

OTHER

DISABILITY

SPECIAL

SCHOOL

## OTHER DISABILITY SPECIAL SCHOOL: -

### Introduction:-

The ultimate goal of our action all our thinking all people with disability for empowerment of the person with disabilities there are so many models available and each model / approach has its own strength and all these models have contributed in their own way in advancing the agenda of empowerment Now the new model is "Cross Disability"

### HISTORY:-

In the part blind people and with together and with union of the blind people came in existence. They demand their rights After that the tradition was to being in school for mentally retarded.

We have not seen many strong organisation of locomotes & disabled people intellectual disabled

people and others. There were so many movement in part to include disabled in mainstreaming, but the movement were specifically for specific disability likes blind and deaf.

Different type of disabled has different needs and each group or organisation for particular or specific help assistance and special this field but it was very difficult to fulfil the needs separately. So there is a need to change the view for different disability new approach by which all disabled to get together to fit in mainstreaming resulting in a new approach "Cross Disability"

### About Cross Disability Approach:-

This historical fact changed with the emergence of Disabled people international the slogan of DPI is "nothing about us without us"

## Diffination:-

It is an approach that does not distinguish between types of disability. In other words it is an approach which comprehensively takes in to account all different kinds of disability together and promote collective planning.

In this approach focusing on particular subgroup should be avoided whenever possible because distinction often leads the most vulnerable people to further stigmatization. This is about making policy decision collectively and gives equal wattage across all disabilities for all the disabled people themselves. This approach seeks co-operation and network in various categories of disabled includes different disabled person and with different abilities.

## Needs of Cross-Disability:-

For fulfillment of right to equality there is very necessary to include all the person in a same frame work unless they have different abilities. Better access to decision-making without involvement of all disabled / differently able in same context it is not easy to access to making decision on their rights and needs. Disabled people should be participated their own policies decision and programme for themselves. we cannot access the needs of disabled people because the disabled people know their needs very well so participation of disabled people is very necessary. Main needs is equal opportunities of equal membership to the society and respect of individual and equal right. There should be equal membership of the entire person (Normal / Disabled) to the society is needed.

Needs to be protected need to be promoted and spread out.

## ADVANTAGES OF CROSS-DISABILITY APPROACH

The cross-disability movement has rainbow approach to include all those who are given a disability label. In fact some have named it the movement of the disabled. It leads to:-

### Independence:-

As we have discussed cross-disability approach provide exposure to disabled to rise in society the disabled learn to live independent work independent for achieving equality level.

### Full Citizenship:-

The part disable person did not considered as a full citizen because they were not an active part of society due to disability but cross-disability

approach provided opportunities in making decision and participation they considered as full citizen

## Total Inclusion :-

### Promote Leadership :-

Full enforcement and implementation of disability related laws.

Programme to enhance the life and it reduces the poverty and unemployment. It insures the right to live.

Uniformity in the terminology of the disability. To educate the public all government policy makes regarding issues and affecting people with disability.

This approach does not distinguish b/w types of disability.

This is a rainbow approach to include all those who are given a disability label.

Overall we can say that it is a golden approach by which we can reach our goal of inclusion and normalization and conservation of right to equality is possible.

## SPECIAL SCHOOL FOR MULTIPLE-DISABILITIES

### Early Intervention Program:-

These are many children 2-4 years old and younger in the Intervention Program. They come to Sambhar school every day with their mother where the mother train their children under supervision of Sambhar staff. The mother learn how to train their child with intensive treatment based on behaviour analysis.

Group Activities:-

During group activities the teacher show the children how to interact with others. The aim of group activities is to bring the children out of their inner world train them to pay attention to the world as well as the people around them.

Higashi Style Activities:-

Higashi style daily life therapy focuses on the importance of physical activity in the management of behaviours.

Intensive program:- One on One Session

Everyday the children have one on one session with their teacher

Music Session:-

These children have one on one session three time a week. In music class they learn how to play bongas as well as

these synthesizes. Every day there is music time at Sambhar where the children join together in the hall and sing

### Parent Empowerment Program:-

Parent empowerment program focuses on the parents. It aims to train and teach parents how to treat their children at home. Every 4 weeks parents get assignment and programs to work on at home.

### Physical Activities:-

Every other Saturday the children at Sambhar go to near by park for physical activities with variety of activities such as running, jumping and playing ball.

## Sensory Integration :-

The main idea of Sensory integration is to provide and control sensory input especially input from vestibular system muscles joints and skin. The purpose of the therapy is not to teach the children an activity but to make them more capable of learning.

## Structured Learning :-

Every day the children do independent work. In these sessions the children are given three different assignments they complete independently. A picture exchange system (PECS) incorporates picture as a mean of communication. This system allow children who have difficulty in their communication skills to communicate.

## Functional Academic Group:-

Students learn the basic literacy and mathematical skill which are necessary for daily interaction within the community.

## Recreational group:-

Students enrolled in this group require high level of support system. The focus of the class is directed towards learning skill to perform basic function activities of daily living enabling individuals to optimize their involvement with in the family and community setting.

Learning is directed through a variety of fun and motivating recreational and functional activities.

## Prevocational Unit:-

Students learn functional language and mathematical skill needed for following any vocation in the open

market.

### Art and Craft Units:-

This section consists of drawing and painting with different medium and paper Craft. This medium helps students to pour out their inner most thought resulting in the production of unusual and beautiful art pieces paper Craft leads itself to the production of everyday useful material through unique ways Block printed wrapping paper cards paper stationery decorative paper weights Coloured paper hangings office table accessories are all expression of the students imagination.

### Skill based training Unit:-

The students are taught to learn operating various kinds of Machine like photocopy lamination, spiral binding, popcorn

making, Knitting tea-Coffee making, spice grinding etc in order to prepare them for different kinds of jobs

### Occupational Therapy:-

The occupational therapy unit delivers its services with a trained and qualified occupational therapist working as part of the multidisciplinary team. The services include individual assessment, treatment sensory integration and early intervention focusing and promotion skill development thus facilitating independence in most the daily living activities. The unit also works towards assessing, evaluating and recommending adaptive modification of the mobility aids and postural aids.

## Sensory Integration :-

Sensory Integration therapy is conducted under the guidance of the occupational therapist in a customized and well equipped sensory integration unit. This facility helps to optimize the sensory imbalances present in the children and young adults with developmental disability mainly in Autism spectrum disorder. The therapy conducts individual sessions group sessions and class room sessions to integrate sensory stimulation and its responses with a view to enhance motor function.

## Speech Therapy :-

Speech therapy unit works cohesively with the Centre for special needs. The service mainly is focused in assessing and

treating children with speech language and Communication difficulty and Communication. The aromoter problems with eating and swallowing are also addressed. The qualified speech therapist address different area of dis-order such a disarticulation, dysfluency, voice disorder aromoter rehabilitation issues related to feeding etc.