Ashtavakra Institute of Rehabilitation Sciences & Research
Formerly Special Art School
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PSP, Institutional Area, Madhuban Chowk, Rohini Delhi-85, Ph : 011-27550012/13
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Role Play On Managing a Child with LD in an Inclusive Classroom

Learning Outcomes

After the activity, trainees were able to:

- Identify common classroom challenges faced by children with LD.
- Apply appropriate classroom management strategies.
- Understand the importance of differentiated instruction.
- Demonstrate effective communication with children with LD.
- Understand the role of peer support in inclusion.
- Recognize the importance of teacher–special educator collaboration.
- Develop empathy, patience, and problem-solving skills.
- Promote a positive and inclusive classroom environment.

A Role play activity on **"Managing a Child with LD in an Inclusive Classroom"** was organized for the B.Ed. Special Education (Learning Disability) trainees on 19.03.2026. The activity was designed to provide trainees with practical exposure to the challenges faced by children with Learning Disabilities in an inclusive classroom and to help them understand appropriate ways of supporting such learners. During the activity, trainees enacted different classroom situations involving a child with LD who experienced difficulties in reading, writing, understanding instructions, completing classroom tasks, and participating confidently with peers. Different roles such as child with LD, general education teacher, special educator, peer, parent, and classmates were assigned to the trainees.

The role play demonstrated various strategies for effective classroom management, including giving clear and simple instructions, breaking activities into smaller steps, providing additional time, using multisensory approaches, differentiated instruction, visual support, positive reinforcement, peer support, and appropriate classroom accommodations. The importance of maintaining a supportive and non-discriminatory classroom environment was also highlighted. The activity encouraged trainees to understand that children with LD require individualized support, patience, encouragement, and opportunities to participate actively in classroom activities. It also emphasized the importance of collaboration between the general teacher, special educator, parents, and peers.

Overall, the activity was interactive and informative and helped trainees connect their theoretical knowledge with practical classroom situations. It strengthened their understanding of inclusive practices and prepared them to respond effectively to the diverse learning needs of children with LD.

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Role Play Report – B.Ed. Special Education (ASD)

Date: 23rd–27th November 2025
Location: ASD Department, AIRSR
Theme: Understanding and Supporting Individuals with Autism Spectrum Disorder (ASD)

Objective:

The roleplay sessions aimed to enhance B.Ed. Special Education students' understanding of Autism Spectrum Disorder (ASD) through realistic scenarios. Students explored communication, social interaction, sensory, behavioural, and learning needs, and discussed appropriate educational and support strategies.

Description of the Roleplay:

The session was structured into three main segments:

1. Introduction to Autism Spectrum Disorder:
    - A brief presentation on the characteristics of ASD, including differences in social communication and interaction, restricted or repetitive behaviours, sensory processing differences, and varied learning needs.
    - Discussion on the importance of early identification, individualized assessment, family collaboration, and evidence-informed support for learners with ASD.

2. Roleplay Scenarios: Students were divided into groups, with each group enacting a scenario involving an individual with ASD in different settings. The scenarios included:
    - Classroom Setting: A teacher supporting a learner with ASD through visual schedules, clear instructions, structured routines, and appropriate classroom adaptations.
    - Parental Consultation: A special educator discussing a child's strengths and support needs with parents, listening to family concerns, and planning collaborative strategies.

- Social and Community Interaction: A support person helping an individual with ASD participate in everyday activities and community settings while respecting their preferences and communication style.

3. **Analysis and Discussion:**

    - Each group presented its roleplay, followed by discussion on the suitability and effectiveness of the strategies demonstrated.
    - Faculty members provided feedback on respectful communication, identification of support needs, and the use of appropriate educational and behavioural strategies.
    - Emphasis was placed on early support, inclusive education, individualized planning, sensory considerations, and collaboration among educators, families, and other professionals.

Key Learnings:

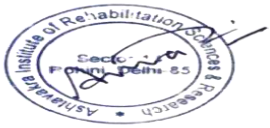
- Understanding the diverse communication, social, sensory, behavioural, and academic support needs of individuals with ASD.
- Using clear, respectful, and individualized communication strategies with learners and their families.
- Using visual supports, structured teaching, assistive technology, and individualized adaptations to support participation and learning.
- Recognizing the importance of empathy, patience, dignity, family partnership, and respect for individual strengths and preferences.

Conclusion:

The roleplay sessions provided B.Ed. Special Education students with practical opportunities to explore support strategies for individuals with Autism Spectrum Disorder in classroom, family, and community contexts. The ASD Department emphasized the importance of individualized, inclusive, and respectful practices to promote participation, communication, learning, and independence.

Recommendations:

- Conduct more interactive sessions using case studies, demonstrations, and expert guest lectures on ASD.
- Encourage students to observe inclusive and specialized educational settings and reflect on appropriate support practices.
- Develop and use resource materials, visual supports, and individualized strategies to address diverse learning and communication needs of learners with ASD.



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Report of Role play

Date: September 25th, 2025
Location: AIRSR, Campus
Time: 10:00 AM - 1:00 PM
Organizer:HI Department

Introduction

On, September 25th, 2025, the Department of Hearing Impairment (HI) conducted a role play activity on the theme "Awareness of Disability". This initiative provided participants with the opportunity to practice their skills, receive constructive feedback, and enhance their confidence in professional settings.

LEARNING OUTCOME:

Key Learning Outcomes

The role-play activity produced several key learning outcomes for the participants:

1. **Enhanced Awareness of Disability Challenges**: Participants gained first-hand experience in understanding the physical, emotional, and social barriers faced by individuals with disabilities. Many reported a heightened awareness of the difficulties in accessing public spaces, transportation, and essential services.

2. **Empathy and Perspective-Taking**: By stepping into the role of someone with a disability, participants were able to experience the frustration, isolation, and discrimination that people with disabilities often face. They expressed a deeper emotional connection to the challenges and were more empathetic to the experiences of others.

3. **Improved Communication Skills**: Participants were challenged to find alternative ways to communicate, particularly in the scenario involving a deaf individual. This improved their adaptability and creative thinking in communication, which is essential in a diverse and inclusive environment.

4. **Problem-Solving and Teamwork**: In scenarios where participants had to work together to overcome obstacles (e.g., assisting someone with a disability to access a space), the activity promoted teamwork and problem-solving. Participants learned to collaborate, offering solutions to make environments more accessible.

5**. Understanding of Legal and Social Obligations**: The role-play raised awareness of legal requirements (e.g., ADA compliance in public buildings) and social responsibilities. Participants discussed the importance of making workplaces, schools, and public areas inclusive for all individuals.

The role-play activity on the theme "Awareness of Disability" was organized to promote understanding, empathy, and inclusivity towards individuals with disabilities. This activity aimed to challenge participants to consider the daily experiences of people with disabilities and to reflect on how societal norms and attitudes affect them.

Examples of scenarios included:

Scenario 1: Navigating Public Spaces in a Wheelchair

Participants played the role of a person using a wheelchair, attempting to access a building without ramps or elevators.

Scenario 2: Communicating with a Deaf Person

A participant assumed the role of a person with hearing loss, while others had to find ways to communicate effectively without speaking.

Scenario 3: Working with a Colleague with Cognitive Impairment

Participants role-played a workplace scenario where a team member had a cognitive impairment, requiring others to adapt their communication and task delegation.

4. **Participant Roles**

Each participant was assigned a specific role in the scenario:

a. Person with a Disability: A participant who experienced the simulated challenges.

b. Bystanders: Other participants who interacted with the person with a disability, representing societal attitudes and reactions.

c .Facilitators: Participants who guided the role-play, ensuring the scenario stayed on track and debriefed after each session.

FEEDBACK FROM PARTICIPANTS

Feedback was collected from participants through a post-activity debrief and written evaluations. The following are some key reflections:

a. Increased Sensitivity: Many participants noted that they were previously unaware of how daily activities can be challenging for people with disabilities. The role-play opened their eyes to the importance of thoughtful design and inclusive policies.

b. Improved Interpersonal Skills: Participants mentioned that the activity helped them develop better interpersonal skills when interacting with people who have disabilities, such as patience, active listening, and compassion.

c. Suggestions for Real-World Application: Some participants expressed interest in applying what they learned to their personal and professional lives, advocating for more accessibility in public spaces or workplaces.

CONCLUSION

The role-play on disability awareness was successful in achieving its goals. Participants walked away with a deeper understanding of the daily challenges faced by people with disabilities and were encouraged to foster more inclusive, accessible, and empathetic environments in their personal and professional lives.

The activity highlighted the importance of recognizing disabilities not only as physical impairments but also as challenges that society can address through better communication, design, and attitudes. Continuous education and awareness-raising efforts will help in creating a more inclusive world for everyone.

GLIMPSES OF EVENT





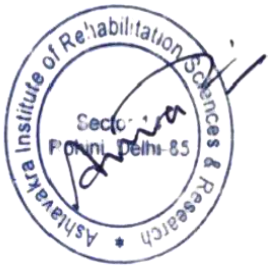




LIST OF BENEFICIERS

S. NO.	Students Name	Enrollment No.
1	Swapnil Garg	00952312223
2	Rinki Verma	00652312223
3	Sakshi Gupta	00552312223
4	Nitesh	00852312223
5	Anugraha	00752312223
6	Karishma	001352312223
7	Drishti	00452312223

8	Vipen Malik	00352312223
9	Harsh	01252312223
10	Akshay	01152312223
11	Madhavi	35152312223
12	Khushi Dagar	35252312223
13	Deepali	00152312223
14	Tanisha	35352312223
15	Hema Vats	00252312223
16	NEHA	352312224
17	GEETA	35252312224
18	MUKUL	152312224
28	AFSANA	252312224
19	TEENASHOKEEN	452312224
20	MANSHI	452312224
21	PRATIKSHA	35352312224



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Role Play Report

Date: 21st April 2026
Location: ID Dept. AIRSR
Theme: Identifying and Addressing Intellectual Disability

Objective:
The roleplay session aimed to enhance students' understanding of intellectual disabilities (ID) by simulating real-life scenarios. The participants engaged in identifying and addressing intellectual disabilities using various intervention strategies.

Description of the Roleplay:

The session was structured into three main segments:

1. **Introduction to Intellectual Disabilities:**
    - A brief presentation on the characteristics of intellectual disabilities, including cognitive delays, adaptive behaviour deficits, and learning challenges.
    - Discussion on the causes and levels of intellectual disabilities (mild, moderate, severe, profound).

2. **Roleplay Scenarios:** The students were divided into groups, each enacting a different scenario involving individuals with intellectual disabilities in various settings. The scenarios included:
    - **Classroom Setting:** A teacher identifying signs of intellectual disability in a student and implementing suitable teaching strategies.
    - **Parental Consultation:** A teacher and a special educator discussing a child's learning difficulties with concerned parents and suggesting interventions.

- **Community Interaction:** A social worker assisting an individual with an intellectual disability in adapting to everyday activities.

3. **Analysis and Discussion:**
    - Each group presented their roleplay, followed by a discussion on the effectiveness of their approach.
    - Faculty members provided feedback on the accuracy of identification methods and intervention strategies.
    - Emphasis on the importance of early diagnosis, inclusive education, and individualized support plans.

Key Learnings:

- Understanding the behavioural, social, and academic challenges faced by individuals with intellectual disabilities.
- Effective communication strategies for educators, parents, and community members.
- The role of assistive technology and specialized teaching methods in addressing learning difficulties.
- Importance of empathy, patience, and collaboration in supporting individuals with intellectual disabilities.

Conclusion:

The roleplay session proved to be a valuable experiential learning exercise for the B.Ed. Special Education students. It provided them with practical insights into identifying and addressing intellectual disabilities in various real-life contexts. The ID Department emphasized the need for continued practice and research to enhance inclusive education and support systems.

Recommendations:

- Conduct more interactive sessions with case studies and expert guest lectures.
- Encourage students to engage in field visits to special education centres.
- Develop resource materials for handling different levels of intellectual disabilities effectively.



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Role Play on Social and Emotional Challenges in Students with LD

Learning Outcomes

1. **Increased Awareness and Understanding**: Participants and the audience gained a deeper understanding of the social and emotional difficulties faced by students with learning disabilities. The role play highlighted the importance of recognizing these challenges to provide better support.
2. **Empathy Development**: The activity encouraged empathy among students, educators, and parents. By showcasing real-life scenarios, it helped the audience put themselves in the shoes of students with learning disabilities, promoting a compassionate approach in their interactions.
3. **Communication Skills Enhancement**: Participants improved their communication skills by conveying complex emotions and situations through their performances, helping them express and articulate the needs of students with learning disabilities effectively.
4. **Advocacy and Inclusivity**: The role play emphasized the significance of creating an inclusive environment in educational settings. It inspired students and educators to become advocates for peers with learning disabilities, promoting a culture of acceptance and support.
5. **Problem-Solving and Collaboration**: Through the activity, participants worked together to present solutions and strategies for supporting students with learning disabilities, enhancing their collaborative and problem-solving abilities.

REPORT

On 18th March 2026, a compelling role play was conducted to raise awareness about the social and emotional challenges faced by students with learning disabilities. The event aimed to provide insights into the struggles these students encounter and foster a sense of empathy and support within the school community.

The participants portrayed various scenarios illustrating the daily difficulties faced by students with learning disabilities, including academic challenges, peer interactions, and the emotional impact of societal expectations. The performance emphasized the importance of a supportive and inclusive environment, where teachers, peers, and parents work together to create a space where these students feel understood and valued.

The role play was well-received by the audience, who engaged in reflective discussions afterward. The event encouraged open dialogue about learning disabilities and highlighted the need for accessible resources and accommodations to ensure that every student can reach their full potential.

This initiative not only educated the audience but also served as a reminder of the power of compassion, understanding, and advocacy in building a more inclusive and supportive educational environment.



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Role play on - Peer Support and Buddy System for a Child with LD

Learning Outcomes

After completing the activity, trainees were able to:

- Understand the concept and importance of **peer support and buddy systems**.
- Identify ways in which peers can support a child with LD.
- Demonstrate appropriate peer-assisted learning strategies.
- Understand the teacher's role in implementing a buddy system.
- Promote positive peer interaction and social inclusion.
- Encourage participation of children with LD in classroom and group activities.
- Develop empathy, cooperation, patience, and communication skills.
- Understand the importance of promoting **independence rather than over-dependence**.
- Apply peer support strategies in an inclusive classroom.
- Create a supportive and accepting classroom environment for children with LD.

Report:

A role play activity on **"Peer Support and Buddy System for a Child with Learning Disability (LD)"** was organized for the B.Ed. Special Education (Learning Disability) trainees on 18.11.2025. The activity aimed to help trainees understand the importance of peer support in creating an inclusive, supportive, and learner-friendly classroom environment. During the activity, trainees enacted a classroom situation in which a child with LD faced difficulties in understanding instructions, completing academic tasks, reading, writing, and participating in group activities. Different roles, including child with LD, peer buddy, general teacher, special educator, and classmates, were assigned to the trainees.

The role play demonstrated how a buddy or peer can support the child in understanding instructions, organizing learning materials, participating in classroom activities, completing tasks, and interacting with other classmates. The activity also highlighted that peer support should promote independence rather than dependency. The peer buddy was encouraged to provide appropriate prompts, encouragement, and assistance while allowing the child to attempt tasks independently.

The activity emphasized the role of teachers in selecting suitable peer buddies, explaining their responsibilities, monitoring interactions, and ensuring that the child with LD is treated

with respect and dignity. It also demonstrated how peer support can improve academic participation, confidence, communication, social interaction, and classroom engagement.

Overall, the activity provided trainees with practical understanding of how the Buddy System can be effectively used as an inclusive classroom strategy. It encouraged cooperation, empathy, acceptance, and mutual support among learners.

