Ashtavakra Institute of Rehabilitation Sciences & Research
Formerly Special Art School
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Affiliated to GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY
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Ref. No. ..... Dated.....

Mock Interview On Selection Interview For The Post Of Special Educator – LD

Learning Outcomes

After completing the activity, trainees were able to:

- Understand the professional requirements of a Special Educator – LD.
- Demonstrate confidence during a professional interview.
- Apply knowledge of LD to practical interview situations.
- Explain appropriate teaching and intervention strategies.
- Demonstrate knowledge of IEP and inclusive education.
- Develop effective communication and interpersonal skills.
- Respond appropriately to classroom-based problem situations.
- Understand the importance of professional ethics and attitude.
- Identify areas for improvement through constructive feedback.

Report:

A mock interview activity on **"Selection Interview for the Post of Special Educator – Learning Disability"** was organized for the B.Ed. SE LD trainees on 06.11.2025. The activity was designed to provide trainees with practical exposure to the process of a professional interview and to prepare them for future employment as special educators.

During the activity, trainees participated in a simulated selection interview. Different roles such as interviewer/panel member and candidate were assigned to the participants. The interview focused on areas relevant to Learning Disability, including identification and assessment, classroom management, IEP development, differentiated instruction, inclusive education, behaviour management, collaboration with parents and teachers, and supporting children with diverse learning needs.

The activity provided trainees with an opportunity to demonstrate their subject knowledge, communication skills, confidence, professional attitude, problem-solving abilities, and understanding of inclusive classroom practices. The interviewers also provided constructive feedback regarding the trainees' responses, body language, communication, and professional presentation.

The activity was highly interactive and helped trainees understand the expectations and responsibilities associated with the role of a Special Educator. It also enabled them to connect their theoretical knowledge with practical professional situations.



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MOCK INTERVIEW REPORT

Mock Interview of Signs & Symptoms of Child with Learning Disability

Learning Outcomes:

After participating in the activity, trainees were able to:

- Understand the purpose and importance of a case study of a child with LD.
- Identify important areas for collecting case history.
- Gather relevant information from parents, teachers and caregivers.
- Understand the child's academic strengths and learning difficulties.
- Identify areas requiring further assessment.
- Develop appropriate interview questions for case history collection.
- Understand the importance of observation and multiple sources of information.
- Relate case-study findings to educational planning and intervention.
- Develop professional communication and interviewing skills.
- Demonstrate empathy and a non-judgmental approach while interacting with parents.
- Understand the importance of confidentiality and ethical professional practice.
- Develop confidence in handling case-based situations involving children with LD.

REPORT:

A **Mock Interview** was organized for B.Ed. Special Education – Learning Disability trainees on **16.11.2025** to provide practical exposure to the process of collecting case history, understanding the learning difficulties of a child, and planning appropriate educational support.

During the activity, trainees participated in a simulated professional interview in which one trainee acted as the Special Educator/Interviewer and another acted as the parent, teacher, or caregiver of a child with Learning Disability. The interviewer collected relevant information about the child's developmental, educational, family and social background. The interview focused on important areas of case history, including the child's academic performance, reading, writing, spelling, mathematics, attention, classroom participation, strengths, difficulties, previous interventions and response to support. Questions were also asked regarding the child's behaviour, peer relationships, communication and learning environment. Trainees were encouraged to analyse the information obtained from the interview and identify areas requiring further assessment. They discussed the importance of using multiple sources of information, including parents, teachers, observation and educational assessment, before planning intervention.

The activity also highlighted the importance of maintaining confidentiality, professional communication, empathy and a non-judgmental approach while interacting with parents and caregivers. Trainees discussed how the information collected through a case study can

contribute to educational planning, individualized intervention and classroom accommodations.

The mock interview provided trainees with an opportunity to connect theoretical knowledge with practical case-study procedures and develop confidence in handling professional situations related to children with Learning Disability.



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Report on Mock Interview on Dealing with Sensory Overload in Students with LD

The Learning Disabilities (LD) Department, conducted a mock interview on *"Dealing with Sensory Overload in Students with Learning Disabilities"* on 17.03.2026. The session was designed to provide LD students with practical knowledge and coping strategies for managing sensory overload in educational settings. The interview began with a brief introduction to sensory overload and its impact on students with learning disabilities, simulating real-life situations and challenges that LD students often face.

LD students actively participated, demonstrating their understanding of sensory issues by asking insightful questions and sharing their own experiences. The panel guided them through various scenarios, offering practical advice on identifying triggers, managing stress, and using sensory tools effectively. Techniques such as using noise-cancelling headphones, creating quiet spaces, and practicing deep-breathing exercises were discussed as ways to reduce sensory overload. The session emphasized the importance of self-awareness and self-advocacy, encouraging LD students to communicate their needs clearly to educators and peers. The interactive nature of the session allowed students to gain confidence in handling sensory overload situations and develop practical skills they could implement in their daily routines.

The mock interview was an empowering experience for the LD students, enhancing their understanding of sensory challenges and equipping them with strategies for self-management. The session concluded with an open forum where students had the opportunity to engage with the experts directly, further strengthening their learning. The event was a resounding success, reflecting the LD Department's commitment to providing holistic support and promoting the well-being of its students through practical, hands-on learning experiences.





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Report on Mock Interview on Dealing with Sensory Overload in Students with LD



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MOCK INTERVIEW REPORT

TOPIC: SCREENING AND IDENTIFICATION OF LEARNING DISABILITY

Learning Outcomes

After participating in the activity, trainees were able to:

- Explain the meaning and purpose of screening and identification of LD.
- Identify common signs and characteristics associated with LD.
- Differentiate between screening, identification and assessment.
- Understand the role of the special educator in the screening process.
- Identify appropriate sources of information about a child's learning difficulties.
- Understand the use of formal and informal assessment approaches.
- Develop appropriate responses to practical assessment-related situations.
- Understand the importance of early identification and timely intervention.
- Develop professional communication and interview skills.
- Demonstrate confidence while responding to professional questions.
- Understand the importance of collaboration with teachers, parents and other professionals.
- Develop critical thinking and problem-solving skills related to LD assessment.

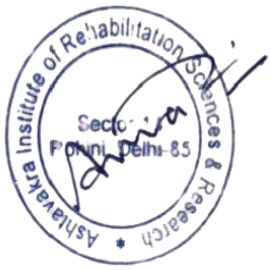
REPORT:

A **Mock Interview on "Screening and Identification of Learning Disability (LD)"** was organized for B.Ed. Special Education – Learning Disability trainees to provide them with practical exposure to professional interview situations and strengthen their understanding of the screening and identification process of children with LD.

During the activity, trainees participated in a simulated interview conducted by a panel. The interview focused on the knowledge and practical skills required by a special educator for identifying children who may be at risk of Learning Disability. The candidates were asked questions related to the meaning and purpose of screening, early identification, signs and characteristics of LD, sources of assessment information, formal and informal assessment, observation, teacher-made assessment, screening tools and referral procedures.

Situational questions were also included, such as how a special educator would respond when a child consistently experiences difficulties in reading, writing, spelling or mathematics despite receiving appropriate classroom instruction. The trainees were encouraged to explain how they would collect information from teachers and parents, observe the child, conduct appropriate educational assessments and refer the child for further assessment when required.

The mock interview also emphasized that screening is an important step for identifying children who may require further assessment and support. RCI curriculum documents highlight the importance of screening, identification and the special educator's role in the assessment process. The activity helped trainees develop professional communication, confidence, critical thinking, decision-making and practical understanding of LD assessment and identification



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

Mock Interview Report: Department of ID

Date: 22nd May 2026
Location: Department of ID, AIRSR
Time: 10:00 AM - 4:00 PM
Theme: Resource Room TLM

Introduction:

The mock interview was conducted to evaluate knowledge and practical application related to the assessment and IEP development for individuals with intellectual disabilities. Participants included professionals and students specializing in special education and intellectual disabilities.

Objectives:

- To assess participants' understanding of standardized and non-standardized assessment tools for individuals with ID.
- To evaluate knowledge of the IEP process, including goal setting and individualized instructional strategies.
- To analyse practical problem-solving skills related to implementing IEPs in real-world settings.

Participants

- **Interviewees:** 25 students from the B.Ed. ID program

Panel Members:

The mock interviews were conducted by a panel comprising:

1. Ms. Geeta Bhutani – Head, Department of Intellectual Disabilities (ID)
2. Mr.TarunPataanjali– Assistant Professor ID

Mock Interview Process:

The interview consisted of three main sections:

1. Theoretical Knowledge Assessment
    - Definition and purpose of assessment for individuals with ID.
    - Types of assessments (formal vs. informal, criterion-referenced vs. norm-referenced).
    - Key components of an IEP.
2. Case Study Analysis
    - Participants were presented with a case study of a student with ID and asked to suggest an assessment plan.
    - Development of an IEP, including short-term and long-term goals.
    - Discussion of accommodations and modifications in educational settings.
3. Practical Application and Role-Playing
    - Participants were given a simulated parent-teacher meeting scenario and asked to explain an IEP.
    - Emphasis was placed on communication skills, collaboration with stakeholders, and ethical considerations.

Key Findings & Observations

- Participants demonstrated strong theoretical knowledge but showed varying levels of confidence in practical application.
- Common challenges included:
    - Difficulty in selecting the most appropriate assessment tools.
    - Limited knowledge of inclusive practices in IEP implementation.
    - Need for improvement in interdisciplinary collaboration and parent involvement.
- Some participants excelled in case study analysis, showcasing a strong understanding of individualized instruction and adaptive strategies.

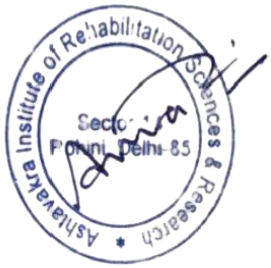
Recommendations

- Additional workshops and training sessions focusing on practical application of IEP development.

- Hands-on experience with assessment tools and interpretation of results.
- Emphasis on interdisciplinary collaboration through simulated team meetings.
- Encouragement of active engagement with parents and caregivers in the IEP process.

Conclusion

The mock interview successfully provided insights into the strengths and areas for improvement among participants regarding the assessment and IEP of individuals with intellectual disabilities. Future training initiatives should focus on bridging the gap between theoretical understanding and practical implementation to enhance professional competency in the field.



Glimpses:









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Mock Interview Report: Department of ID

Date: 19 May 2024
Location: Department of ID, AIRSR
Time: 10:00 AM - 4:00 PM
Theme: Assessment & IEP of Intellectual Disability

Introduction:

The mock interview was conducted to evaluate knowledge and practical application related to the selection and utilization of teaching and learning materials in a resource room setting for individuals with intellectual disabilities. Participants included professionals and students specializing in special education and intellectual disabilities.

Objectives:

- To assess participants' understanding of appropriate teaching-learning materials for individuals with ID.
- To evaluate knowledge of resource room setup and material adaptation.
- To analyze practical problem-solving skills related to implementing resource room strategies**.**

Participants

- **Interviewees:** 25 students from the B.Ed. ID program

Panel Members:

The mock interviews were conducted by a panel comprising:

1. Ms. Geeta Bhutani – Head, Department of Intellectual Disabilities (ID)
2. Mr. Tarun Pataanjali – Assistant Professor ID

Mock Interview Process:

The interview consisted of three main sections:

1. **Theoretical Knowledge Assessment**
    - Definition and purpose of a resource room.
    - Types of teaching-learning materials suitable for individuals with ID.
    - Adaptation and modification of materials for diverse needs.
2. **Case Study Analysis**
    - Participants were presented with a case study of a student with ID and asked to design a resource room learning plan.
    - Development of strategies to enhance engagement and learning outcomes.
    - Discussion of material selection based on individual needs.
3. **Practical Application and Role-Playing**
    - Participants were given a simulated classroom scenario and asked to demonstrate the use of resource room materials.
    - Emphasis was placed on instructional techniques, student engagement, and collaboration with educators and therapists.

- Participants demonstrated strong theoretical knowledge but showed varying levels of confidence in practical application.
- Common challenges included:
    - Difficulty in selecting and modifying appropriate materials.
    - Limited knowledge of using assistive technology in resource rooms.
    - Need for improvement in organizing resource room spaces effectively.
- Some participants excelled in case study analysis, showcasing a strong understanding of material adaptation and instructional strategies.

Recommendations

- Additional workshops and training sessions focusing on hands-on experience with teaching-learning materials.
- Exposure to diverse assistive technologies and their applications in resource rooms.
- Emphasis on creating inclusive and well-structured learning environments.

- Encouragement of collaboration among educators, therapists, and caregivers in the material selection process.

Conclusion

The mock interview successfully provided insights into the strengths and areas for improvement among participants regarding resource room teaching-learning materials. Future training initiatives should focus on bridging the gap between theoretical understanding and practical implementation to enhance professional competency in the field.

Glimpses:





