

**Photo Sundays!**

**Aim**
Explore being a photo/videographer, their visual-spatial intelligence and creativity.

**Skills Developed**
TLC Areas
1. **Organization skills**
   a) Following Sequence
2. **Work skills**
   a) Using equipment safely
   b) Evaluating own work
3. **Fine Motor Skills**

**Ideas**
With a phone or digital camera, give your child themes to photograph
- People at home, neighbours – Make portraits
- Things: Electrical devices, furniture, tools
- Household chores and people who do them
- Nature: Trees, plants, flowers, leaves, etc
### CGMSS: EIE Plan Key Stage I-III for Students with Special Needs

### Key Stage III: Functional Skills Group (Children on transition planning)

#### Sample Daily Schedule

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  - 1. **Self-help, Self-concept & Self-Esteem**
  - 2. **Mathematics**
    - a) Directions and Laterality
    - b) Measurement
  - 3. **Science**
    - a) Cleanliness and hygiene
    - b) How machines work
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- Let them join along with you as you wash. Let them be your little assistant!
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- Sort it based on whose clothes they are
- Fold clothes together with your child or let siblings work together to do this
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   a) Following Sequence
2. Work skills
   a) Attention to task
3. Motor Skills
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What you can do:

- Play a downloaded/online video and follow the drill
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- In case you don't have access to videos, make a simple routine.
  1. Jog on the spot for 30 counts X 2
  2. Run around the house X 5
  3. Different patterns of jump, sit and stand.
      Jump 4 times and sit: To counts 1, 2, 3, 4, 5 or
      commands – Jump X 4 and Sit
  4. Exercises with a movement each for four counts and
      repeated. Some is an example:
      1 - Hands forward
      2 - Bend down and touch the ground
      3 - Come back up with hands in front
      4 - Attention Position – Repeat to 16 count

Dance

- Watch the following videos and follow the routine. Have fun!

Yoga

Snake

1. Drop to the floor and lie on your stomach
2. Stretch from head to toe, telling the child, “Pretend you are a snake in the grass and stretch in the sun.”
3. Hold this pose for approximately 30 seconds
4. Bring hands back by your shoulders, palms on the floor
5. Straighten your arms and lift your head and torso up as high as you can, keeping your elbows close to your body and leaning on your hands

Crocodile

1. Raise your head and bend upward from the waist, arcing your head back.
2. Tell the children, “We’re crocodiles in the swamp or the river.”
3. What can we find to eat today? Look, get that frog or bug” and snap your jaws open and shut like a crocodile.

Cat

1. Raise your body so that you are kneeling on all fours, keeping arms straight, with relaxed shoulders and raised head
2. Tell the children, “Now let’s be a cat.” Encourage the children to make “meow” sounds.
3. Arch your back like a cat that is mad
4. Alternate between the raised head meowing position to the arched back silent position several times, breathing deeply when their back is arched
Play a Challenge!

Take turns giving challenges to the rest of the family:

- Who can stand on one foot the longest
- Who can hop in place the longest
- Sit on a chair and on “Go!” stand up and sit down repeatedly for 30 seconds - who did the most?

Challenges like this can be fun, build good attitude toward winning and losing, teach math skills and develop determination - all along with good health!

Dog
1. Lift up your hips, keeping arm straight. Try and keep your legs straight and feet flat on the floor. This may be a harder pose for them to hold for very long to begin with.
2. Bring your hips back down to the floor. Keeping your legs and arms straight, and raising your head like a dog.
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4. Vary between hips up and down position.
5. Finish with hips up

Mouse
1. Slide your arms back alongside your body toward your feet.
2. Keep your bottoms on your heels and place your arms by your sides so that your hands are along your entire body ending at the feet.
3. Encourage the children to remain "quiet as a mouse" for as long as they can, usually at least 30 seconds
Make a product - Mondays and Wednesdays!

What do you need?
- Materials found at home or the neighbourhood shop

Aim:
- For children to persevere and create finished products
- For children to experience success and feel accomplished
- To develop work skills and fine motor skills

Skills Developed
Developmental and Academic Areas
1. Personality, Self-Help & Self-Concept
2. Social skills
3. Mathematics
   a) Number concept
   b) Measurement
4. Organization skills
   a) Following Sequence
   b) Organizing space and material
5. Work skills
   a) Completing tasks independently
   b) Evaluating own work
6. Communication
   a) Discussion and Decision Making
   b) Asking for help when needed
   c) Making a choice
7. Safety
   a) Using scissors, glue safely & correctly
8. Fine Motor Skills
   a) cutting, folding, creasing, pasting

Materials required:
- Chart paper/colour paper/white paper/packaging boxes/plastic wrappers
- Sketch pens/crayons/Paint
- Scissors
- Ruler
- Glue

Steps:
1. Fold the paper into half. Give the child the required strategy to fold. Draw a line along which the paper has to be folded into half. Bring the corners of the paper together and fold.
2. Crease along the fold in an orderly top to bottom way with as much force that can be exerted for 3 – 5 counts.
3. Draw shapes on available paper - hearts, cloud, tree, star, house, etc. Cut along the outline and stick it to make designs or patterns on the card. You can colour/sketch/print on it too.
4. Have your child dictate a message. You can write it on a rough page. Read it back and ask the child if they want to add or change anything. Discuss various ways of greeting and signing off - let the child pick. Read out the message as the child writes or let the child copy from what you have written.

Greeting card

Must do:
- Discuss
  - What you are going to make
  - How many you are going to make – at least two
  - To whom they are going to gift it
Shopping Bag from Old T-Shirt

Materials
- Old T-shirt - thicker the fabric, sturdier the bag
- Sharp scissors
- Sketch pen
- Large bowl
- Ruler

Must do
- Collect old T-shirts – his own, family members or neighbours. Let the child ask if they have any to spare.

Step 1: Lay your T-shirt out on a flat surface

Step 2: Using scissors, cut off the sleeves

Step 3: Cut the neck out. You can use a large bowl and draw it around your fabric to get a nice rounded shape.

Step 4: At the bottom, draw lines along for every one inch and cut along both layers. Length will depend on the size of the T-shirt, long enough to tie them twice. Remember the T-shirt will stretch with weight, so try to make sure your bag isn’t going to hang to your feet when filled with things.

Step 5: Keep the slits lined and starting with one end tie the aligning front and back pieces together in double knots until you have done the entire row.

Step 6: Tie it up fully to seal the bag. If you don’t want the knots seen, you can tie them on the inside for a less fringed look.

Your shopping bag is ready! No more plastic bags to use.
- Get your child to show the finished products to family members and neighbours
- They could market it and get orders from them, or make some more to gift friends, family or make a sale at school.
Paper envelope making

**Materials**
- Used/unused paper/ newspaper with template drawn as in picture below
- Scissors
- Glue

**Must do**
Set a target: at least two – five at each sitting

**Steps:**
- Cut along the dark line
- Fold. Now crease each side well along the grey line to counts of five.
- Stick three sides, leaving the top open
- You could colour, make prints (leaf, finger) and stick designs on it

Plastic bottle planters

**Materials**
- Scissors
- Ruler to measure
- Plastic bottle
- Thin fabric (about 2" in diameter)
- Rubber band

**Must do**
- Collect water bottles or plastic cans from home or neighbours
- Plan if you're going to paint or decorate it
- Discuss what you're going to grow

**Steps**
1. Mark half way down the bottle, somewhere down the middle
2. Cut the bottle on your mark
3. Take the cap off
4. Take the cloth and cover the mouth of the bottle and secure it with a rubber band around the neck of the bottle
5. Paint the planters with acrylic/poster paint or stick things on it – twigs, bottle caps, rope, etc if you want. Let it dry.
6. Take the top half of the bottle and fill it up with soil halfway
7. Put the top 1/2 of the bottle into the bottom half
Art ideas

Aim
- To get children to express their creativity
- To help develop their imagination

Materials required
- Papers, colours, glue, scissors and household material

Skills Developed
Developmental and Academic Areas
1. Self-Expression
2. Creativity and imagination
3. Science
   a) Colours and how they are made
4. Mathematics
   a) Number concept
   b) Counting
   c) Measuring
TLC Areas
1. Organization skills
   a) Following sequence
   b) Organizing space and material
2. Work skills
   a) Completing tasks independently
   b) Evaluating own work
3. Communication
   a) Discussion and decision making
   b) Asking for help when needed
   c) Making a choice
4. Fine Motor Skills
   a) Cutting, folding, creasing, pasting

Making prints – with leaves and vegetables
1. Collect objects to make prints with – leaves, bottles caps, vegetables, (carve shapes out of it), etc.
2. Paint/Dip them in water colour and make prints on paper to create designs.

Toothbrush painting
1. Dip an old toothbrush in water and paint
2. With the movement of the thumb, spray paint on to the water
3. You can make colorful patterns. You could place an object – eg: a leaf, key, paper cutouts and spray around to make designs

Thread painting
1. Take a long piece of thread or string
2. Paint it with water colors or put the string in paint. You can paint the thread in one colour or half and half.
3. Put the string on the paper in any random pattern. Then put a blank sheet on top of it. Leave one end of the thread out of the base paper.
4. Press the covering paper with your hand and pull the string out.
5. And you have your abstract design ready
Let's get the most of this activity!

Done right, expression through art is an amazing tool to enter your child's world and to allow him to express himself. In order to get the most from this activity, remember the following rules -

1. Once you have decided together on the kind of art project, let your child take the lead.
2. Don’t control the activity in any way or make suggestions. Certainly not directions or corrections!
3. Once the art is done, ask your child to tell you about it. Write it down or record it. Children will feel like you are really interested and that their creation is important.
4. Encourage your child to share with other members of the family.
First, SET UP!

The start of every activity is planning together. Talk together about what you want to make, who will want some, how many servings you will make and what the child thinks will be needed. You can make the ingredient list, utensil list and list of bowls, trays etc: you will need.

Set up a work area, prepare for spills with a tray. Trays also help organize things in space for children who tend to get easily distracted or confused.

Prepare yourselves - wear an apron or an old oversize t shirt over clothes to protect them. Wash hands - this is a good chance to teach hygiene!

You could work on specific skills like washing, peeling, grating, mixing, pouring or measuring. Plan to use utensils and materials where the child is likely to experience success - eg. The utensil used for pouring or the vegetable with which he will practice cutting.

This is a great chance to teach your child to ask for help when she needs it. Don’t help unless she asks for it, even if it means a little spill or a smashed tomato! Guide your child as needed but remember the child must always have fun and feel success.

Cleaning Fridays!

**Aim**
- To be a contributing member to the chores around the house
- To equip oneself with skills for life

**Resources required**
- Household materials
- Someone to guide and supervise

**Skills Developed**

**Developmental and Academic Areas**
1. **Self-Help & Self-Concept**
2. **Independent living skills**

**TLC Areas**
1. **Organization skills**
   a) Following Sequence
   b) Organizing space and material
2. **Work skills**
   a) Completing tasks independently
   b) Evaluating own work
3. **Gross and Fine Motor Skills**

**Clean away!**
1. List duties at home and let your child pick one or a few. It can be sweeping, clearing garbage, wiping shelves/tables, windows/doors, re-arranging cupboards, etc.
2. Let them know that the job has to be completed fully and they can ask for help when needed.
3. You could also join along, model and motivate the child to participate well.
4. Give children guidelines to self-evaluate - Example: is the bed cover wrinkled? Is the bed sheet visible?

**Make a dish or drink!**

1. Plan together with the child what you could make. You could make a simple dish, snack or drink: The child’s favourite, roti, common dishes usually made at home, vegetable salad, bread and jam, and so on!
2. List out required materials needed; utensils; and food items - remember to make them accessible - take pictures of the items or record the list on the phone.
3. Create a simple recipe - again, make it accessible, use pictures, voice recording or little videos of each step. Each step can be on a separate page.
4. Be around and monitor when using sharp objects or cooking with heat.

There are many ways to guide your child - pick the one that works for you:
1. You can model - get yourself identical set of things - you make one sandwich while she follows along.
2. You can give him verbal directions as he follows along in the cards
3. You can provide direct support and assistance if needed - as much as possible, let them try - a messy sandwich made all by her is much more satisfying than a perfect one where there was lots of help!
Gardening!

**Aim:**
- For the child to take responsibility for the growth and wellness of another being. Most often, they are only taken

**Skills Developed**

**Developmental and Academic Areas**

1. **Personality, Self-Help & Self Concept**
2. **Science**
   a) How plants grow
   b) Food we eat
3. **Work skills**
   a) Completing tasks independently
   b) Taking responsibility
4. **Gross & Fine Motor Skills**

**Steps:**
- Mark a small patch of land around the house to be the child’s. Or you can set up a series of pots (which the child made herself) to grow plants in.
- Together, prepare the soil.
- Plant what will grow fast and well—mustard, herbs, vegetables, etc.
- Make picture, word or audio instructions of what should be done every day to maintain it.
- Set a time every day when the child will do the task and put it in the timesheet.
- Encourage the child photo document the process, or mark growth on a calendar.
- If they plant two or three different plants, they can draw a record and compare the different rate of growth, the different leaves and so on.
- When there’s a harvest, reap it and cook it together.

School work and Computer skills

**Aim:**
- To keep them connected to school work
- Build foundation and functional academic skills

**Skills Developed**

**Developmental and Academic Areas**

1. **School subjects**
2. **Functional academics**

**TLC Areas**

1. **Work skills**
   a) Completing tasks independently
   b) Evaluating own work
2. **Communication**
   a) Asking for help when needed

**School work : Things you could do**

- Have structured blocks of time to do a series of activities:
  - Schools assigned work – Adapt and modify work as required.
  - Reading for five minutes – school text, a short story
  - Write five lines – about a topic
  - Listen to a story and discuss it: Parent/Child can read it or listen to audio books which are free on:
    - [https://storyweaver.org.in/](https://storyweaver.org.in/)
    - [https://stories.audible.com/start-listen](https://stories.audible.com/start-listen)
  - Design simple worksheets for math concepts. If they struggle with operational math, let them use a calculator. This too is a life skill!
Work on computer

1. If you have access to a computer or a tablet, you could get them working on computer skills:
   - Learn to switch it on and off, navigate and use it.
   - If they need typing practice, try: https://www.todaysparent.com/family/fun-typing-games-for-kids/
   - If they can write, let them type a story. Ask them to type up a word list or a shopping list, a recipe they did with you or a few lines about a project they enjoyed.
   - Create/write/design stories on https://storyweaver.org.in/
   - Make art on MS Paint or any other art software available.

Scrapbook Saturdays

Aim

To make a scrapbook/journal to creatively express ideas and experiences

Skills Developed

TLC Areas

1. Organization skills
   a) Organizing space and material
2. Work skills
   a) Completing tasks independently
3. Communication
   a) Self expression
   b) Discussion and Decision Making
   c) Asking for help when needed
   d) Making a choice
4. Safety
   a) Using scissors, glue safely & correctly
5. Fine Motor Skills

Some ideas

Ideas and thoughts can be expressed visually, through words, craft – with any or all mediums.
   - Collect different varieties of leaves/flowers around your house and stick it to create a "my garden book"
   - Interview a grandparent/neighbor: When/where they were born, things they like, places they’ve been to, etc
   - "All about me" - let them interview family to learn more about themselves
   - Make a family tree with photos/drawings of family members
   - Record experience of an outing. You could stick items related to it – tickets, snack covers, photos, etc
   - My favourite holiday
   - Things I love to do, My best friends....


**Photo Sundays!**

**Aim**
- Explore being a photo/videographer, their visual-spatial intelligence and creativity

**Skills Developed**

**TLC Areas**

1. **Organization skills**
   - a) Following Sequence

2. **Work skills**
   - a) Using equipment safely
   - b) Evaluating own work

3. **Fine Motor Skills**

**Ideas**

With a phone or digital camera, give your child themes to photograph
- People at home, neighbours – Make portraits
- Things: Electrical devices, furniture, tools
- Household chores and people who do them
- Nature: Trees, plants, flowers, leaves, etc
# EMERGENCY INCLUSIVE EDUCATION PLAN

**Gelephu Lower Secondary School**

## Topics categorization

<table>
<thead>
<tr>
<th>Class level</th>
<th>PP-III</th>
<th>Total Life Curriculum (TLC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Parallel writing: copying high frequency words.</td>
<td></td>
<td>2. Table manners.</td>
</tr>
<tr>
<td>4. Naming some domestic animals</td>
<td></td>
<td>4. Putting on shoes/ footwear on right feet.</td>
</tr>
<tr>
<td>5. Primary colours in both the languages.</td>
<td></td>
<td>5. Use of zebra crossing and traffic rules.</td>
</tr>
<tr>
<td>6. Three times of the day [Morning, Afternoon, Evening]</td>
<td></td>
<td>6. Simple health and hygiene practices</td>
</tr>
<tr>
<td><strong>NUMERACY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Pre writing of numbers</td>
<td></td>
<td>7. Taking care of their belongings</td>
</tr>
<tr>
<td>2. Reading and writing of numbers up to 50</td>
<td></td>
<td>8. Simple step Dance</td>
</tr>
<tr>
<td>3. Matching number against the elements and vice versa up to 10.</td>
<td></td>
<td>9. Gardening</td>
</tr>
<tr>
<td>4. Naming Simple shapes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class level</td>
<td>IV- VI</td>
<td></td>
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<tr>
<td>-------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Name of the days.</td>
<td></td>
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<tr>
<td>2. Name of months.</td>
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</tr>
<tr>
<td>3. Describing classroom/home objects orally</td>
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<tr>
<td>4. Describing home/classroom object in some sentences.</td>
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<td></td>
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<tr>
<td>5. Name of the seasons.</td>
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<tr>
<td>6. Name of dzongkhags.</td>
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<tr>
<td>7. <strong>ORAL</strong>. Describe how rituals/festivals/events are celebrated.</td>
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<tr>
<td>8. <strong>WRITE</strong> in few sentences to describe how rituals/festivals/events are celebrated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NUMERACY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Addition of one/two-digit number with/without carry over.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Concept development on</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Measurement of liquid in making tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Number up to 3 digits recognition using place value</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Addition and subtraction of one/two-digit numbers with/without carry over</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Two digits addition/subtraction without and with carry over in words.</td>
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<td></td>
</tr>
<tr>
<td><strong>Total Life Curriculum (TLC)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Reading 12hr clock time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Personal Hygiene</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Helping elders in the kitchen in Washing/cooking)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Watering flower plants.</td>
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<td></td>
</tr>
<tr>
<td>5. Folding of clothes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Read calendar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Putting on kabney/rachu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Putting on gho/kera</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Read medicine taking description drawn by physician on the packet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Courtesy/acceptance/tolerance/forgiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Simple games Badminton, hide and seek, see saw, Throw ball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Gardening</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CURRICULUM IMPLEMENTATION GUIDELINES

To help address the challenges of education during this period of emergency, REC has provided the nation with summarized learning outcomes divided into key stages of learning that correspond with grade levels. In this document, we provide examples of how the learning areas specified within the key stages can be taught and practiced through the Functional Activities Guidelines.

The Functional Curriculum ensures that children develop independence and work skills through their school years, so that they may graduate from school with the skills to be contributing citizens of Bhutan. Children across ages perform similar activities, but with expectations of greater complexity and of mastery of higher level skills as listed in the curriculum. The Functional Curriculum includes opportunities to address the goals of the academic curriculum. The student’s progress is graded on the Total Life Curriculum matrix. Additionally, students can be graded on progress on academic goals as well. Following a Functional Curriculum ensures that children can pursue academic goals at their own pace, while ensuring they continue to work on life goals - work and independence - at an age appropriate level.

Key Stages: the relationship between the Academic and Functional Curriculum

<table>
<thead>
<tr>
<th>Academic Curriculum</th>
<th>Functional Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECCD</td>
<td>Key Stage 1</td>
</tr>
<tr>
<td>Key Stage I: Classes PP-3</td>
<td>Key Stage 2</td>
</tr>
<tr>
<td>Key Stage II: Classes 4-6</td>
<td>Key Stage 3</td>
</tr>
<tr>
<td>Key Stage III: Classes 7-8</td>
<td></td>
</tr>
<tr>
<td>Key Stage IV: Classes 9-10</td>
<td></td>
</tr>
<tr>
<td>Key Stage V: Classes 11-12</td>
<td></td>
</tr>
</tbody>
</table>

Independent of grade and age, when implementing the Functional Curriculum, the BASIC SKILLS listed below are essential goals to work on through all activities.
### Basic Skills pursued across ALL Students

<table>
<thead>
<tr>
<th>work skills</th>
<th>Work behaviour &amp; habits</th>
<th>independent living skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>independently follows the steps of a task until completion</td>
<td>Demonstrates appropriate bathroom skills</td>
</tr>
<tr>
<td></td>
<td>demonstrates the ability to end a task at the conclusion of a work period even when work is not completed</td>
<td>Demonstrates polite meal skills</td>
</tr>
<tr>
<td></td>
<td>knows and locates materials required for the task</td>
<td>Demonstrates hygiene proper to the task</td>
</tr>
<tr>
<td></td>
<td>Organizes materials depending on task and space available</td>
<td>Responsibly care for another living thing</td>
</tr>
<tr>
<td></td>
<td>Puts away materials and cleans space at the end of task</td>
<td>Make a simple dish</td>
</tr>
<tr>
<td></td>
<td>Uses break time appropriately</td>
<td>Demonstrates basic social courtesies to others</td>
</tr>
<tr>
<td></td>
<td>Makes a choice when offered an opportunity</td>
<td>Knows own preferences and can express them</td>
</tr>
<tr>
<td></td>
<td>Follows instructions to perform a task</td>
<td>Knows own personal information</td>
</tr>
<tr>
<td></td>
<td>Asks for a break as appropriate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can make need known to others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knows whom to go to for help</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can answer simple work related questions in words/sentences/gestures or using communication aids</td>
<td></td>
</tr>
</tbody>
</table>

- **Communication**
  - Makes a choice when offered an opportunity
  - Follows instructions to perform a task
  - Asks for a break as appropriate
  - Can make need known to others
  - Knows whom to go to for help
  - Can answer simple work related questions in words/sentences/gestures or using communication aids

- **Care for self and others**
  - Demonstrates appropriate bathroom skills
  - Demonstrates polite meal skills
  - Demonstrates hygiene proper to the task
  - Responsibly care for another living thing
  - Make a simple dish
  - Demonstrates basic social courtesies to others

- **Self advocacy**
  - Knows own preferences and can express them
  - Knows own personal information
1) In times like this, when there is a higher level of stress and worry surrounding children, routines help them feel safe, secure and comforted.

- It’s important for children to have a routine at home so that they are engaged meaningfully and are aware of what to do. Large periods of unstructured time can lead to difficulty in dealing with a child's pent up energy and behavior issues.
- All children may not be willing to have the classroom at home all day. Simple activities or projects for the child to do every day in and around the house are opportunities for the child to learn academic concepts while working on several skills such as independent living, work and functional skills that will help them through their lives.
- Create a simple timetable for your child to follow and participate in activities at home.
- Make it accessible with pictures/words. Display it in a visible place and orient the child to it through the day before and after each activity.
- Set targets and plan together rewards, points and other ways to motivate your child for work complete.
## Sample Daily Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>06:00-07:30</td>
<td>Wake up &amp; Self Care activities</td>
</tr>
<tr>
<td>07:30: 08:00</td>
<td>Therapy Exercise, Aerobic, Dance, Yoga</td>
</tr>
<tr>
<td>08:00-08:30</td>
<td>Breakfast set up, eat, clean up</td>
</tr>
<tr>
<td>09:00-10:00</td>
<td>Project Time</td>
</tr>
<tr>
<td></td>
<td>• Monday &amp; Wednesday: Product Making</td>
</tr>
<tr>
<td></td>
<td>• Tuesday: Art</td>
</tr>
<tr>
<td></td>
<td>• Thursday: Cooking</td>
</tr>
<tr>
<td></td>
<td>• Friday: Cleaning household</td>
</tr>
<tr>
<td></td>
<td>• Saturday: Scrapbook/ paper arts</td>
</tr>
<tr>
<td></td>
<td>• Sunday: Photography</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>TV Time/ Washing &amp; Drying Clothes</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Indoor/ Outdoor</td>
</tr>
<tr>
<td>12:00-01:00</td>
<td>Lunch, set up, clean up</td>
</tr>
<tr>
<td>12:00-01:00</td>
<td>Class work/ Functional academics</td>
</tr>
<tr>
<td>02:00-03:00</td>
<td>Gardening</td>
</tr>
<tr>
<td>03:00-04:00</td>
<td>Play / Free colouring</td>
</tr>
<tr>
<td>04:00-05:00</td>
<td>Computer-keyboarding, painting or TV time</td>
</tr>
<tr>
<td>05:00-05:30</td>
<td>Reading Time</td>
</tr>
<tr>
<td>05:30-07:00</td>
<td>Help with dinner preparation, leisure time</td>
</tr>
<tr>
<td>07:00-08:00</td>
<td>Dinner, set up, eat, clean up</td>
</tr>
</tbody>
</table>
### Key stage 1: Severe Disabilities (Class PP-XII)

<table>
<thead>
<tr>
<th>Learning Areas</th>
<th>Activities</th>
<th>Strategies</th>
<th>Materials required</th>
<th>TLC / Skills Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fostering Independence on Self-Care &amp; Personal Hygiene</td>
<td>Carry out Morning Routine:</td>
<td><strong>Grade: PP-XII:</strong> Set alarm with help from parents/guardian for wake on time. Follow the morning routine with support from elders/parents like visiting restroom for emptying bowel and bladder, washing face, brushing teeth, grooming (combing hair applying cream)</td>
<td>Hand washing steps video for parents to follow/Postures with Hand washing steps Soap, water, Hand sanitizer</td>
<td>1. Self-Help, Self-Concept &amp; Self-Esteem</td>
</tr>
<tr>
<td></td>
<td>a. Wake up</td>
<td></td>
<td></td>
<td>2. Mathematics</td>
</tr>
<tr>
<td></td>
<td>b. Washing face and Brushing</td>
<td></td>
<td></td>
<td>a) Capacity b) Measurement</td>
</tr>
<tr>
<td></td>
<td>c. Grooming</td>
<td></td>
<td></td>
<td>c) Number skills</td>
</tr>
<tr>
<td></td>
<td>d. Hand washing</td>
<td></td>
<td></td>
<td>3. Science</td>
</tr>
<tr>
<td></td>
<td>e. Regular Bathing</td>
<td><strong>Grade IV-XII or Off age - Moderately Severe children:</strong> Teach steps of bathing explicitly</td>
<td>Soap, water, shampoo, scrubber, bucket / jug / shower, bathroom, towel and a change</td>
<td>a) Cleanliness and hygiene</td>
</tr>
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<td></td>
<td><strong>TLC Areas</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Organization skills</td>
<td>a) Following Sequence</td>
<td>2. Work skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Organizing space and material</td>
<td>a) Completing tasks independently</td>
<td>b) Evaluating own work</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>3. Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Asking for help when needed</td>
<td>a) Handling hot Water</td>
<td>b) Making a choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Making a choice</td>
<td>b) Putting ear buds or cotton on ear not to let the water get in while bathing</td>
<td>4. Safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a) Balance, coordination and carrying b) Folding, squeezing.</td>
<td>5. Gross and Fine Motor Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a) Balance, coordination and carrying b) Folding, squeezing.</td>
<td>6. Vocabulary Development: Names of items / materials used like soap, water, rinse, dry, towel.</td>
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<tr>
<td></td>
<td>with demonstration:</td>
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</tbody>
</table>
|   | 1. Make the body wet,  
2. Applying shampoo/soap on the head and rinse it well.  
3. Apply soap on the body and scrubbing if required.  
4. Rinse the body well until water runs clean.  
5. Wipe dry your body  
6. Change clothes after wiping dry. | Option: Hot water bath or cold water. |
| Parents fade away assistance gradually to make them independent |   |
| **Severe:** | Parents/ guardians will bath them for maintaining their self-hygiene. |   |
|   |   |   |
| **f. Washing /drying clothes** | **For off age children without mobility disorder (Grade IV-XII)**  
Parents/ guardian to model washing clothes step by step both in washing machine & Manual Washing: Children to follow parents demonstration on each step: making the clothes wet, applying soap, rubbing/brushing to remove dirts and rinsing well and drying.  
Washing Machine: teach them how to operate the machine with safety precaution | Water, detergent, soap, dirty clothes, brush, washing machine, cloth pegs, cloth line |
|   |   |   |
| **2. Taking Responsibilities: Doing Household chores based on their abilities.** | **Grade PP-XII:**  
Parent need to provide small responsibilities like sweeping the house, emptying bin, cleaning the drain & surroundings.  
Parents can model and help them to | Soft broom, hard broom, bin, Dustpan size; right size to hold comfortably. |
|   | Sweeping & cleaning |   |
|   |   | **Personality, Self-Help & Self-Concept**  
2. Social skills  
3. Mathematics |
### Cooking

<table>
<thead>
<tr>
<th>Grade IV-XII:</th>
<th>Pot, rice, rice cooker, electricity, firewood, vegetables, oil, knife, chopping board, water etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents to engage them by asking help in washing vegetables and cutting it if they can by following knife safety measures. Parents to teach and guide in washing rice and putting in the rice cooker. Teach all steps with demonstration. Teach them how to check if the rice is cooked in the rice cooker.</td>
<td></td>
</tr>
</tbody>
</table>

### Setting tables for meals and doing dishes after the meal.

<table>
<thead>
<tr>
<th>Grade PP-XII:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents to engage them in setting tables (bringing plates, mugs &amp; spoons, pouring water, serving meal) and dishes back to the washing basin after meal.</td>
<td></td>
</tr>
</tbody>
</table>

### Fetching water

| Grade PP-XII: | Help Fetch water in a small bucket or in jerrycan in rural areas from the water tap. |

### Look after domestic animals (cows and goats) in the villages.

| Grade IV-XII: | Children look after cows and goats to reduce their parent’s workload (safety measures to follow while looking after cows like falling off cliffs, risk of injury while playing with cows in close proximity etc. |

### Gardening

| Grade IV-XII | Learn to dig and prepare field for showing seeds/planting saplings. Watering, weeding, putting support and observing its growths. |

### 3. Developing Functional Language

#### a. Non-Verbal: Grunting

<table>
<thead>
<tr>
<th>Grade: PP-XII</th>
<th>Different objects like brush, toothpaste, rice-cooker, boiler, plate,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage children to grunt to indicate hunger, thirst, toilet needs,</td>
<td></td>
</tr>
</tbody>
</table>

### TLC Areas 1. Organization skills

- a) Following Sequence
- b) Organizing space and material

### 2. Work skills

- a) Completing tasks independently
- b) Evaluating own work

### 3. Communication

- a) Discussion and Decision Making
- b) Asking for help when needed
- c) Making a choices
- c. Social skills

### 4. Safety

- a) Using scissors, knife, hot water, hot pan/oven

### 5. Fine Motor Skills

- a) Cutting, planting, digging, creasing, washing

### 3. Developing Functional Language

#### a. Non-Verbal: Grunting

<table>
<thead>
<tr>
<th>Grade: PP-XII</th>
<th>Communication (verbal and non-verbal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage children to grunt to indicate hunger, thirst, toilet needs,</td>
<td>Social skills</td>
</tr>
</tbody>
</table>
Providing choices to do the above. For Example: Provide choice between rice and water after eating a hot spicy chips. The parents will point to rice juice and the child is expected to grunt/facial gesture to indicate water.

Reward with extrinsic and intrinsic motivation whenever they grunt for asking help or indicating their needs / seeking support.

<table>
<thead>
<tr>
<th>b. Pointing &amp; nodding</th>
<th>Grade: PP-XII</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage pointing or nodding to make choices between food or any other needs or wants (yes/no)</td>
<td></td>
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<tr>
<td>Example provide choice between juice or rice during lunch time to let children point point to a plate or a rice/rice cooker to indicate hunger.</td>
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</tr>
<tr>
<td>Provide choices to point to glass/mug/bottle or water boiler to indicate thirst.</td>
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</tr>
<tr>
<td>Point to the abdomen or stomach to indicate toilet needs.</td>
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<tr>
<td>Parents / guardian should be able to read facial gesture of children who are non-verbal and should be able to provide support</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>c. Writing</th>
<th>Grade IV-XII</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some non-verbal with severe disability can write words or phrases or even sentences if their cognition is not affected severely.</td>
<td></td>
</tr>
<tr>
<td>Encourage / prompt them to write to</td>
<td></td>
</tr>
</tbody>
</table>
| Grade: PP-XII with limited vocabulary. **Reverse Chaining strategy** for developing two word. For Example: Child speaks with one word language like Demi. Two words development: Demi Phai or Demi Baso. Parents to encourage them to develop two words and slowly into three words or in a simple sentence (It takes time). Example: car (one word)  
push car (two words)  
I push a car (simple sentence) | Household objects (pots, pan, jug, spoon, broom, spade etc) |
---|---|
| **d) Children with limited speech and vocabulary** Develop vocabulary in local language (Dzongkha, Sharchop, Lhotsham) at home. |  |
| **e) Verbal:** Expressive Language Development |  |
| **Grade PP-XII** |  |
| Encourage them to express their needs or ask for help while cooking/washing/playing or doing fun activities etc |  |
| **4. Therapy Exercises** *(During this pandemic all children are recommended/reminded to carry out all doable therapies to take care of their personal health)* |  |
| **Grade PP-XII (those who need therapy)** |  |
| Brisk walk (kind of fast cat walk)  
Wilburger Brushing Exercise  
Playing swing (home-made)  
Cycling  
Jumping  
Running around the field or house from one corner to another with siblings  
Playing football. |  |
| **Simple routines:** |  |

---

**Notes:**
- **Therapy Exercises** include activities like brisk walk, Wilburger Brushing Exercise, playing swing, cycling, jumping, and running around the field or house. These activities help in developing gross and fine motor skills, safety, and social skills, as well as building patience.
In case children don’t have access to videos, they can follow simple routine:

2) 1. Jog on the spot for 30 counts X 2

3) 2. Run around the house X 5

4) 3. Different patterns of jump, sit and stand. Jump 4 times and sit: To counts 1, 2, 3, 4, 5 or commands – Jump X 4 and Sit

5) 4. Exercises with a movement each for four counts and repeated. Some is an example: 1 – Hands forward 2 – Bend down and touch the ground 3 – Come back up with hands in front 4 – Attention Position – Repeat to 16 count

<table>
<thead>
<tr>
<th>Fine motor</th>
<th>Grade : PP-XII (with fine motor skill issues)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Make models of their favourite things like animals/fruits, vegetables, cartoon characters etc using clay (if available in the village) or with play dough in the urban areas. OR simply knead and play to strengthen finger muscles. Micky Mouse exercise Open – shut exercise with fingers Paper- cut with scissors and make any craft they prefer with adult guidance.</td>
</tr>
<tr>
<td></td>
<td>Fine motor skills Staying on task Building Patience</td>
</tr>
<tr>
<td>Specific ones from Physiotherapist</td>
<td></td>
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<tr>
<td>-----------------------------------</td>
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</tr>
<tr>
<td>Resistive Band exercise/ Thera band exercise, weight -bearing exercise. Hand gripper exercise etc</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speech and Language Disorder( Cleft and pallete )</th>
<th>Grade PP-XII: Oro -motor Exercise:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oro –motor Exercise:</td>
<td></td>
</tr>
<tr>
<td>a) Cheek massage in circular motion with forefinger/ for and middle finger for cleft lip &amp; palate ( if struggling with speech spontaneity ).</td>
<td></td>
</tr>
<tr>
<td>b) Reflex exercise (pressing between lower lips and chin with thumb for 5 -10 sec for controlling drools.</td>
<td></td>
</tr>
<tr>
<td>c) Humming exercise for speech spontaneity</td>
<td></td>
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<tr>
<td>d) Deep Diaphragmatic breathing for those struggling with speech spontaneity.</td>
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<tr>
<td>e) Blowing balloons and bubbles</td>
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</tbody>
</table>

**Note:** Individual children need to carry out the above exercise if recommended by therapist and many exercises are found beneficial by students at Tendruk Central school within a few months of practice.

<table>
<thead>
<tr>
<th>5. Making Product ( For those who can hold scissors –if their fine motor skills are not severely affected)</th>
<th>Cloth bags, Envelope, flowers , paper bags or anything of their choice or interest.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade PP-XII( severe needs)</td>
<td></td>
</tr>
<tr>
<td>Demonstrate how to hold scissor and cut paper/clothes/cartoon etc.</td>
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<tr>
<td>Demonstrate one step at a time to cut, fold, hold, crease, stick etc</td>
<td></td>
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</tbody>
</table>

| Scissor, paper, glue stick, colour paper etc |

<table>
<thead>
<tr>
<th>1. Mathematics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Measurement</td>
</tr>
<tr>
<td>b. Size and shapes</td>
</tr>
<tr>
<td>2. Fine motor skills: cutting , holding , creasing</td>
</tr>
<tr>
<td>3. Communication:</td>
</tr>
<tr>
<td>a. Asking for help and</td>
</tr>
<tr>
<td>b. Learning new words.</td>
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<tr>
<td><strong>6. Photography</strong></td>
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<tr>
<td><strong>Grade: Digital camera/ smart phone</strong></td>
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<tr>
<td><strong>7. Academic</strong></td>
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<td><strong>Writing</strong></td>
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</table>
Beginners can trace letters and numbers 1-10 or 1-20 (depending on their ability) into their notebook.

Trace their name or write their names on sand, soil or in the notebook. Off age children can keep record of their daily journal with words, phrases or in simple sentence depending on their capabilities.

<table>
<thead>
<tr>
<th>Work Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Completing task/remaining or task</td>
</tr>
<tr>
<td>b. Staying focused</td>
</tr>
<tr>
<td>c. Evaluate self task</td>
</tr>
</tbody>
</table>

8. Computer skills  | Keyboarding Skills |
---------------------|---------------------|
**Grade: PP-XII**  | **Computer/laptop/smartphone** |
If they have computer set at home they will learn fingering skills on keyboard.

Look for alphabets and symbols on the keyboard.

Learn to type alphabets, words and phrases as they make progress.

Fine motor skills- typing and fingering
Organization: Staying on task
Communication: Asking for help-
<table>
<thead>
<tr>
<th>Learning Areas</th>
<th>Activities</th>
<th>Strategies</th>
<th>Materials required</th>
<th>TLC / Skills Development</th>
</tr>
</thead>
</table>
| **1. Fostering Independence for Self-Care & Personal Hygiene** | Carry out Morning Routine: | **Grade: PP-XII:** Carry out daily morning chores with some assistance and reminders from parents. Wash hands regularly with little assistance from parents and guardians by following hand-washing steps either by remembering all steps or by watching video or postures. Parents / guardian will remind them regularly Fade away assistance gradually to make them independent | Hand washing video, posters, Soap and water | 1. Self-Help, Self- Concept & Self-Esteem  
2. Mathematics a) Directions and Laterality b) Measurement c) Number skills  
3. Science a) Cleanliness and hygiene b) How machines work TLC Areas 1. Organization skills a) Following Sequence b) Organizing space and material  
2. Work skills a) Completing tasks independently b) Evaluating own work  
3. Communication a) Asking for help when needed b) Making a choice  
4. Safety a) Handling hot Water  
6. Vocabulary Development: Names of items / materials used like soap, water, rinse, dry, towel. |
| | Carry out daily morning chores with some assistance and reminders from parents. Wash hands regularly with little assistance from parents and guardians by following hand-washing steps either by remembering all steps or by watching video or postures. Parents / guardian will remind them regularly | **Grade IV-XII** Off age children are reminded the importance of taking bath regularly for maintaining hygiene with little assistance from parents and guardians. Remind them to rinse and wipe properly after bath as some gets water borne disease if they wear clothes on wet body. **Steps of bathing to be followed for assistance:** 1. Make the body wet, 2. Applying shampoo/soap on the head and rinse it well. 3. Apply soap on the body and scrubbing if required. 4. Rinse the body well until water runs clean. 5. Wipe dry your body 6. Change clothes after wiping dry. Parents fade away assistance in guiding them with steps as the bathing becomes | Soap, water, shampoo, scrubber, bucket / jug / shower, bathroom, towel and a change | **Option:** Hot water bath or cold water. |
### 1. Personal Development

#### 1. Self-Esteem
- a) Area and space concept
- b) Measurement and capacity
- c) Number skills

#### 2. Mathematics
- a) Cleanliness and hygiene
- b) How machines work

#### 3. Science
- a) Following Sequence
- b) Organizing space and material

#### 4. Safety
- a) Handling hot Water

### 2. Taking Responsibilities: Doing Household chores based on their abilities.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Activity</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade PP-XII</td>
<td>Sweeping &amp; cleaning and fetching water</td>
<td>Soft broom, hard broom, bin, Dustpan, Size; right size to hold comfortably.</td>
</tr>
<tr>
<td>Grade IV-XII</td>
<td>Washing /drying clothes</td>
<td>Water, detergent, soap, dirty clothes, brush, washing machine, cloth pegs, cloth line</td>
</tr>
</tbody>
</table>

**Washing Machine:** Teach them how to operate the machine with safety precaution.

Parents to provide them with responsibilities like sweeping house, cleaning drain, emptying bins and fetching water (in rural areas).

Parents need to monitor their given responsibilities and the quality of work.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooking, and serving</td>
<td>IV-XII</td>
</tr>
<tr>
<td>Parents to engage them in cooking the basic meals they eat regularly.</td>
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</tr>
<tr>
<td>Parents assist them in cooking rice, curry, dal, ezay, preparing tea and assist them in serving to the whole family.</td>
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</tr>
<tr>
<td>Do the dishes regularly if parents gets busy in the field every time.</td>
<td></td>
</tr>
<tr>
<td>Mathematic: Estimation, measurement and capacity Like how much to cook and how much will be needed etc.</td>
<td></td>
</tr>
<tr>
<td>Looking after cows and goats in the villages.</td>
<td>IV-XII</td>
</tr>
<tr>
<td>Parents to engage them in looking after cows and goats to reduce their workload by cautioning safety measures to follow while looking after cows like falling off cliffs, risk of injury while playing with cows in close proximity etc.</td>
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</tr>
<tr>
<td>Domestic and wild animals The food they eat. Their habitat Names of different animals in local language as well.</td>
<td></td>
</tr>
<tr>
<td>Valuing animals Work Skill: Patience and staying on task. Communication skill: asking for help and reporting if animals are lost in the pastures or in the field.</td>
<td></td>
</tr>
<tr>
<td>Gardening</td>
<td>IV-XII</td>
</tr>
<tr>
<td>Help in ploughing (off age boys), digging and readying the field for seasonal crops like maize, beans, chillies. Learn to sow seeds (seasonal), transplant saplings, add water and manure for growth and good harvest.</td>
<td></td>
</tr>
<tr>
<td>Seed, manure, water, field, saplings etc. Differentiate between food grain, fruits and vegetables. Organic and inorganic in local term as well.</td>
<td></td>
</tr>
<tr>
<td>Science: plants need light, heat and water to grow. Independence and self-sufficiency in food and vegetables.</td>
<td></td>
</tr>
<tr>
<td>3. Functional Language Development</td>
<td>PP-XII</td>
</tr>
<tr>
<td><strong>Non-Verbal:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>a. Grunting</strong></td>
<td></td>
</tr>
<tr>
<td>Reward or Encourage children to grunt to indicate hunger, thirst, toilet needs, pain or any other needs.</td>
<td></td>
</tr>
<tr>
<td>Use objects or things depending on situation 1. Communication 2. Social skills</td>
<td></td>
</tr>
<tr>
<td><strong>b. Pointing &amp;</strong></td>
<td>PP-XII</td>
</tr>
<tr>
<td>Household objects and other</td>
<td></td>
</tr>
</tbody>
</table>
| Gesture.  
Note: (Could be signing for deaf) | Teach or encourage them to point like pointing to plate or rice-cooker to indicate hunger.  
Point to glass/mug/bottle or water boiler to indicate thirst.  
Point to the abdomen or stomach to indicate toilet needs.  
Parents / guardian should be able to read facial gesture of children who are non-verbal and should be able to provide support. | things depending on situations. |
| Writing /drawing | Grade IV-XII  
Write and show to express needs and to seek supports to parents( if literate) and to teachers. | |
| Verbal | Grade: PP-XII  
Encourage them to express their needs or ask for help while cooking/ washing/ playing or doing fun activities etc. | Ask for help and support from parents and teachers using social media. |
| 4. Therapy Exercises  
a. Hyperactive children/ ADHD- Gross motor | Grade PP-XII  
Brisk walk (kind of fast cat walk) to reduce obesity  
Wilburger Brushing Exercise to Playing swing (home-made)  
Cycling  
Jumping  
Running around the field or house from one corner to another with siblings  
Playing football/ skipping.  

**Note:** all above exercise will help them physically fit and also to calming down from sensory overload. | Brush, swing, bicycle(optional)  
Ball (made out of old clothes )  
Skip or short rope |
| 1. Gross and Fine motor  
2. Safety and social skills  
3. Building Patience  
4. Self-care |
| Fine motor | **Grade PP-XII:**  Use Play dough or clay (if available in the village) and make models of things of their interest like animals /fruits, vegetables, cartoon characters etc. Play dough can be used in urban areas (if parents afford)  Provide big pencil for proper gripping while writing for beginners  **Exercises for fostering fine motor skills.**  Micky Mouse exercise (touch thumb by each finger starting with little and ending with fore and vice versa foe 3-5 times)  Open –shut exercise with fingers (close and open fingers 30-50 sec)  Paper- cut with scissors.  **Specific ones from Physiotherapist**  Resistive Band exercise/ Thera band exercise, weight -bearing exercise. Hand gripper exercise etc | Clay, play dough, paper, scissor etc | 1. Work Skills:  a) Completeness of task  b) Evaluation of self-task  2. Communication  a) Asking for help  b) Expressing needs |
| Speech and Language Impairment | **Grade PP-XII**  **Oro -motor Exercise:**  1. Cheek massage in circular motion with forefinger for cleft lip & palate ( if struggling with speech spontaneity )  2. Reflex exercise ( pressing between lower lips and chin with thumb for 5 -10 sec for controlling drools.  3. Humming exercise for speech spontaneity  4. Deep Diaphragmatic breathing | 1. Communication Enhancement  2. Self-care |
| 5. Making Product: Fun Time | Cloth bags, Envelope, flowers, paper bags etc | **Grade PP-III**
Model simple paper craft or paper collage (flowers/plants) for children to practice. Demonstrate and show the product to them to inspire them to try with modelling and demonstration or with visual cues.

**Grade IV-XII**
Make clothes bags and any other items
Create Envelope
Paper flowers
Decoration items etc
| Paper, scissor, glue, old clothes etc
You-tube videos to follow steps.
Adult demonstration and you-tube videos to copy and practice the steps. | 1. **Mathematics:**
   - c. Measurement
   - d. Size and shapes
2. **Fine motor skills:** cutting, holding, creasing
3. **Communication:**
   - c. Asking for help and Learning new words. |

| 6. Photography | Explore being a photo/videography skills | **Grade PP-XII**
With a phone or digital camera, give your child themes to photograph.
1. People at home, neighbours – Make portraits
2. Things: Electrical devices, furniture, tools.
3. Household chores and people who do them
4. Nature: Trees, plants, flowers, leaves, sunrise, sunset, flowing river etc
5. Pose scenery, art work etc | Smart Phone/Camera |
| 1. **Organization skills**
   a) Following Sequence
2. **Work skills**
   a) Using equipment safely
   b) Evaluating own work
3. **Fine Motor Skills**
4. **Enhance** visual-spatial intelligence and creativity |

| 7. Academic | Reading and recognition of alphabets, numbers | **Grade PP-III**
Read and identify alphabets.
Read letters in their names.
Read known word in simple readers applying word attack strategies like | Books |
| 1. Concept and identification
2. Cognition and comprehension
3. Application of skills
4. Developing receptive skills |
<table>
<thead>
<tr>
<th>Writing</th>
<th>PP-III</th>
<th>Books, pencil, pen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Model how to scribble or write alphabets and numbers on sand, soil, floor and in book for practice. Carry put matching activities for left to right orientation (with adult supervision)</td>
<td></td>
</tr>
<tr>
<td>Grade IV-XII</td>
<td>Maintain Daily Journals to keep record of their work in phrases or in simple sentence. Carry our assessment task provided in BBS and keep record with support from parents and teachers.</td>
<td></td>
</tr>
</tbody>
</table>

| 8. Computer skills | Keyboarding Skills | Grade PP-III | Computer, laptop, tablet smartphone or ordinary phone (just for typing or recognizing letters) a

8. Computer skills

<table>
<thead>
<tr>
<th>Keyboarding Skills</th>
<th>Grade PP-III</th>
<th>Computer, laptop, tablet smartphone or ordinary phone (just for typing or recognizing letters) a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce keyboarding skills on computer/ laptop or Tablet at home. Ask them to press letter starting their</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Coordination skills- hand eye coordination
7. Left to right coordination
8. Pencil grasp
9. Tripod gripping
10. Fine motor skills development

**Work Skills:**

d. Completing task/remaining or task
e. Staying focused
f. Evaluate self task

**Organization:** Staying on task-
| **Grade IV-VIII** | **Internet (optional)** | **Communication:** Asking for help and support through text messages or by writing emails to teachers to clear their doubts on given assignment through Google classroom or wechat, whatsapps.  

Note: Keyboarding is an alternative skill for those with writing difficulty (especially with spastic Cerebral Palsy who can’t hold pencil and pen due to excessive involuntary movements (fingers, body, legs)) |
---|---|---
Teach fingering skills on keyboard. If they already have the basics then let them explore Google, you-tube videos, rhymes and songs on you-tube. |
Practice to increase typing speed. Carry out school tasks on laptop / smartphone if available. Learn to save the work, create & naming files and folders and sending assignment task to teachers for assessment. |
Learn to text message and mail to parents and teachers |
<table>
<thead>
<tr>
<th>Learning Areas</th>
<th>Activities</th>
<th>Strategies</th>
<th>Materials required</th>
<th>TLC / Skills Development</th>
</tr>
</thead>
</table>
| 1. Fostering Independence on Self-Care & personal Hygiene | Wake up and carry out Morning Routine | **Grade PP-XII:** Set alarm to wake on time. Follow the morning routine – visiting restroom for emptying bowel and bladder, washing face, brushing teeth, grooming (combing hair, applying cream) with minimal reminders. Younger ones might need some support in grooming and in using devices to set alarm need reminder of hand washing steps. | Alarm clock, phone Soap, water, towel | 1. Self-Help, Self- Concept & Self-Esteem  
2. Mathematics a) Directions and Laterality b) Measurement  
c) Number skills  
3. Science  
a) Cleanliness and hygiene  
b) How machines work |
| Bathing / washing clothes                   | **Grade IV-XII:** Off age children take baths regularly for maintaining personal hygiene and wash clothes independently either in washing machine or by hand  
Children are taught to operate washing machine (**if available at home**)  
Younger ones and children on wheelchair/mobility disorder might needs support or depend on parents/guardians for bathing and washing clothes. | Soap, water, shampoo, scrubber, bucket / jug / shower, bathroom, towel and a change  
Hot water bath or cold water. | | |
| 2. Taking Responsibilities: Doing Household chores based on their abilities. | Sweeping, cleaning, fetching water & cooking | **Grade PP-XII** After the morning routine, parents need to remind them of the daily household chores to be carried out on daily basis. | Soft broom, hard broom, bin, Dustpan  
Size ; right size to hold comfortably. | Completeness of work  
Quality of work  
Estimation, measurement and capacity  
Like how much to cook and how much will be needed etc |
| Helping parents with daily field works (villages) | Grade IV-XII  
Knows their daily responsibilities like looking after cows and goats or to help them in the field like digging, weeding, planting, watering and make them contributing member of the family. | Domestic and wild animals  
The food they eat.  
Their habitat  
Names of different animals in local language as well | Valuing animals  
Work Skill: Patience and staying on task.  
Communication skill: asking for help and reporting if animals are lost in the pastures or in the field. |
|---|---|---|---|
| 3. Functional Language | Non-Verbal:  
a. Grunting | Grade PP-XII  
_reward or encourage children to grunt to indicate hunger, thirst, toilet needs, pain or any other needs._ | Use situation based objects for communication |
|  |  |  | Communication: both verbal and non-verbal |
|  |  | Grade PP-XII (Children who haven't lost hand mobility due to contracture)  
Teach or encourage them to point like pointing to pate or rice-cooker to indicate hunger.  
Point to glass/mug/bottle or water boiler to indicate thirst.  
Point to the abdomen or stomach to indicate toilet needs.  
Parents/guardian should be able to read facial gesture of children who are non-verbal and should be able to provide support | Use situation based objects for communication |
|  | b. Pointing & Gesture.  
Note: (Could be signing for deaf) |  |  |
|  | Writing | Grade IV-XII  
Write to express needs like hunger and to seek supports from parents (if literate) and teachers.  
Draw and show to express needs and supports to parents and | Pen, pencil, notepad etc |
<table>
<thead>
<tr>
<th>Verbal</th>
<th>Grade PP-XII</th>
<th>Use materials as per the situations.</th>
<th>Ask for help and support from parents and teachers using social media.</th>
</tr>
</thead>
</table>
| **Encourage them to express their needs or ask for help while cooking/ washing/ playing or doing fun activities etc.**  
Encourage them to say in complete sentence to get their message across. | **4. Therapy Exercises** | **1. Cognition** |
b) Memory |
| **Grade PP-XII** | Brisk walk (kind of fast cat walk) to reduce obesity  
Wilburger Brushing Exercise to Playing swing (home-made)  
Cycling  
Jumping  
Running around the field or house from one corner to another with siblings  
Playing football/ skipping.  
Older children from village can be engaged in the farm work to calm to reduce hyperactivity.  
**Note: all above exercise will help them physically fit and also to calming down from sensory overload.** | **2. Mathematics** |
| | Brush, swing, bicycle (optional)  
Ball (made out of old clothes)  
Skip or short rope | a) Number counting |
| **Fine motor enhancement** | Use Play dough or clay (if available in the village ) and make models of things of their interest like animals /fruits, vegetables, cartoon characters etc Provide big pencil for proper gripping. | **TLC Areas** |
| | | 1. Organization skills  
a) Following Sequence |
| | | 2. Work skills  
a) Attention to task | **3. Motor Skills** |
| | | a) Gross motor coordination and balance |
**Exercises for fostering fine motor skills.**
Micky Mouse exercise (touch thumb by each finger starting with little and ending with fore and vice versa foe 3-5 times)
Open–shut exercise with fingers (close and open fingers 30-50 sec)
Paper- cut with scissors.

**Specific ones from Physiotherapist**
Resistive Band exercise/ Thera band exercise, weight–bearing exercise.
Hand gripper exercise etc

<table>
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<tr>
<th>Speech and Language Impairment</th>
<th>Grade PP-XII</th>
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</thead>
<tbody>
<tr>
<td><strong>Oro–motor Exercise:</strong></td>
<td></td>
</tr>
<tr>
<td>f) Cheek massage in circular motion with forefinger for cleft lip &amp; palate (if struggling with speech spontaneity).</td>
<td></td>
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<tr>
<td>g) Reflex exercise (pressing between lower lips and chin with thumb for 5-10 sec for controlling drools.</td>
<td></td>
</tr>
<tr>
<td>h) Humming exercise for speech spontaneity.</td>
<td></td>
</tr>
<tr>
<td>i) Deep Diaphragmatic breathing for those struggling with speech spontaneity.</td>
<td></td>
</tr>
<tr>
<td>j) Blowing balloons and bubbles</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Individual children need to carry out the above exercise if recommended by therapist and many exercises are found
<table>
<thead>
<tr>
<th>Dance, Aerobic/yoga</th>
<th>Grade PP-XII</th>
<th>Smartphone, TV to play the videos to follow. Parents to guide or do along.</th>
</tr>
</thead>
<tbody>
<tr>
<td>beneficiary by students at Tendruk Central school within a few months of practice.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade PP-XII</th>
<th>Videos of exercise routine. Watch You-tube-videos to follow through. Family member who can instruct in the absence of video access</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5. Making Product: Fun Time</th>
<th>Cloth bags, Envelope, flowers, paper bags or anything of their choice or interest.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade PP-XII</td>
<td>Note: Not applicable to those children whose fine motor skills are severely affected with contracture due to spastic cerebral Palsy. Make any craft they prefer with or without adult guidance. Make clothes bags and any other items Create Envelope Paper flowers Decoration items etc</td>
</tr>
</tbody>
</table>

| Paper, scissor, glue, old clothes etc Youtube videos for guidance |

| Fine motor skills Time management Staying on task Completion of task |

<table>
<thead>
<tr>
<th>6. Photography</th>
<th>Explore being a photo/videography skills</th>
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</thead>
<tbody>
<tr>
<td>Grade PP-XII</td>
<td>With a phone or digital camera, give your child themes to photograph. People at home, neighbours – Make portraits Things: Electrical devices, furniture, tools. Household chores and</td>
</tr>
</tbody>
</table>

| Smart Phone/amera |

<table>
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<tr>
<th>1. Organization skills</th>
</tr>
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<tbody>
<tr>
<td>a) Following Sequence</td>
</tr>
<tr>
<td>2. Work skills</td>
</tr>
<tr>
<td>a) Using equipment safely b) Evaluating own work</td>
</tr>
<tr>
<td>3. Fine Motor Skills</td>
</tr>
<tr>
<td>4. Enhance visual-spatial intelligence and creativity</td>
</tr>
<tr>
<td>5. Make photography/ videography a profession.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>7. Academic</td>
</tr>
<tr>
<td>8. Computer skills</td>
</tr>
</tbody>
</table>
| Teach fingering skills on keyboard (if computer is available)  
| Teach them to explore Youtube and look for nursery rhymes and listen to it.  
| **Class IV-VIII**  
| If they already have the basics let them explore Google, you-tube, face-book etc  
| Encourage them to explore learning through You-tube videos, Google classrooms  
| **Class IX-XIII**  
| Work on increasing typing speed. Advance typing speed. Work on typing, creating files and folders, naming and saving task.  
| Follow Google class and carry out the given assignment.  
| Ask for help and support from teachers if they struggle. Learn to send text messages or writing mails to teachers and friends.  
| **Internet (optional)**  
| by writing emails to teachers to clear their doubts on given assignment through Google classroom or wechat, whatsapps.  
| **Work skills**  
| a) Completing tasks independently  
| b) Evaluating own work  
| **Communication**  
| a) Asking for help when needed  
| **Note:** Keyboarding is an alternative skills for those with writing difficulty (especially with spastic Cerebral Palsy who can’t hold pencil and pen due to excessive involuntary movements (fingers, body, legs)) |
## Autsho Central School : Education in Emergency (EIE) strategic plan for Learners with Educational Needs.

<table>
<thead>
<tr>
<th>Name of the school/institute</th>
<th>Role of Principal/VP</th>
<th>Role of the SENCo/SEN Team</th>
<th>Role of the concerned subject Teachers.</th>
<th>Responsibilities of parents/Guardian at Home</th>
<th>No. of students in need of Assistive Devices (Attach the specifications of the Devices separately.)</th>
<th>No of students in need of Adapted TLM</th>
<th>Follow up strategies for progress/Engagement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autsho Central School, Lhuntse.</td>
<td>1. Every Wednesday Principal/Vps will meet with SENco and update the information and activities going on. 2. Help and manage SEN Team and identified students in terms of any problems.</td>
<td>1. Shares information and experiences with other schools and agencies for advocacy. 2. Implementing accommodation and supports to Children in their families. (with elder brothers and sisters) 3. Ensures all the identified students are safely. 4. Update about the students through phone call.</td>
<td>1. Provide necessary support to the identified students. 2. Give same activities and assignments but simpler comparing to general students. 3. Give timely feedback. 4. keep in contact.</td>
<td>1Taking extra care with the families. 2. Maintain clean health. 3. Advise to wash their hands after touching any kind of objects. 4. Refrain from taking the child in gathering. 5. Refrain from travelling with unnecessary reason. 6. keep in contact with SENco. 7. Guide and support the children in learning.</td>
<td>NA</td>
<td>NA</td>
<td>1. Timely feedback through phone call. 2. Create wechat group. 3. Share new information.</td>
</tr>
<tr>
<td>Name of the school</td>
<td>Role of Principal</td>
<td>Role of SENCO/SEN Team</td>
<td>Role of concerned subject teacher</td>
<td>Responsibilities of parent/guardian at home</td>
<td>No.of students in need of assistive device</td>
<td>No. of students in need of adapted TLM</td>
<td>Follow-up strategies for progress/engagement</td>
</tr>
<tr>
<td>-------------------</td>
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<td>------------------------------------------</td>
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</tr>
</tbody>
</table>
| Changangkha MSS  | Coordinate plan and programs as per the situations and time. | SENCO to follow-up with the teachers on the progress of the children and their activities assigned. Senco Team to frequently keep in touch with the students and their parents and be updated with their progress not only academically but also with their daily activities and health care and safety measures as well. | To provide engaging activities and guidance at all times. Provide 1:1 guidance. Provide immediate feedback. | - Assist their children to do their homework. 
- Revise the lesson learned. 
- Practice ADLS Preparation for transition. 
- Take care of children at home. 
- Maintain personal hygiene. 
- Responsible for achieving educational of the children. 
- Act as mediator between teacher and their children. | 32 students |
|                   |                  |                        |                                   |                                            | Picture communication, ipad, legos/ blocks, anything concrete, crayons, papers, Scissors, colors, Homeworks assigned as per the student’s capabilities. Their assessed and feedback given accordingly. Follow up programs by the parents, caregiver at home. Provide platform to share experiences, challenges faced with their children at home. Interact with parents through phones calls and We-chat and other social media on ongoing progress of the students. | |

- Physiotherapy
- Occupational Therapy
- Speech Therapy
### Education in Emergency (EIE) Strategic Plan for Learners with Special Educational Needs

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<thead>
<tr>
<th>Name of the School/Institute</th>
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<th>Role of the Concerned Subject Teacher</th>
<th>Responsibilities of Parents/Guardian at Home</th>
<th>No. of Students in need of Assistive Devices (Attach the specifications of the Devices separately)</th>
<th>No. of Students in need of Adapted TLM</th>
<th>Follow up Strategies for Progress/Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Damphu MSS</td>
<td>Overall supervision and to provide Support and guidance,</td>
<td>Coordinate the planning and implementation of the EIE plans, manage and provide the required resources, help the subject teachers in designing their respective plans, prepare weekly assessment plans, create a common wechat forum among parents with smart phones, proper record keeping</td>
<td>To develop the weekly individual plans along with the SENCOs considering the individual disability, assess the student work report and provide necessary feedbacks</td>
<td>To implement the EIE plans handed over by the teachers, to compile video reports of the student participation and their progress (wherever possible), to acquire the assistive devices and intimate the teachers on the challenges</td>
<td>12</td>
<td>16</td>
<td>Worksheets with maximum cases, colouring the books, constant communication between the parents/guardians and the SENCOs/teachers, compiling video clips of student engagement and progress wherever feasible, making video calls at least once a week, maintain the discussion in the common wechat forum among parents with smart phone access</td>
</tr>
</tbody>
</table>

**Specification of the Assistive Devices:**

Balls, English and Dzongkha Alphabet Boards, Picture Cards, Picture Books, Number Cards, Number Boards, Alphabet Matching Boards, Clay, Magnetic Shapes with Different Colors, Word Puzzles, Linking Cubes, Beads, Soft Balls, Crutches, Building Blocks, Ipad/Tab, calculator, television, music system
<table>
<thead>
<tr>
<th>Name of the School</th>
<th>Role of Principal/VP</th>
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<th>Role of Concerned Teacher</th>
<th>Responsibilities of Parents/Guardian at Home</th>
<th>No. of Students in Need of Assistive Devices (Attach the specifications of the Devices separately)</th>
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</thead>
<tbody>
<tr>
<td>Drukgyel Central School.(Lower)</td>
<td>Overall coordination such as: 1.planning 2.capacity mapping, 3.resource mobilization 4.communication. 5.writing situational report.</td>
<td>1.Maintain statistics or data. 2.Coordinate meeting. 3.Identify individual needs. 4.Identify mode of lesson delivery. 5.prepare time table. 5.Lesson planning. 6.communicate with parents about the time table, mode of lesson delivery and parents role in EIE.</td>
<td>1.planning: Therapy lesson, ADL, HPE, for severe,functional literacy and numeracy for moderate and regular for L.D. 2.Communicate plan with parents. 3.Deliver lesson and provide necessary support and feedback.</td>
<td>1. Guide and support the child. 2.Communicate with the SENCo and subject teachers.</td>
<td>Five students need devices such as laptop, writing frame, pencil gripper. (School provided one student with laptop and another student manages with his own tab).</td>
<td>3</td>
<td>1.Students/Parents submit work sample and teacher will provide feedback. 2.Teachers will visit the students to render support at home.</td>
</tr>
</tbody>
</table>

Khandu (principal)          
Pema Wangmo (VP)          
Dema Wangmo (SENCo)
# Education in Emergency (EIE) Strategic Plan for Learners with Special Educational Needs

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<th>Responsibilities of Parents/Guardian at Home</th>
<th>No. of Students in need of Assistive Devices (Attach the specifications of the Devices separately)</th>
<th>No. of Students in need of Adapted TLM</th>
<th>Follow up Strategies for Progress/Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gelephu Higher Secondary School</td>
<td>Monitor and support the learner with special needs and the SEN Team.</td>
<td>Ensure the learner is given the best care. Orient subject teachers and other stakeholders in connection to the wellbeing of the learner.</td>
<td>Assign Peer Buddy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Education in Emergency (EIE) Strategic Plan for Learners with Special Educational Needs, Gelephu.

<table>
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<tr>
<th>Name of the School</th>
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<th>Role of the Concerned Subject Teacher</th>
<th>Responsibilities of Parents/Guardian at Home</th>
<th>No. of Stds in need of Assistive Devices</th>
<th>No. of Stds in need of Adapted TLM</th>
<th>Follow up Strategies for Progress/Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gelephu Lower Sec. School</td>
<td>1. Monitoring 2. Look for internal &amp; external supports. 3. Deployment of teachers. 4. Provide support and direction.</td>
<td>1. Preparation and facilitation of IEP and other teaching learning process. 2. Create awareness amongst the parents. 3. Keeping of their progress 4. Bridge and relay information between other teachers, MoE, parents and ministry.</td>
<td>1. Implementation of services designed by SEN service providers 2. Provide necessary academic help. 3. Provide necessary information to the service providers and parents regarding the child’s numeracy and literacy skills to be enhanced.</td>
<td>1. Pastoral care 2. Help on providing support services to the skilled learnt in the school. 3. Provide help to the students to make them understand about their jobs at home beside literacy and numeracy skills development</td>
<td>Attached below</td>
<td>5 Nos</td>
<td>Developed IEP for 18 stds. 1. The SEN service providers have uploaded a list of Daily living skills to be practiced at home by the children who find problem in numeracy and literacy part. 2. Moderate group of children are asked to practice numeracy and literacy sent through SEN / class wechat. 3. Children who have mild problems are provided with works by the subject teachers but in simpler version.</td>
</tr>
</tbody>
</table>

**Assistive Device**

<table>
<thead>
<tr>
<th>Name</th>
<th>Class/Sec</th>
<th>DoB</th>
<th>Problem</th>
<th>Device Required</th>
<th>Parent Cont No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thuji Zangmo</td>
<td>IB</td>
<td>08/11/2012</td>
<td>Hemiparalysis</td>
<td>Crutches</td>
<td>17805954</td>
</tr>
</tbody>
</table>
## Education in Emergency (EIE) Strategic Plan for Learners with Special Educational Needs

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<th>Responsibilities of Parents/Guardian at Home</th>
<th>No. of Students in need of Assistive Devices (Attach the specifications of the Devices separately)</th>
<th>No. of Students in need of Adapted TLM</th>
<th>Follow-up Strategies for Progress/Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gonpa Singma LSS</td>
<td>1. Ensure to implement the plan effectively.</td>
<td>6) Reinforce to use the IEPs &amp; Pre-vocational Plans. 7) Encourage parents to give ADL skills. 8) Provide necessary supports to subject teachers/parents/students. 9) Ensure both subject teachers and parents to implement accommodations plans.</td>
<td>1. Develop video lessons based on IEPs. 2. Share the topics/lesson through the following mode of communications: a) WeChat b) Phone 3. Share accommodations required by a child.</td>
<td>1. Work in collaboration with the school SEN team and concerned teacher. 2. Focus on ADL skills. 3. Follow the guidelines of the SEN team on a particular lesson shared. 4. Make sure a child with SEN uses electronic gadgets in a meaningful way. 5. Support a child by providing necessary accommodation as shared by the SEaN team/subject teacher.</td>
<td>10</td>
<td>9</td>
<td>1. Contact with parents (phone call) once in a week. 2. Provide through WeChat (daily bases)</td>
</tr>
</tbody>
</table>
Specifications of the Assistive Devices

1. Ipad
2. Voice Recorder with a hearing aid
3. Pencil gripper
4. Slant board
5. Lens or magnifying glasses
6. Speaker
7. Communication Board
<table>
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<tr>
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<th>Role of the Concerned Subject Teacher</th>
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<th>Follow up Strategies for Progress/Engagement</th>
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<tbody>
<tr>
<td>Jigme Sherubling Central School</td>
<td>Overall coordinator. He provides directions and instructions about helping SEN children.</td>
<td>Coordinate, plan and share information about individual child. Make phone call and ensure they are put in same board as other children of the school. Also provide the direction on how to use Google classroom and use of Wechat/apps etc.</td>
<td>Execute the plan/task accordingly. They will contact with children and do follow up for timely feedback, notes, teaching learning material through wechat and other suitable apps.</td>
<td>The concerned parents should provide time, gadgets like tab, mobile phone, laptop etc. Parents should also ensure they are safe and engaged in given learning activities.</td>
<td>All 14 SEN students can use Wechat / any other learning apps.</td>
<td>14 students: 4 students are Braille user and 10 students are low vision.</td>
<td>Receive feedback from parents, friends, SEN Cos etc.</td>
</tr>
</tbody>
</table>
### Kamji Central School, Chhukha: Education in Emergency (EIE) Strategic Plan for Learners with Special Educational Needs.

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<tr>
<td><strong>Kamji Central School Chhukha: Bhutan</strong></td>
<td>1. work with (SEN) team in planning strategic plans during the COVID-19 crisis. Disseminate information to the entire SEN team whenever necessary. 2. Call on emergency meetings (SEN) team to explore and plan necessary actions for to support the children with special needs during the COVID-19 Crisis.</td>
<td>1. Update the SEN Statistics i.e EMIS of every students enrolled in SEN Program including contact number to provide support services during the COVID-19 Crisis. 2. Work with SEN team and draw Emergency plans (Education in emergency) and contact the parents individually to convey the plan and programs initiated by the SEN team during covid-19 especially for</td>
<td>1. Contact with SEN Students through social media (Wechat group) and design relevant activities for the students as per students ability (Mild, Moderate &amp; Severe) to keep them engaged. 2. Contact/keep in touch with students and support them as an when required.</td>
<td>1. Collaborate with the school (SEN) team and render necessary support to their children. 2. Provide feedbacks on E-Learning facilities. Seek support from the SEN Team. 3. Support the child to make best use of their time during covid-19 crisis. 4. Arrange proper safety place for the child engagement and guide them to do the activities provided by the teachers. 5. Take active role</td>
<td>(4) (20)</td>
<td>1. Responsible teachers to keep close contact with the child and provide necessary feedbacks through individual contact. 2. Keep careful record of childrens daily engagement at home. 3. Contact parents to provide feedbacks on their childs learning status. 4. Review and report the progress of every child through social media (Group chat).</td>
</tr>
</tbody>
</table>
1. Interact with the parents and provide emotional support.

3. Explore, initiate and create E-learning platform through various means to assign minimal task to keep the students engaged.

4. Create Wechat/telegram group chat for SEN Students by consulting with individual parents to teach through social media.

5. Keep in touch with SEN Children all the time and provide moral support.

3. Remind the students on safety measures such as
   - Ask them to wash their hand frequently.
   - Stay at home, eat well, and stay healthy and do productive works (Assigned work)
   - Ask the parents to engage/teach their child (ADLS) Activities for Daily living Skills for severe students.
   - Basic skills of cooking
   - Dressing, Shoe lacing etc.

4. Ask the parents to engage/teach their child (ADLS) to learn basic life skills.

6. Take good care their child on daily basis by advising them on safety measures.

Specifications of the Devices

<table>
<thead>
<tr>
<th>Name of the child</th>
<th>Disability type</th>
<th>Devices required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Karma Jurmi</td>
<td>Fine motor and severe LD</td>
<td>Hand grip and Tab (ipad)</td>
</tr>
<tr>
<td>Mrs. Goma Devi Ghaley</td>
<td>Speech and Hearing</td>
<td>Audio book, Ipad/tab</td>
</tr>
<tr>
<td>Mrs. Jamaka Ghalley</td>
<td>Speech and Hearing</td>
<td>Audio book, Ipad/tab</td>
</tr>
<tr>
<td>Mr. Binesh Rai</td>
<td>Vision</td>
<td>Spectacle</td>
</tr>
<tr>
<td>Name of the School/Institute</td>
<td>Role of Principal</td>
<td>Role of the SENCo/SEN Team</td>
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<tr>
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</tr>
<tr>
<td>Khaling LSS</td>
<td>-Overall Coordinator to function the SEN activities smoothly. -Disseminate to concerned teachers to carry out the work on time. -Collect information about children with SEN Program and provide support and feedbacks. -Inform teachers to do the follow up for children with Special need by making action plans for all activities.</td>
<td>-Ensure to maintain safety for the children with special needs and for creating conducive and user-friendly learning atmosphere. -Correspond official letters regards to SEN program on time. -Contact with students and parents and update the information about children with SEN program. -Place supply order for SEN equipment. -Coordinate to observe important occasions in the school with regard to SEN.</td>
</tr>
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Notes: Assistive devices like hearing aids- earphone, talking book are provided.
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<tr>
<td>Mongar Higher Secondary School</td>
<td>Leadership and management</td>
<td>assist the subject teachers in providing accommodations for CWD</td>
<td>Provide accommodations to the CWD</td>
<td>Guide their children at home.</td>
<td>NA</td>
<td>Written and vocal instruction. Increased font size. One one video call.</td>
<td>Accept the students work in any form they wish to submit.</td>
</tr>
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<td>Name of the School/Institute</td>
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| Mongar Middle Secondary School | Guiding and monitoring | 1. Inform their assigned class teachers to invite them to the class WeChat group. 2. If necessary, create their own WeChat group for the classes they teach. 3. Working with class teachers to adapt and modify class work. 4. Plan lessons and necessary teaching learning material for the We-Chat lessons. 5. Guide the parents in providing support to their child to carry out the assigned activities. 6. Setting home routines and schedules in consultation with family for students with more complex needs. 7. Activity ideas and resources shared with parents. 8. Incorporating goals from Total Life Curriculum to develop work and lifeskills | 1. Add the concerned SEN Provider to their class WeChat group. 2. Support in disseminating any information or materials either to the Class or to the concerned SEN Provider. 3. Remind the parents and their students on prevention and reduction of exposure to Covid-19. | 1. Interact with the teachers on WeChat and ask for clarification whenever required. 2. Share the material sent by the teachers to their child. 3. Provide instruction to their child on the activity to be carried out. 4. Inform the concerned teacher of their child’s completion of the task. 5. Remind and keep their child safe at home. | Class I – 1  
Class II- 2  
Class III -2  
Class IV – 6  
Class V – 1  
Class VI – 3  
Class VII – 2  
Class VIII – 4  
Class IX – 2  
Class X – 2  
Total - 25 | Class II – 4  
Class III – 3  
Class IV – 5  
Class V – 1  
Class VI – 2  
Class VII – 2  
Class VIII- 3  
Class IX - 4  
Class X – 2  
Total - 26 | 1. Maintain a record to monitor their student’s completion of activities. 2. Discuss with SEN team on any issues whenever required on telegram and phone. 3. Remind the parents and their students on prevention and reduction of exposure to Covid-19. |
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<tr>
<td>Muenselling Institute, Khaling</td>
<td>Overall coordination of the programme</td>
<td>Identify, plan, and assist the SEN Children.</td>
<td>Plan, execute and support education emergency plan through online.</td>
<td>Support, monitor and guide one’s children</td>
<td>25 children, MP3 players, phone with talkback apps,</td>
<td>25 children</td>
<td>Discuss with parents, collect feedback and maintain records of student’s progress.</td>
</tr>
<tr>
<td>Response to your mail</td>
<td>Ensure children and respected subject teachers have contact on their schedule date</td>
<td>Create wechat groups, provide activities and feedback after assessing their work.</td>
<td></td>
<td></td>
<td>Writing slates and stylus, Braille notebooks, Braille paper,</td>
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<tr>
<td>Phuentsholing MSS</td>
<td>Mobilize SEN team • Support the team • Initiate the program</td>
<td>Coordinating and Planning • Monitoring • Review the plan • Corresponding with the relevant agencies • Collecting and updating information of the students • Rendering support to teachers and students</td>
<td>Assign work • Differentiate the instruction and TLM • Monitor of the learning • Provide necessary support</td>
<td>Keep the child safe • Support and Monitor</td>
<td>7 students rollator Walker Pencil gripper Communication board Compression vest sensory</td>
<td>5 students</td>
<td>Worksheet for engagement We chat and call by the concern teacher to follow up on their assigned work</td>
</tr>
<tr>
<td>Name of the School</td>
<td>Role of Principal/VP</td>
<td>Role of the SENCo/SEN Team</td>
<td>Role of Concerned Teacher</td>
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</table>
| Samtengang Higher Secondary School | Every Friday, Principal/VP will call/chat about activities carried out with children in SEN program. | -Identification of children and collecting phone numbers from the parents of children in SEN Program.  
- Tell respective class teachers to form separate wechat/media group with parents.  
- Support teachers to carry out activities with the children  
- Providing assistive devices to concern parents with proper handing and taking for children’s | - For severe: Inform parents with safety and preventive measures of taking care of students  
- Teach basic ADLS with the help of parents.  
- For Moderate: Focus on basic functional literacy and numeracy lessons.  
- For learning disabilities/Mild: Give same assignment but simpler compare to general classes.  
- Give timely feedback and get help from parents. | - Keep in contact with respective subject teachers.  
- Guide and support the children in learning  
- Encourage their children to learn and keep their child safe and healthy.  
- Keep in contact with SENCo for any assistive devices requirements. | Non | Non | - Timely feedback  
- |
- Proper record keeping and reporting to the principal.
- To carry out activities with children with severe disabilities.
- Seek suggestions and feedback from SENCo of Primary school and for assistive devices.
- Follow up activities with respective class teachers.

Sumchu SENCo

Sangay Tshering VP

Ganga Ram Gurung Principal
**EDUCATION IN EMERGENCY FOR SEN CHILDREN: SAMTENGANG PRIMARY SCHOOL**

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<td>Samtengang Primary School</td>
<td>Every Friday, Principal/VP will call/chat about activities carried out with children in SEN program.</td>
<td>-Identification of children and collecting phone numbers from the parents of children in SEN Program.</td>
<td>-For severe: Inform parents with safety and preventive measures of taking care of students</td>
<td>- Keep in contact with respective subject teachers.</td>
<td>NA</td>
<td>1</td>
<td>- Timely feedback</td>
</tr>
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<td></td>
<td></td>
<td>-Tell respective class teachers to form separate wechat/media group with parents.</td>
<td>-For Moderate: Focus on basic functional literacy and numeracy lessons.</td>
<td>- Guide and support the children in learning.</td>
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<td>-Support teachers to carry out activities with the children</td>
<td>-For learning disabilities/Mild: Give same assignment but simpler compare to general classes.</td>
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<td></td>
<td>-Providing assistive devices to concern parents with proper handing and taking for children’s learning.</td>
<td>-Give timely feedback and get help from parents.</td>
<td>-Keep in contact with SENCo for any assistive devices requirements.</td>
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<td></td>
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<td></td>
<td></td>
<td>-Engage children with life skill education to keep them inside house.</td>
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</tr>
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<th>Namgay Dem SENCo</th>
<th>Pema Gyalpo VP</th>
<th>Tashi Phuntsho Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>proper record keeping and reporting to the principal.</td>
<td>to carry out activities with children with severe disabilities.</td>
<td>Follow of activities with respective class teachers.</td>
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## Education in Emergency (EIE) Strategic Plan for Learners with Special Educational Needs of Tang Central School

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<tr>
<td>Tang Central School</td>
<td>To check whether the inclusion is happening in the e-learning classes. (Google classroom, Wechat, Seesaw classes.) Remind the teachers.</td>
<td>Reminding teachers that we have special child in our classes and to render them our assistance whenever we assign them work.</td>
<td>Assigning work through Wechat, Seesaw app and Google classroom. And rendering additional help/supports like simplify the questions or notes through Wechat/calling personally. whenever there is a need.</td>
<td>Guiding and monitoring the child. If parents are educated. If not, at least making e-learning accessible for their children. And contact the teachers whenever the need be.</td>
<td>None</td>
<td>None</td>
<td>The school has a timetable for different classes/subjects.</td>
</tr>
</tbody>
</table>

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*Karma Chazin (SENCO)*
<table>
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<tr>
<td>Tendruk Central School</td>
<td>To support, monitor and provide necessary guidance to SENCo and SEN Team members in planning and executing home education program</td>
<td>Plan doable home program for students with severe disabilities who do not benefit from academic learning through Google classroom and other social media and share with students &amp; parents. Assist teachers in modifying daily class activities for mild-moderate students.</td>
<td>Plan differentiated activities/modified activities for their respective subjects so that children with special needs can participate and feel successful.</td>
<td>Guide children at home to carry out daily activities provided by their respective subject teachers through google classroom and through wechat/ whatsapp, messenger.</td>
<td>69 (parents of 10 stdns have smart phone) ipad, smart phone, laptop etc (Everyone requires devices)</td>
<td>60</td>
<td>Record/ feedback from respective class teacher &amp; subject teachers of participation in the class e-learning program. Feedback from parents on ADLS program. Feedback from parents on challenges face in engaging in e-learning and in ADLS home program. Record of the task completed. Photo record of ADLS task by parents at home.</td>
</tr>
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## Education in Emergency (EIE) Strategic Plan for Learners with Special Educational Needs

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<td>Tsenkharla Central School</td>
<td>• Provide information to teachers and parents. &lt;br&gt; • Communicate with SENCo &amp; teachers on progress and continuity of the schooling.</td>
<td>• Facilitate, co-ordinate and implement support services. &lt;br&gt; • Keep updated and record of the work progress for students with Special Educational Needs. &lt;br&gt; • Disseminate information to teachers and parents. &lt;br&gt; • Ensure the safety of Special Educational Need children back at home. &lt;br&gt; • Maintain good communication with teachers and Children with Special</td>
<td>• Draw and implement support services (accommodation plan) to be provided (online) by teachers or parents. &lt;br&gt; • Develop materials such as video teaching, diagrams or online teaching aids and make online learning more assessible.</td>
<td>• Monitor children with Special Educational Need’s learning. &lt;br&gt; • Ensure good communication with school administration, SENCo and subject teachers is well maintained.</td>
<td>4-Pencil grips &lt;br&gt; 1-audio books or MP3</td>
<td>4</td>
<td>• Teacher Parent conference (Telephonic calls, WeChat, messenger or other social media platforms) &lt;br&gt; • Online teaching, assessment and feedback.</td>
</tr>
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<table>
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<tr>
<th>Educational Needs.</th>
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<tr>
<td>• Collaborate develop, deliberate and implement strategic plan for learners with Special Educational Needs.</td>
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<td>Tshangkha Central School</td>
<td>- Verify the staff members are appropriately implementing the services. - familiar of concepts and practices - respond as per the information received</td>
<td>- developing programs of learning activities - encouraging personal development - coordinating the work with subject teachers and parents - Writing reports timely - counseling to overcome the fear caused by pandemic. (We would reach through sherig</td>
<td>- planning, preparing and researching lessons. - remain supportive to SENCo - preparing and adapting TLMs. - journaling and stay well informed of children’s progress</td>
<td>- Monitor children’s learning - Reporting child progress - Remain supportive as to needs of children. - Ensuring welfare and timely execution of preventive measures of COVID19</td>
<td>- A child (hearing impairment) using hearing aids. - A child with low vision</td>
<td>- Formal Wechat group of parents-teachers. - Give information on preventive measures. - Ensure our children are safe.</td>
<td></td>
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counselling service and social Media group chat. If the case is serous we would approach and reach at their place.

Through group chat we are keeping in contact with them.)
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<tr>
<td>Wangsel Institute for the Deaf</td>
<td>Coordinate Planning for EIE</td>
<td>Coordinate SEN EIE in consultation with Principal/Class Teacher/Subject Teacher/Parent</td>
<td>Work with SENCo in carrying out the EIE plan</td>
<td>Communicate with the Principal/SENCo/Class Teacher/Subject Teacher on EIE Plan</td>
<td>There are 103 deaf children with 9 students with additional disabilities. Since we are using Wechat mode for this plan, they need Smart Phones. 1-child has visual disability, so he needs TAB if possible 8-children are using Parent/Guardian phone.</td>
<td>9</td>
</tr>
<tr>
<td>Teachers /Parents/ Students on EIE Seek support from relevant Agencies</td>
<td>Work with Subject teachers in carrying out the EIE. Seek help from expert persons/ AVI volunteers in carrying out the plan.</td>
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# Education in Emergency (EIE) Strategic Plan for Learners with Special Educational Needs

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<td>Yangchen Gatshel Middle Secondary school</td>
<td>Prioritize resources for Special Education Needs Children</td>
<td>Procure Assistive technologies from relevant agencies to support and address diverse needs of children in achieving academic goal.</td>
<td>1. Working in partnership with learners, families and teachers. 2. Ensure safety, hygiene and wellbeing of children constantly in touch with parent and guardian. 2. Develop and review IEPs who are on functional literacy, numeracy and general curriculum. 1. Monitor and review execution of</td>
<td>Ensure safety and healthy living at home Guide children at home with lessons delivered by teacher through WeChat, Google classroom; one-on-one using differentiated lessons to cater their educational needs be addressed 2. Keep in track the progress and shortcomings of children’s learning and accordingly modify either content or the instruction. 3. Discuss and</td>
<td>15</td>
<td>37</td>
<td>Instructional organization for increasing engagement: Differentiated instruction Strategy 1. Give clear and appropriate assignments Strategy 2. Make homework accommodations Strategy 3. Teach study skills Strategy 4. Use a homework calendar Strategy 5. Ensure clear home/school communication</td>
</tr>
<tr>
<td>Offer moral support to staff, teachers, parents, and students</td>
<td>accommodation plan of respective subject teachers and address issues in Wechat forum.</td>
<td>report learner’s progress and achievement with SEN team</td>
<td>in all subjects.</td>
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<td>3. Support and facilitate teaching and learning process to general teachers, seeking assistance.</td>
<td>4. Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the learner’s achievements and experiences.</td>
<td>4. Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the learner’s achievements and experiences.</td>
<td>Provide additional time to complete assignment.</td>
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<td></td>
<td>Break long assignments into small sequential steps, monitoring each step.</td>
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<td></td>
<td>Engage in functional activities</td>
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<td></td>
<td>Practice safety measures</td>
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<td></td>
<td>Follow schedule</td>
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</tbody>
</table>

**List of Assistive Technologies required for varied needs**

1. Audiobooks
2. PENTOP COMPUTER
3. Talking dictionary
4. 4-function calculator – Depending on the type of work being done, a 4-function calculator can be a great help without providing disproportionate advantage to students with LDs
5. LiveScribe smart pens
6. Spell checker
7. Ipad
8. Communication devices
9. Slant board
10. Electronic worksheets
11. Pencil grip
12. Tablets
13. Visual board
<table>
<thead>
<tr>
<th>Name of the School/Institute</th>
<th>Role of Principal</th>
<th>Role of the SENCo/SEN Team</th>
<th>Role of the Concerned Subject Teacher</th>
<th>Responsibilities of Parents/Guardian at Home</th>
<th>No. of Students in need of Assistive Devices (Attach the specifications of the Devices separately)</th>
<th>No. of Students in need of Adapted TLM</th>
<th>Follow up Strategies for Progress/Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zhemgang Lower Secondary School</td>
<td>Provide guidance and support to all the teachers.</td>
<td>Update the links with higher authorities related to SEN Program.</td>
<td>Update the contact numbers and mail id of concern parents.</td>
<td>Keep connected with the SEN Core team through call and texts.</td>
<td>Two children need assistive device while writing. We provide them with pencil gripper each to be used at home.</td>
<td>-We have two children who need some adaptation while reading the text. So for those two children we increase the font size of the letters or we read and record the voice text for them.</td>
<td>Involve all the subject teachers during review. Review the plan after every week online.</td>
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<td>Monitor all the activities.</td>
<td>Update the detail of children with disabilities.</td>
<td>Identify the mode of delivery</td>
<td>Guide and support the children to do the assign works.</td>
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<td>Seek relevant help and support from different agency.</td>
<td>Provide information about the children with disabilities on the concern Subject teacher.</td>
<td>Inform parents about creating the group.</td>
<td>Provide facilities.</td>
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<td>Plan EIE with the help of principal.</td>
<td>Orient parents on E learning.</td>
<td>Prepare timetable for the children</td>
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<td>Frame timetable for all the plans.</td>
<td>Concern subject teacher will design differentiated activities for the children with disabilities.</td>
<td>Provide feedback</td>
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<td>Provide child right and protection education to the parents.</td>
<td>Design and activities that can</td>
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<td>Thinlay Pem</td>
<td>Sonam Wangchuk</td>
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<tr>
<td>SENCo</td>
<td>Principal</td>
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</tbody>
</table>

- Engage children more than 30 minutes in a day.
- Correct the assigned task and provide feedback.
- Check whether students have followed up on the feedbacks.
- Maintain record of students taking part in learning and activity records.
- Keep assessment record of individual child.
- Plan as per the EIE
- Review the plans
- Make Home Visit where necessary
## Education in Emergency (EIE) Strategic Plan for Learners with Special Educational Needs

<table>
<thead>
<tr>
<th>Name of the School/Institute</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Zhemgang CS</td>
<td>Monitor and evaluate the plan</td>
<td>Design, monitor, evaluate, manage and execute the plan</td>
<td>Execute, evaluate and assess the plan</td>
<td>Execute, guide and manage the strategies</td>
<td>nil</td>
<td>nil</td>
<td>- Elearning (providing notes and questions in the messenger group or google classroom) - Submit the work to respective subject teachers for follow up</td>
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</tbody>
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