Ashtavakra Institute of Rehabilitation Sciences & Research
Formerly Special Art School
App. by Rehabilitation Council of India, Ministry of Social Justice & Empowerment, Govt. of India
Affiliated to GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY
PSP, Institutional Area, Madhuban Chowk, Rohini Delhi-85, Ph : 011-27550012/13
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Ref. No. ..... Dated.....

Group Discussion on Building Self-Esteem and Confidence Among Children With Learning Disabilities

Learning Outcomes

After the activity, trainees were able to:

- Identify factors affecting the self-esteem of children with LD.
- Understand the emotional and social needs of children with LD.
- Recognize the importance of positive reinforcement.
- Suggest strategies for developing confidence and motivation.
- Apply strength-based approaches in classroom situations.
- Understand the importance of setting achievable learning goals.
- Promote positive peer relationships and participation.
- Recognize the role of parents and teachers in building self-confidence.
- Avoid practices that may negatively affect a child's self-esteem.

Report:

A Group Discussion on the topic **"Building Self-Esteem and Confidence among Children with Learning Disabilities"** was organized for the B.Ed. SE LD trainees on 26.02.2026. The activity aimed to develop trainees' understanding of the emotional and social challenges faced by children with Learning Disabilities and the role of teachers, parents, and peers in promoting their confidence and self-esteem.

During the discussion, trainees shared their views on how repeated academic difficulties, comparison with peers, negative feedback, fear of failure, and lack of understanding may affect the confidence of children with LD. They discussed the importance of creating a positive, accepting, and supportive classroom environment where every child gets opportunities to experience success.

The trainees discussed various strategies such as positive reinforcement, appreciation of individual strengths, setting achievable goals, providing appropriate accommodations, encouraging participation, using strength-based approaches, giving constructive feedback, and avoiding negative comparisons. The importance of involving parents and peers in providing emotional and academic support was also highlighted.

The discussion encouraged trainees to understand that building confidence is an essential part of supporting children with LD. It also helped them recognize the importance of respecting

individual differences and providing meaningful opportunities for children to demonstrate their abilities.







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Ref. No. ..... Dated.....

Group Discussion on Role of Special Educator in an Inclusive Classroom

Learning Outcomes

After the activity, trainees were able to:

- Explain the role and responsibilities of a special educator in an inclusive classroom.
- Identify the educational needs of children with LD.
- Understand the importance of assessment and individualized educational planning.
- Suggest appropriate classroom accommodations and adaptations.
- Understand the role of differentiated instruction and UDL.
- Recognize the importance of collaboration with general education teachers.
- Understand the role of parents and other professionals in supporting learners.
- Identify challenges faced by special educators in inclusive schools.
- Develop problem-solving and critical-thinking skills.
- Promote participation, equity, and inclusion of children with diverse learning needs.

Report:

A **Group Discussion** on the topic **"Role of Special Educator in an Inclusive Classroom"** was organized for the B.Ed. SE LD trainees on 26.11.2025. The activity aimed to develop trainees' understanding of the responsibilities and professional role of a special educator in supporting children with Learning Disabilities and other diverse learning needs within an inclusive school environment. During the discussion, trainees shared their views on the various roles performed by a special educator, including identification of learning needs, assessment, individualized educational planning, curriculum adaptation, differentiated instruction, classroom accommodations, remedial teaching, and progress monitoring. The trainees also discussed the importance of working collaboratively with general education teachers, parents, school administrators, and other professionals.

The discussion highlighted that a special educator is not only responsible for providing individual support but also plays an important role in **facilitating inclusion and participation**. Strategies such as peer support, co-teaching, Universal Design for Learning (UDL), positive reinforcement, and appropriate learning resources were discussed.

The trainees also discussed challenges faced by special educators, such as large class sizes, limited resources, lack of awareness, time constraints, and the need for greater collaboration among stakeholders. Possible solutions included regular communication, professional development, effective planning, and creating a supportive school environment.

The activity provided trainees with an opportunity to exchange ideas, critically analyse professional responsibilities, and connect theoretical concepts with practical classroom situations. Overall, the discussion enhanced their understanding of the special educator's contribution towards meaningful and effective inclusive education.



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