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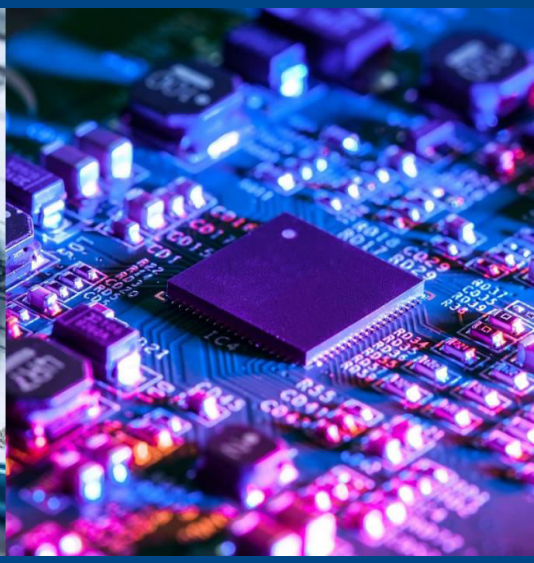

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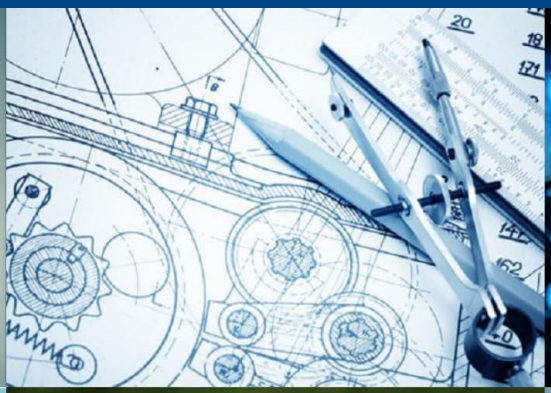

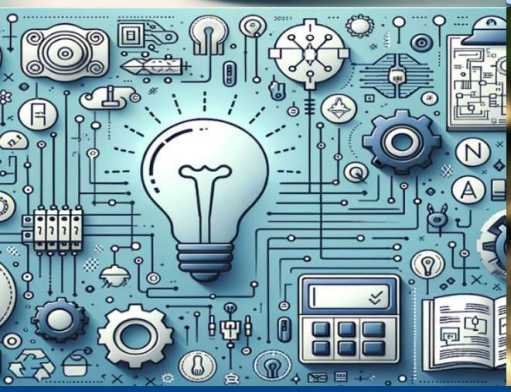

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AI With Person's Disabilities

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ABSTRACT: The most crucial tool for bringing about social, economic, and political change is education. Due to social neglect, a lack of support networks at home, and inadequate facilities, especially in schools, many physically challenged people (PCPS) and children with disabilities (CWDs) around the world do not have access to proper educational opportunities. Since education is essential for CWDs in and of itself, as well as for engaging in jobs and other facets of social creativity, the problem is worse for low-income nations than for large, popular nations in India. However, in both rural and urban India, the educational results for adults and children with disabilities continue to be subpar. For girl children with disabilities, the situation is more precarious and has begun to alter. The literacy level has somewhat improved, according to the NSSO data. In order to give PCPs educational opportunities in an inclusive setting and to highlight the importance of acquiring the necessary vocational training skills to become self-sufficient and contributing members of society, the MHRD has launched a number of programs. However, the program's coverage has remained constrained. Equal access to high-quality education is eventually necessary for CWDs to develop their human capital and engage in social and economic life.

KEYWORDS: physical impairment, late adolescence, Teaching, inclusive education, students with specific needs, and self-esteem.

I. INTRODUCTION

Approximately 1 billion individuals, or 15% of the world's population, are physically challenged, disabled, or differently abled. Approximately 150 million children aged 0-14 have some kind of disability out of the entire impaired population. Children with disabilities are most prevalent in low- and middle-income nations, with Sub-Saharan Africa having the highest rate.

Approximately 113 million children worldwide are not enrolled in primary school, making them excluded groups. In essence, disability is a societal construct. It is a fact that many individuals and children with disabilities are not given access to mainstream education.

They are helped to separate from the educational system by social neglect, a lack of a support network at home, and inadequate facilities, especially in schools. Nonetheless, the most significant means of bringing about social, economic, and political change is education.

In nations like India, where PCP social isolation is substantial, socialization of CWD through schooling typically plays a big influence.

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Figure 1

Figure 2

Finding their identity apart from their family and as a member of their community is the main challenge. It is a stage in which all physical and psychological growth takes place. They need care and protection during the adolescent to adult years because the brain changes during this time, which can affect not only physical and psychological abilities but also emotional capabilities. There is a potential to end long-standing patterns of shortage when adults nurture and encourage young girls and boys based on their needs and skills.

Understanding adolescence depends on a number of factors, such as biology and psychology. education and history All of these viewpoints consider teenagers to be in the transitional stage between childhood and adulthood, with the idea being that children should be prepared for adult roles. It's a time of many interconnected learning experiences. training service, losing their work, and changing from one living situation to another, they deal with changes in their bodies, emotional swings, and appearance.

They attempt various beauty products and eventually lose themselves. the connection between physical exercise. adolescents' sense of self and challenges in order to evaluate their anxiety-depression, smoking and drinking habits, physical and self-perception of their personalities, parental receiving, and educational entertainment.
It also claims that consistent endurance exercise is linked to more positive character traits. Compared to their less active counterparts, young people who frequently moved their bodies showed significantly less common shyness and lower anxiety-depression ratings.

There are numerous factors that are linked to adolescents' social development, including their individuality, self-perception, environment, and self-esteem, as well as their relationships with friends, family, and civilization.

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All of these factors work together to play a crucial role in the adolescent stage. The late adolescent stage comes after the emergence of adulthood. It's a crucial time for a person's life development as they start doing things that will affect them for the rest of their lives.

The goal shared by the adolescent and the parent is for the teenager to learn how to behave more maturely. However, their circumstances and goals are different. For parents, this means raising their kids to be decent adults in their daily lives.

For the young individual, it signifies success because they can now formally act older and embark on more adult adventures. Driving, for instance, is a well-made and efficient way to obtain income. attainment serving a drink, having more money to spend, staying out late, not all

1.1 AI with Person's Disabilities:

To optimize their benefits, AI technologies are created with inclusivity and consideration for the various requirements of individuals with disabilities.

When using AI in this situation, privacy and ethical issues also need to be taken into account.AI has the potential to be a very useful tool for helping people with impairments. Here are a few applications of **AI:** Accessibility features: People with visual or motor disabilities can use digital devices and apps more easily thanks to AI-driven accessibility features like voice commands, screen readers, and speech recognition. AI-powered communication aids enable individuals with speech difficulties to communicate using text-to-speech and speech-to-text technology.

Assistive robotics: AI-powered robots can help people with mobility difficulties accomplish daily tasks like getting around and doing housework. AI-powered predictive text and auto-correction on smartphones and PCs help people with cognitive or physical difficulties type and compose messages.

Customized suggestions: AI algorithms can make individualized recommendations for material and services, making it easier for people with disabilities to find useful information and pleasure. Healthcare uses AI to monitor and aid people with medical illnesses or disabilities, such as remote patient monitoring and AI-powered prosthetics.

Navigation assistance: AI-powered navigation apps help those with visual impairments by giving voice directions and information about their environment.

Emotion recognition: Artificial intelligence can assist people with autism or social difficulties by analyzing facial expressions and offering feedback on social interactions.

Education: AI-powered technologies can tailor instructional content to the learning styles and needs of students with impairments.

Accessibility testing: Artificial intelligence can be used to automate the accessibility testing of websites and apps to guarantee that they are useable by people with impairments.

1.2 Methods of teaching:

The various methods commonly used for teaching are

- Prompting
- Modelling
- Shaping
- Chaining
- Fading

Though the terminology appear technical, we all use them in our day-to-day lives as teachers.

Prompting:

Prompting is simply assisting a child in varying degrees depending on his current level of functioning. For example, a physical prompt is one in which one physically accesses the child by holding his hand and directing it to his mouth, whereas a verbal prompt is one in which one tells him to pick up food and direct it to his mouth.

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Modelling:
Modelling is a visual prompt. Modelling occurs when the child observes another person performing the desired task for him to follow. Brushing one's teeth when the child is watching and making him do is an example of modelling. This is a very powerful mode of teaching. Children learn very fast if the model looks like themselves. Therefore, employ peer models whenever possible for teaching a skill.

Shaping:
Shaping involves rewarding a youngster for making progress towards a desired outcome. If a child's goal is to ask for water vocally, he will be awarded for making the initial try. When progress is achieved toward the goal, a reward, such as water, will be supplied gradually. This is commonly known as reinforcing successive approximations.

Chaining:
Task analysis is breaking down a task into manageable parts for teaching purposes. Chaining is the process of linking each task's subtasks together. Forward chaining refers to teaching a task from beginning to conclusion. In contrast teaching from the last step and moving towards the first step is called backward.
To got an example, bathing skills has the following subtask in brief powering water till clean, whipping dry with towel. Linking each of these steps is changing. If one teaches from pouring water down to the last step it is forward chaining. If he is taught from whipping drive with towel it is backward chaining. Depending on the skill picked and the child's ability, forward or backward chaining can be used.

Fading:
Fading involves gradually reducing teaching approaches and allowing children to perform independently.

1.3 Acronyms:
1. FAPE - Free Appreciate Public Education.
2. FERPA - Family Educational Rights and Privacy Act.
3.FBA - Functional Behavioural Assessment.
4.FACETS - Family Assistance Center for Education, Training & Support.
5.FACP - Functional Assessment Check List for Programming.

II. CONCLUSION

Among specific diagnoses and contextual factors, we underline the need of study on informative routines and how to reach the targeted audiences. The impact of gender on people with disabilities appears to be an understudied topic in physical activity and disability studies.
Finally, in order to better understand engagement and participation in physical activity among people with disabilities, we need to learn more about motivational processes, self-regulation models, and coping strategies, emphasizing the importance of conducting additional research with a broader theoretical approach to identify various aspects of physical activity behavior.

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