

STATE-LEVEL TEACHER-STUDENT INNOVATION HACKATHON 3.0

AI & Digital Innovation for Solving Real-World Challenges

TEACHER CAPACITY BUILDING FOR INCLUSIVE EDUCATION

From Policy to Classroom Practice

IDENTIFY • UNDERSTAND • ASSESS • ADAPT • SUPPORT • MONITOR

Founder-led visual learning demonstration + proposed teacher capacity-building model

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(Visual Based Curriculum for Children with Diverse Learning Needs)

20+ years of experience across the United States and India

1. Executive Summary

Inclusive education requires more than enrolment and physical access in general education classrooms. Teachers need practical capacity to identify learning needs, understand learner profiles, adapt instruction, use appropriate tools, assess progress and coordinate support.

This proposal focuses on a structured teacher capacity-building model that places the teacher at the centre of implementation. The model combines inclusive-education orientation, early identification, classroom observation, visual teaching, language development, higher-order thinking, differentiated activities, resource-room linkages, responsible AI use and continuous monitoring.

2. The Problem to be Addressed

- Teachers may encounter learners with different language abilities, attention profiles, processing speeds and learning needs within the same classroom.
- Teachers require practical methods to notice learning gaps early and distinguish a learning concern from a need for specialist assessment.
- There is a need for accessible tools and structured teaching resources that can be adapted without lowering learning expectations.
- Assessment information is not always translated into an actionable classroom support plan.
- Teachers need ongoing mentoring and follow-up rather than one-time orientation programs.
- Digital and AI tools can support resource preparation, but teachers need guidance on verification, privacy, bias and professional judgment.

3. Policy and Legal Context

The proposed model is designed to complement the existing Indian policy and legal framework. The following references are included as a framework for teacher capacity building; they should be read alongside applicable State rules, departmental orders and current implementation guidelines.

Framework	Relevance to the Proposed Model	Teacher / School Implication
National Education Policy (NEP) 2020	Emphasizes inclusion and equity, school culture, teacher sensitization and professional development.	Build teacher knowledge, inclusive classroom practice and ongoing professional development.
Rights of Persons with Disabilities Act, 2016 (RPwD Act)	Provides the statutory framework for rights and inclusion of persons with disabilities, including education-related provisions.	Teachers and schools need awareness of reasonable support, accessibility, appropriate modifications and referral pathways.
Right of Children to Free and Compulsory Education Act, 2009 (RTE Act)	Provides the legal foundation for free and compulsory elementary education and inclusion of children within the school system.	Schools should maintain inclusive access and ensure classroom practices support participation and learning.
National Trust Act, 1999	Provides a legal framework concerning persons with autism, cerebral palsy, intellectual disability and multiple disabilities.	Supports awareness of family, community and support-service linkages for relevant learners.
Rehabilitation Council of India Act, 1992	Provides the statutory basis for regulation and standardization of training in rehabilitation and special education.	Specialist roles and professional training should be aligned with applicable RCI requirements.
Samagra Shiksha – Inclusive Education	Provides program-level support for inclusive education and support for children with special needs.	School systems should connect classroom needs with available support, resources and specialist services.

4. From Policy to Classroom: The Implementation Gap

The concern addressed by this proposal is not that inclusion has no policy basis. Rather, the practical challenge is the translation of policy commitments into consistent classroom capability, tools, processes and follow-up.

Area	Common Capacity Need	Proposed Response
Identification	Recognising early signs of learning gaps and documenting observations.	Observation tools, red-flag awareness and structured documentation.
Assessment	Understanding what classroom assessment can establish and when referral is required.	Basic screening awareness, classroom assessment and referral protocols.
Teaching	Adapting instruction for diverse learners.	Visual, multisensory and differentiated teaching strategies.
Language	Supporting vocabulary, comprehension, expression and processing.	Structured visual-language activities and graded practice.
Higher-order skills	Developing reasoning, inference, prediction and critical thinking.	Visual prompts, WH-inferencing, sequencing and reasoning activities.
Tools	Selecting resources for a specific learning objective.	Tool-selection framework and resource demonstrations.
Support system	Connecting teacher, resource room, special educator and family.	School-level support pathway and role clarity.
Monitoring	Tracking whether an intervention is helping.	Simple progress-monitoring records and review cycles.

5. Teacher Capacity-Building Needs

A teacher capacity-building program should be practical, classroom-linked and cumulative. The following competencies are proposed:

1. Understanding inclusive education and the diversity of learners.
2. Recognizing developmental and classroom warning signs without making unsupported diagnoses.
3. Conducting structured classroom observation and maintaining clear records.
4. Using classroom assessment to identify strengths, needs and next teaching steps.
5. Selecting and adapting visual and multisensory learning resources.
6. Supporting language development through vocabulary, WH questions, comprehension, expression and conversation.
7. Developing reasoning, prediction, inferencing, critical thinking and logical thinking.
8. Teaching processing skills, sequencing, following directions and task completion.
9. Planning differentiated activities and measurable learning goals.
10. Working with resource-room personnel, special educators, counsellors and families through defined referral and support pathways.
11. Using digital and AI tools responsibly to prepare differentiated teaching resources.
12. Monitoring learner progress and revising teaching strategies based on evidence.

6. Proposed Shine Avi Solution

Shine Avi proposes a teacher-capacity-building model centered on visual learning and practical classroom implementation. The model is intended to help teachers move through a consistent cycle:

- Identify the learning objective and the learner's current level.
- Understand the specific skill or barrier affecting participation.
- Select an appropriate visual or structured teaching resource.
- Model the teaching interaction.
- Provide guided practice and gradual independence.
- Observe and document the learner's response.
- Review progress and adapt to the next activity.

Design principle

The resource is not the intervention by itself. The teacher's observation, instruction, adaptation and monitoring determine how the resource is used.

LOOK • THINK • UNDERSTAND • SOLVE

The Bunny Card

Developing Pragmatic Language, Social Understanding and Real-Life Problem-Solving
Through Visual Learning



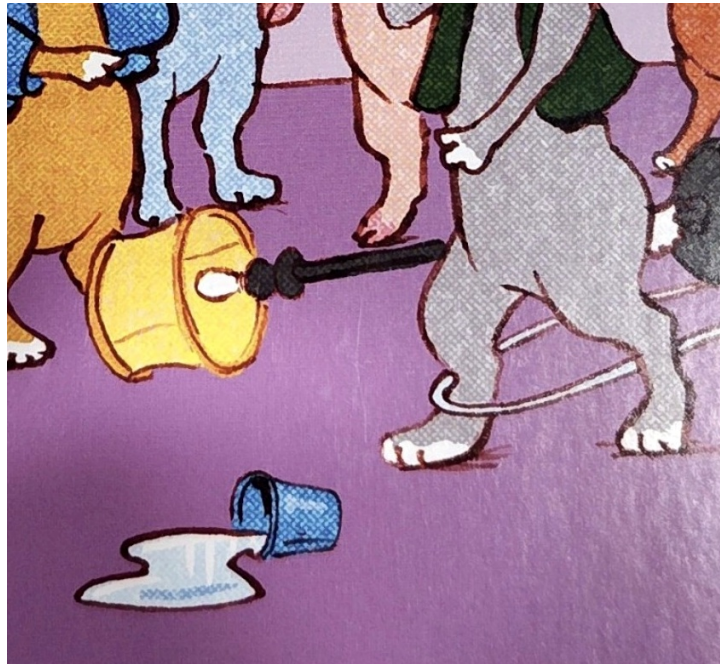
A safe, structured and repeatable way to bring everyday social situations into the learning environment.

CORE LEARNING PATH

Observe → Interpret → Infer → Understand Feelings → Solve → Communicate

Why Use a Visual Social Scenario Card?

Children usually learn pragmatic and social skills by watching everyday interactions. But it is neither practical nor safe to create every real-life accident in a classroom. We cannot repeatedly spill water, knock over a lamp or surprise a group simply to teach what went wrong.



THE VISUAL SOLUTION

The Bunny Card brings the complete situation into a safe and controlled learning space. The teacher can pause the scene, direct attention to important clues, repeat questions, provide choices and practise an appropriate response without creating a real accident.

Problem Statement

Many children can name visible objects - rabbit, umbrella, cup or lamp - but may not automatically understand the social meaning connecting those objects.

THE LEARNING GAP

- Understanding what happened and why it happened
- Reading facial expressions and body language
- Connecting an action with its consequence
- Recognising risk and predicting what may happen next
- Knowing what to say and how to repair the situation

Learning Objectives

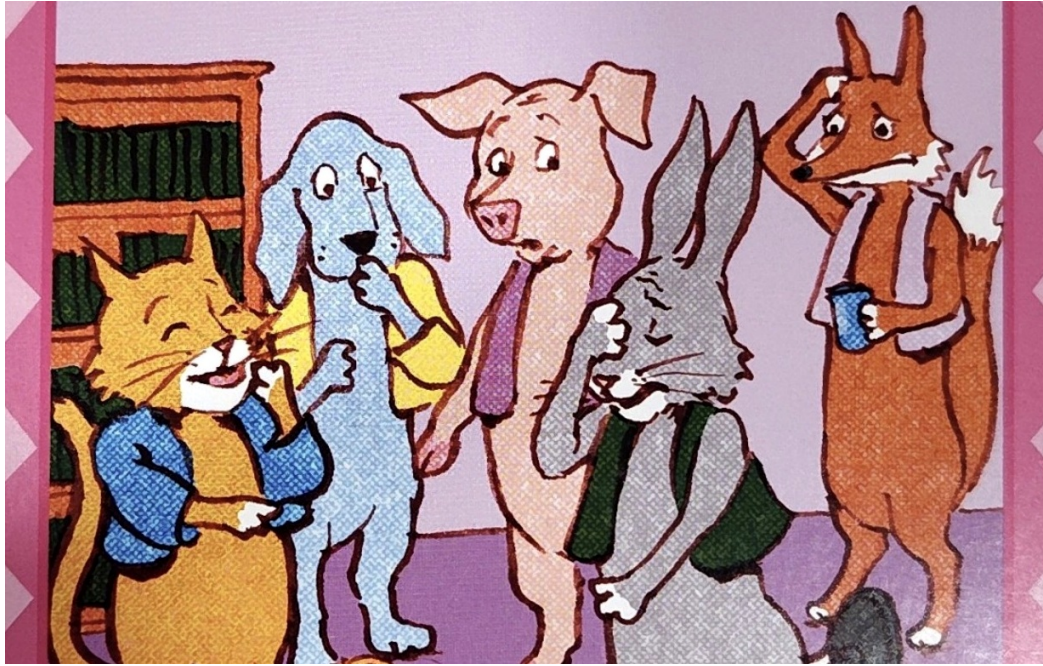
The card moves the child beyond object naming and towards meaningful social understanding.

1	Observe	Notice the people, objects, actions and environmental clues.
2	Describe	Explain what is visible using connected sentences.
3	Infer	Work out information that is not directly stated.
4	Understand emotions	Interpret expressions, thoughts and feelings.
5	Reason	Connect cause, effect, risk and consequence.
6	Problem-solve	Generate a safe and socially appropriate response.
7	Communicate	Use language for apology, concern, help and repair.
8	Generalise	Apply the learning to similar situations in daily life.

KEY IDEA

The child learns not only to say what is visible, but also to explain what it means in a social context.

Work Plan: From Looking to Understanding



1. OBSERVE THE ENVIRONMENT

Who is present? What objects can you see? What is on the floor? What are the animals looking at?

2. DESCRIBE THE ACTION

What is Bunny doing? What has fallen? What looks unusual?

3. IDENTIFY THE PROBLEM

Bunny's movement with the umbrella appears to have knocked over the lamp and cup.

4. CONNECT CAUSE AND EFFECT

Careless movement → objects fall → water spills → someone may slip or get hurt.

5. READ FEELINGS

The friends may feel surprised, worried or frightened. Bunny may feel embarrassed or sorry.

6. TAKE ANOTHER PERSPECTIVE

What might Bunny be thinking? What might the friends be thinking?

The Best Social Solution

The goal is not only to identify Bunny's mistake. The child must learn how a person can safely and respectfully repair a social situation.



STOP

Stop moving the umbrella and place it safely.

CHECK

Ask whether anyone is hurt or needs help.

ACKNOWLEDGE

Recognise what happened without blaming someone else.

APOLOGISE

Say sorry clearly and sincerely.

REPAIR

Pick up the objects and wipe the spilled water.

LEARN

Remember to move carefully and avoid swinging objects indoors.

MODEL LANGUAGE

"I am sorry. I accidentally knocked these things over. Is everyone okay? Let me clean the floor."

A mistake does not make someone bad. What matters is recognising the problem, taking responsibility and trying to correct it.

Teacher Question Bank

BEGINNER

- Who can you see?
- What has fallen?
- Is the floor wet or dry?
- Do the animals look happy or worried?

INTERMEDIATE

- What happened?
- Why did the cup fall?
- How might Bunny feel?
- What should Bunny do first?

ADVANCED

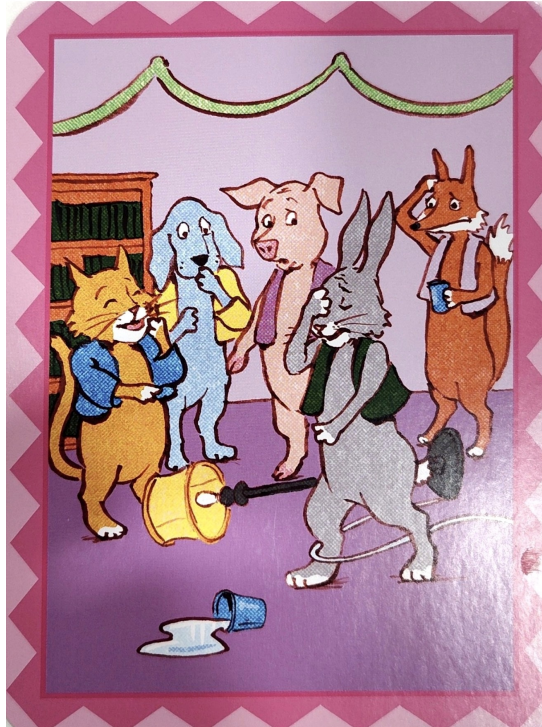
- Was the action intentional or accidental? How do you know?
- What could happen if nobody cleans the floor?
- What might each animal be thinking?
- How can Bunny regain his friends' trust?

Real-Life Connection

GENERALISATION QUESTIONS

- Have you ever knocked something over accidentally?
- What should you do if you spill water?
- Why is it unsafe to swing objects indoors?
- What words can you use when you make a mistake?

Exemplar Story: Bunny's Party Accident



THE STORY

The animals were enjoying a party together. They were talking, laughing and drinking juice. Bunny became excited and started moving around with an umbrella.

While turning, Bunny accidentally struck the nearby objects. The lamp fell, the cup overturned and water spilled across the floor. His friends looked surprised and worried because someone could slip and get hurt.

Bunny stopped, put the umbrella away and asked, "Is everyone okay?" Then he said, "I am sorry. It was an accident. Let me clean it up."

Bunny picked up the fallen objects and wiped the water with his friends. He learned to be aware of the people and objects around him. His friends accepted his apology, and everyone safely continued enjoying the party.

SEQUENCE

Excitement → Careless movement → Accident → Awareness → Apology → Repair → Safer choice

Expected Outcomes

With repeated guided practice, the child may show growth across several connected areas.

Pragmatic language	Understanding what to say, when to say it and why.
Social communication	Responding appropriately to people and situations.
Visual comprehension	Combining multiple clues into one meaningful idea.
Inferencing	Understanding information that is implied rather than stated.
Emotional literacy	Recognising feelings and their possible causes.
Perspective-taking	Thinking about another person's viewpoint.
Reasoning and prediction	Connecting actions, consequences and future possibilities.
Problem-solving	Selecting a safe and socially responsible solution.

EDUCATIONAL SIGNIFICANCE

One visual scene can teach observation, language, emotions, safety, inferencing and problem-solving together. Because the card is predictable and repeatable, the teacher can revisit it and adjust the questions to the child's individual level.

From simply naming what they see, children begin to understand the deeper social meaning of what is happening around them.