

Module 4

Responding to diversity



Responding to diversity: eight golden rules

Aim:

- to introduce the eight golden rules for good teaching.

Task 1

Introduction



5 minutes

1. Give the following short presentation

_____ Presentation _____



In this module you are going to learn about 8 golden rules for good teaching for children with special needs and all children in your classes. These golden rules are:

- communication
- classroom management
- individual plans
- assistive aids
- lesson planning
- individual help
- managing behaviour
- including all pupils.

If you follow these golden rules, you will be a good teacher, someone who is able to help the diversity of children in your class. Teachers all around the world have found these golden rules have helped them to teach better.



Unit 2

Good communication



45 minutes

Aim:

- to enable the trainees to communicate more effectively.

Task 1

What is communication?

1. Tell the trainees:

“Communication is central to teaching. Teachers need to communicate with children and children with the teacher. All teachers must be good communicators.

Communication = the sending and receiving of messages.

For example, the message could be:

- an instruction – ‘Copy this into your notebooks’
- a question – ‘What month comes after June?’
- a comment – ‘It is hot today’
- an opinion – ‘You did that very well!’

As you know, teachers have to do a lot of talking. Some of the talking is used to give new information, to explain things or to manage the class.

What are the reasons teachers talk to children?”

2. Trainees brainstorm their ideas.
3. Write their answers on the board.



Answers

What are the reasons teachers talk to children?

- to give instructions
- to give new information
- to manage children’s behaviour
- to encourage children
- to test children’s understanding by asking questions
- to enquire about children’s difficulties
- to praise
- to criticise
- to get to know them.

Task 2 How we communicate

1. Tell trainees to get into groups of four or five people.
2. Write the following on the board: "Talking is the main way we communicate with each other. What other ways can you use to communicate?"
3. The trainees brainstorm their ideas in their groups.
4. Listen to the answers from the groups and write them on the board.

Answers

Ways to communicate

- talking
 - reading
 - writing
 - use of gestures – pointing, miming actions
 - facial expressions to show you are pleased, angry, sad, puzzled, etc.
 - eye contact – to show who you want to communicate with, to draw people's attention
 - pictures and symbols
 - sign languages, such as those used by deaf people.
5. Ask the trainees: "Which of these means of communication could be used to manage the class?"
 6. The trainees call out their ideas.
 7. Ask the trainees: "Which of these means of communication can be used to give new information?"
 8. The trainees call out their answers.

Communication means: managing a class	Communication means: giving new information
<ul style="list-style-type: none"> • Gestures • facial expressions • talking • eye contact 	<ul style="list-style-type: none"> • talking • reading and writing • pictures and symbols • sign languages

Task 3

Clear, effective communication

1. Ask the trainees to work in groups to answer this question: “How can you communicate effectively in class with your students?”
2. The trainees brainstorm their ideas.
3. Monitor and give help if needed.
4. Listen to the answers from the groups.

Task 4

Review

1. Tell the trainees to read the handout ‘**Communication**’.
2. After the trainees have finished reading, ask the trainees: “Are there any changes you would make or could make to the way you communicate with your pupils? Write down the changes you will try”.
3. The trainees work individually to write down the changes they will make.
4. Listen to some trainees’ ideas.



Communication

Communication is central to teaching. Teachers need to communicate with children and children with the teacher. All teachers must be good communicators.

Communication = the sending and receiving of messages.

For example, the message could be:

- an instruction – ‘Copy this into your notebooks’
- a question – ‘What month comes after June?’
- a comment – ‘It is hot today’
- an opinion – ‘You did that very well!’

As you know, teachers have to do a lot of talking. Some of the talking is used to give new information, to explain things or to manage the class.

What are the reasons teachers talk to children?

- to give instructions
- to give new information
- to manage children's behaviour
- to encourage children
- to test children's understanding by asking questions
- to enquire about children's difficulties
- to praise
- to criticise
- to get to know them.

Talking is the main way we communicate with each other. What other ways can you use to communicate?

Ways to communicate

- talking
- reading
- writing
- use of gestures – pointing, miming actions
- facial expressions to show you are pleased, angry, sad, puzzled etc.
- eye contact – to show who you want to communicate with, to draw people's attention
- pictures and symbols
- sign languages, such as those used by deaf people.

Eye contact, gestures and facial expressions are very useful methods of communication for managing a class. Reading, writing, pictures, symbols, and talking are good ways to communicate new information.

Clear communication

Clear communication is essential for effective teaching. You should:

- be clearly seen by all the pupils – stand rather than sit at the desk
- talk clearly
- keep the words simple and the sentences short
- keep your instructions short and simple. Give one instruction at a time
- check the children understand by asking questions often or by getting them to repeat what you have said
- alert the pupils to important messages: ‘listen carefully’ – and make eye contact
- use gestures and facial expressions alongside talking to get your meaning across. These are especially useful for organising or managing the class. They should also be used when explaining and teaching
- encourage children to indicate if they have not understood by raising their hands and asking you questions
- you may find that classmates or brothers/sisters of a child who has difficulties communicating knows what he/she is trying to say
- use a variety of means to communicate. Use pictures, drawings, gestures, and diagrams, not just talking, reading and writing.

Teacher’s tip:

I made a tape-recording of my teaching. I was shocked how much talking I did! I’m sure the children didn’t understand half of it!





Classrooms



30 minutes

Aim:

- to enable the trainees to make their classrooms better places for learning.

Task 1

Effective classrooms

1. Ask: “Do you think the layout of a classroom (the way a classroom looks) can affect the way children learn?”
2. Listen to the trainees’ ideas.
3. Tell the trainees to read the handout ‘**Classrooms**’ (see next page).
4. Answer any questions.

Task 2

Thinking about your classroom

1. Say to the trainees: “Think about your classroom at your school. Think about the way it looks. What are the problems with your classroom? Do you have enough desks? Does the roof leak? Is the blackboard very old? Write down the problems.”
2. The trainees write down the problems they have with their classroom.
3. Tell the trainees to get into groups of four or five people and discuss the problems they have with their classrooms.
4. Ask some trainees to tell everyone about the problems they have.
5. Tell the trainees to work in groups to come up with ideas to help make their classrooms better places for learning. The trainees’ ideas must be things that they can do themselves.
6. Monitor and help the trainees as they discuss.
7. Listen to the ideas from the groups.

Handout

**Classrooms**

The layout of a classroom can help or hinder a child's learning. Sometimes there is not much teachers can do to change their classrooms. But here are some ideas.

- Make sure children with special needs sit close to the teacher and the board. This is very important for children with hearing, seeing and learning difficulties.
- Try to arrange the room so that children can move about freely, especially if some children have visual or mobility problems. For example, make sure that a child who uses a wheelchair or crutches can get in and out of his desk easily.
- If you want the children to work in groups but you cannot move the desks, then get the row in front to turn around to face the row behind.
- If you have the space, try to set aside an area of the classroom where you can work with certain children individually or in small groups.
- Have a box that contains some storybooks or simple games that children can use when they have completed their work ahead of others.
- Put up pictures, posters, drawings and examples of children's work on the walls. Make sure they are displayed at the children's eye level rather than high up on the walls. You can also add different textures for touching to help children with visual problems.
- Some learning is better done outside of classrooms. For example lessons about plants and animals could be done in the school grounds.
- Remember that children with hearing and visual problems will find lessons outside of the classroom more difficult to understand. Make sure such children sit very close to you.
- Bring in a mat to make a quiet reading corner.
- Whenever possible use real objects to help the children understand. Make sure you allow the children to handle and touch these objects. This is very important for children with seeing and learning difficulties.
- Keep the classroom clean. Make sure all the children, including children with disabilities, clean the classroom.



Unit 4

Individual education plan



1 hour 30 minutes

Aims:

- to introduce trainees to the idea of individual education plans (IEP)
- to give the trainees practice writing IEPs.

Task 1

What is an individual education plan?



5 minutes

1. Give the following short presentation:

_____ Presentation _____



What is an individual education plan (IEP)?

An IEP is a systematic way to monitor and assess the progress of a student with special needs.

An IEP includes:

- a description of the difficulties faced by the child
- a plan of action to overcome these difficulties
- clear goals for the child to achieve and a time frame
- specific activities and actions to help the child achieve the goals
- Ways to evaluate the child's progress

Task 2

Looking at an IEP



15 minutes

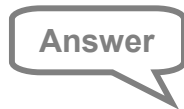
1. Tell the trainees to get into groups of four or five people.
2. Tell the trainees to listen to the following story of a girl called Rany who has special needs.

3. Read out the following case study.

“Rany is 6 years old. She recently started school. She sits at the back of the class and holds her books very close to her face in order to read. She often bumps into desks. When the other students are studying Maths, Rany does not participate because the problems/questions are written on the board. Now she is not at the same level as the other children.”

4. Ask the trainees: “What are Rany's difficulties?”

5. Read the case study again and listen to the answers from the trainees.



Rany has difficulty in Maths. She may have a visual impairment. Normally this doesn't affect her because she has her textbook, but in Maths the teacher writes on the board.

6. Tell the trainees to look at the handout '**Rany's individual education plan**'.

7. Explain the different sections of the IEP.

8. Ask the trainees:

- “Are the goals appropriate?”
- Is the plan of action realistic?
- In what ways can Rany's progress be evaluated?”

Handout



Rany's individual education plan

Rany is 6 years old. She recently started school. She sits at the back of the class and holds her books very close to her face in order to read. She often bumps into desks. When the other students are studying Maths, Rany does not participate because the problems/questions are written on the board. Now she is not at the same level as the other children.

Name: Heng Rany

Age: 6

Class level: Grade 1

Date of assessment: 5th April 2001

Description of learning difficulty

Rany does not participate in Maths lessons. She is falling behind her classmates. She may have a visual impairment.

Goals	Plan of action	Target date	Evaluation
Rany will participate in Maths lessons	<ol style="list-style-type: none"> 1. Rany will sit at the front of the class 2. Teacher will write larger numbers on the board and say the problems aloud 3. Rany will be given small objects that she can touch to use to count with (e.g. small stones) 4. Teacher will talk to Rany's parents and suggest they take Rany to the IRIS Eye Clinic that happens every two months in the town to see if she has problems with her eyes 5. Teacher will sit Rany next to a student who is good at Maths. That student will say the problems aloud 	In three months time Rany will participate in Maths lessons (by 5 th July)	<p>15th May – Rany had an eye examination and the doctor said she has a visual impairment and needs glasses</p> <p>10th June – Rany's parents buy her glasses</p> <p>20th June – Glasses are helping Rany. She no longer bumps into furniture</p> <p>5th July – Rany participating in Maths lessons but is still behind her classmates. She may need extra help.</p>



Task 3 Writing an IEP (1)**25 minutes**

1. Give each group one case study to look at (see next page).
2. Tell trainees to read the case study and together write an IEP for the child. They should fill in goals and plan of action columns. They can use Rany's IEP as a guide.
3. Monitor and help the trainees.
4. Ask different groups to explain their IEPs and gives feedback.

Task 4 Consolidation – writing an IEP (2)**15 minutes**

1. Tell the trainees to read the handout '**Individual education plans**'. Answer any questions they have.
2. Tell the trainees to write an IEP for a student they teach.

NOTE: This could be done for homework.

3. Listens to some of the trainees' IEPs.

Case studies

Mony

Mony is 10 years old. He does not learn like the other children. He cannot write well. He can write a few letters and complete very simple Maths problems. During class Mony gets up and wanders around the room. He will only sit down for a few minutes at a time. During writing lessons he wanders about the most.

The other students often tease Mony and call him 'stupid'. Sometimes Mony wets himself. Then he goes home for the rest of the day.

- How can Mony learn better at school?
- What can Mony's parents do to help?
- How can other students help Mony?

Sovanna

Sovanna has not developed like other children. She cannot walk well. She finds it difficult to hold things, like a pencil. When she speaks it is difficult to understand what she says. However Sovanna can understand what other people say to her.

She is 7 years old and started school last year, but she is still in Grade 1. She can recognise letters. She tries to write but becomes frustrated. During playtime she stays in class. Often she seems to stop listening in class and lays her head down on her desk.

- How can Sovanna be more included in class?
- Are there any tools available to help Sovanna write?
- How can the teacher and other students help Sovanna to communicate?

Sophal

Sophal is 9 years old and in grade 2. He had polio when he was two years old; as a result his right leg is smaller than his left leg.

Sophal uses a crutch to get around. He sits in the middle of the row at the back in school. It is difficult for him to get in and out. At playtime he stays in the classroom.

Sophal is very clever. He usually finishes his work before the others. Often he calls out loud in class and sometimes he hits other students with his crutch.

The other students are afraid of Sophal.

- How can Sophal be included in playtime?
- What can be done to make Sophal behave better in class?
- How can Sophal's parents be involved?

Handout



Possible answer: individual education plan – Mony

<p>Name: Hok Mony Age: 10 Class level: Grade 2 Date of assessment:</p>	<p>Description of learning difficulty Mony does not learn like other students. He has great difficulty with writing. Mony may have an intellectual disability.</p>
---	--

Goals	Plan of action	Target date	Evaluation
<ol style="list-style-type: none"> 1. Mony will stop wandering around the class. 2. Mony will be more included in class. 	<ol style="list-style-type: none"> 1. Teacher will talk to the class and tell them not to tease Mony. 2. Mony will sit at the front. 3. Teacher will make the tasks Mony has to do simpler. 4. Teacher will ask Mony to tell a story instead of writing it. 5. Mony's parents will send him to school with a spare pair of shorts so he can change if he wets himself. 6. Teacher will set time limits for Mony to stay seated. If he does this then he can have a reward. 7. Teacher will ask a clever student to help Mony. 8. Teacher will praise Mony a lot. 		

Possible answer: individual education plan – Sovanna

Name: Ouk Sovanna Age: 7 Class level: Grade 1 Date of assessment:	Description of learning difficulty Sovanna cannot walk well or hold her pencil well. She finds writing very difficult. It is difficult to understand what she says. Other children do not play with her. She often does not participate in class. She may have <i>cerebral palsy</i> .
--	--

Goals	Plan of action	Target date	Evaluation
1. Sovanna will be more included in class. 2. Sovanna will hold her pencil.	1. Teacher will talk to the class and tell them to be kind to Sovanna. 2. Teacher will ask the class if there are any students who want to be Sovanna's friends 3. Teacher will wrap some tape around Sovanna's pencil to make it easier to hold. 4. Two students who have volunteered to be Sovanna's friend will help her in class. 5. Teacher will simplify writing tasks concentrating on writing individual letters. 6. Sovanna will sit at the front of the class 7. Teacher will give Sovanna lots of encouragement		

Possible answer: individual education plan – Sophal

Name: Sophal Age: 9 Class level: Grade 2 Date of assessment	Description of learning difficulty Sophal has polio. He behaves badly and hits students with his crutch. Sophal has <i>behaviour problems</i> .
--	---

Goals	Plan of action	Target date	Evaluation
1. Sophal will behave appropriately in class. 2. Sophal will go to play with the other students in playtime.	1. Teacher to talk to Sophal and ask why he does not go out to play and why he behaves badly 2. Teacher to talk to Sophal's parents 3. Teacher to talk to the class and encourage them to be kind to Sophal 4. Sophal to sit at the end of the row where can get out easily 5. When Sophal finishes his work before the others Sophal is given a book to read 6. Sophal is given a reward of a piece of fruit if he behaves well all day		





Assistive aids

Aim:

- to explain what is meant by assistive aids
- to show trainees how some simple assistive can be made easily and cheaply.

Task 1

What is an assistive device?



5 minutes

1. Ask the trainees: “What is an assistive aid?”
2. The trainees brainstorm their ideas.
3. Tell the trainees:

“An assistive aid is special equipment that can help a child overcome his or her impairment. For example, a wheelchair or crutches help children who have problems walking. Glasses help children with poor eyesight.”

Task 2

Looking at assistive aids



25 minutes

1. Tell the trainees to get into groups of four or five people.
2. Give each group a set of pictures of some assistive aids.
3. Tell trainees to look at the pictures and answer the following questions for each picture:
 - What is this assistive device used for?
 - What kind of impairments can it help overcome?
4. The trainees discuss their ideas.
5. Listen to answers from the groups.

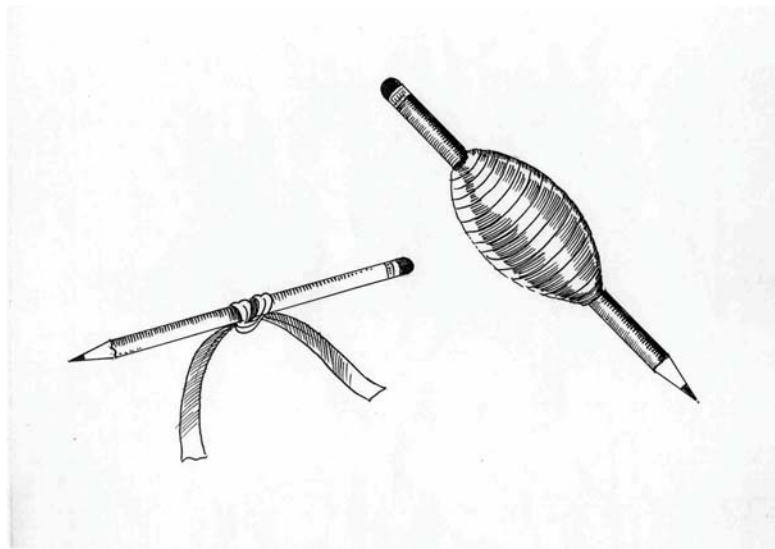
Handout



Assistive aids



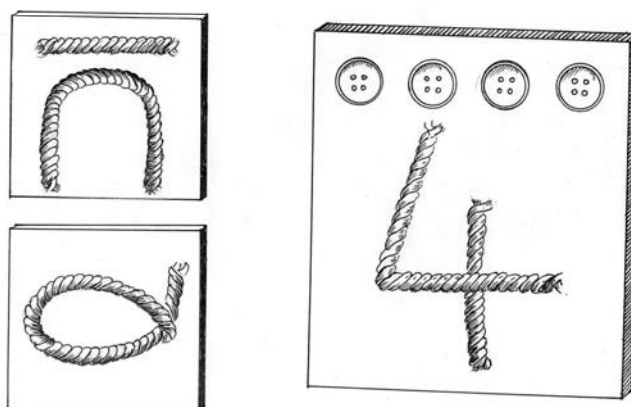
Picture 1



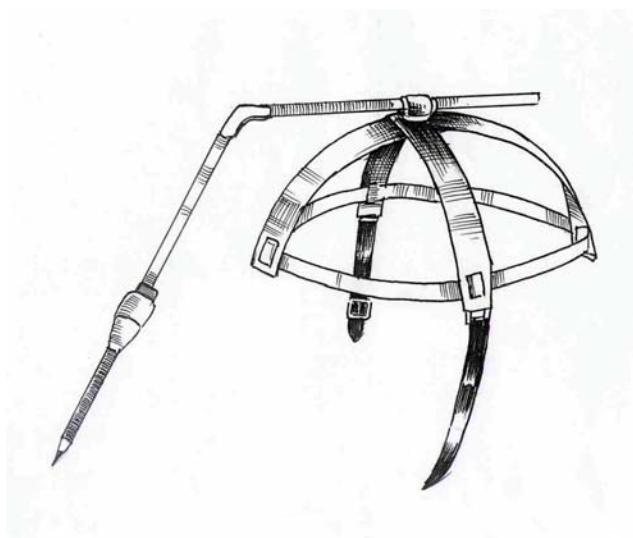
Picture 2



Picture 3



Picture 4



Picture 5




Answers

Picture 1	A communication board Children who are deaf or have problems speaking can use it to help to communicate. The child and others can point to the pictures.
Picture 2	Writing aids These can be used for children who have difficulty holding things or who are missing hands
Picture 3	Special seat This seat can help a child who can't sit up on their own easily
Picture 4	Touching aids Blind children can feel the shape of the letters or numbers
Picture 5	Writing and pointing aid A child with no arms can use this. One man from Ireland wrote a best selling book using a device like this!

6. Ask the trainees:

- Do you know any children these aids could help?
- Could you make any of these aids?

7. Listen to trainees' ideas.

8. Tell the trainees:

“Many assistive aids can be made easily and cheaply from materials around you. Other children or parents can be involved in making assistive aids.”



Lesson planning



50 minutes

Aims:

- to review the importance of lesson planning and the main points
- to practise writing a lesson plan.

Task 1



50 minutes

1. Put the trainees into groups of four or five people.
2. Write the following questions on the board. Trainees discuss their answers in groups.
 - What is a lesson plan?
 - What things should a lesson plan cover?
 - Why is a lesson plan important?
 - How many people in your group write lesson plans?
3. Listen to the answers from the groups. You should ask the trainees who do not write lesson plans, why they don't.
4. Tell the trainees to read the handout, '**Lesson planning**'.
5. Answer any questions the trainees have.

Handout

Lesson planning
What is a lesson plan?

- A lesson plan is the outline of a lesson that the teacher will teach.

What things does a lesson plan cover?

- the aim of the lesson, the main thing you are going to teach
e.g., aim = to introduce the three times table
- the outcomes or objectives of the lesson. These are what you want the children to be able to do at the end of the lesson. For some children with special needs you may decide to have different objectives
e.g., objective = by the end of the lesson the children will understand the concept of the three times table
- the materials, books, and teaching aids you will use. Make a list of what you need
- the activities you will use. Plan your activities carefully. Make sure there is variety. A whole lesson reading or copying or rote learning is not a good lesson
- the key words for the lesson. Write these on the board and check the children understand them
- how you will adapt the lesson to help any children with special needs in your class. Individual education plans will help you to do this
- ways you can involve the children actively in the lesson. For example, in learning about measurement, they could find out about each other's height
- ways you can introduce group work. Children with special needs benefit a lot by using group work because of the support they receive from the other children
- ideas for things children can do if they finish early
- the timings for each part of the lesson. It is important your lesson has pace.

Why is a lesson plan important?

- it helps to make your teaching more effective
- it will save you time, because lesson plans can be kept and used again
- it helps to make your lessons organised and structured.





Individual help



45 minutes

Aims:

- to stress the importance of classroom monitoring
- to explore ways to help individual children.

Task 1

Monitoring



15 minutes

1. Write the following on the board: "to monitor".
2. Ask the trainees what "to monitor" means.
3. Listen to the trainees' ideas.
4. Ask the trainees:

"Think back to your lessons. What do you usually do when the children are busy doing an activity such as copying from the board, or doing sums or writing on their own? During this training course, what do I, and the other trainer, do when you are working in groups?"

5. Listen to the trainees' answers.
6. Tell the trainees about the importance of monitoring.



Monitoring

To monitor means:

- checking that all the students understand what they are supposed to be doing
- checking that all the students are doing an activity correctly
- finding out which students are having difficulty and helping them
- spotting mistakes as the children make them and correcting them at that time.

It is essential that a teacher walks around the class checking what the children are doing when they are working on their own or in groups.

If a teacher does not monitor during a lesson, then the teacher won't know which children are having difficulties and he/she won't be able to help them. Waiting until the children do a test to find out if they are having problems is too late!!



Task 2**Individual help****30 minutes**

1. Tell the trainees:

“Children with special needs need more help and support than other children. They will benefit more if the teaching is directed to their particular needs. Individual help should focus on the skills and knowledge the child needs to participate fully in the class. In your classes how do you give individual help?”

2. Listen to the trainees' ideas.
3. Tell the trainees to read the handout, '**Individual help**' and to work in pairs to answer the questions at the end of the handout.
4. Listen to answers from some of the trainees.

Handout


Individual help

Children with special needs need more help and support than other children. They will benefit more if the teaching is directed to their particular needs. Individual help should focus on the skills and knowledge the child needs to participate fully in the class.

The first step to giving individual help is good monitoring.

To monitor means:

- checking that all the students understand what they are supposed to be doing
- checking that all the students are doing an activity correctly
- finding out which students are having difficulty and helping them
- spotting mistakes as the children make them and correcting them at that time.

It is essential that a teacher walk around the class checking what the children are doing when they are working on their own or in groups.

If a teacher does not monitor during a lesson, then the teacher won't know which children are having difficulties and he/she won't be able to help them. Waiting until the children do a test to find out if they are having problems is too late!!

It is not easy to give individual help when there are many children in the class, but here are some ideas.

- Children with special needs can be paired with a more able student who can help them. This can benefit both pupils.
- Children who finish their work early can help others who find it difficult.
- Teachers can spend a few minutes at the end of the lesson going through the main points. This can also be done while the rest of the class is busy doing an activity. The teacher must check that other children are doing the activity correctly before spending time with an individual child.
- Volunteer helpers can be recruited to come into class to assist particular children. Family members, mothers, grandparents may be willing to do this. It may be for a limited period of time to help children settle into class or master the basics of certain subjects.
- Older students can be time-tabled to assist with special needs students.
- Two teachers can combine classes. One person manages the whole group while the other spends time helping the children with special needs.

Are there other ways individual help could be given to children?

Note the ones which are most likely to be available to you as a teacher.



Unit 8

Managing behaviour



1 hour 30 minutes

Aims:

- to analyse the causes of bad behaviour
- to look at ways to manage bad behaviour.

Task 1

Reflecting on experience



20 minutes

1. Ask the trainees to get into groups of four or five people and to discuss these two questions.
 - “Do you have or have you had, any children in your class who behave very badly?”
 - What do you do to control bad behaviour?”
2. Trainees discuss.
3. Listen to the answers from some of the groups.

Task 2

Reasons for bad behaviour



20 minutes

1. Ask the trainees: “Why do some children behave badly?”
2. Trainees brainstorm their ideas.
3. Write the ideas on the board.
4. Present and hand out the following information.



Presentation / handout

Causes of bad behaviour

Most children want to please their family, friends and other adults, they want to be loved, and they want to do well. All children are naughty sometimes. Being naughty is an important part of a child's development. Children need to push boundaries, to take risks, to assert their individuality, if they are going to grow up properly.

Some children are more naughty than other children. Their behaviour is so bad that it is a real problem for their family and teachers. It is very important to know the reason *why* a child is behaving badly if you want to help that child to control his/her behaviour.

Reasons for bad behaviour

- **To gain attention**
It may seem strange, but the most common reason children behave badly is to get attention, even being scolded or slapped is better than being ignored.
- **To avoid doing work they find difficult**
Nobody likes to admit they can't do something. Often children behave badly to hide the fact that they find something very difficult. A child who can't read may say they can but they just don't want to.
- **Boredom**
Sometimes very clever children behave badly because they are bored, they do not find the schoolwork interesting or they finish before the others and have nothing to do.
- **Hunger and tiredness**
Children who are hungry or who are tired may be restless, irritable or fall asleep in class.
- **Problems at home**
Problems at home are a major cause of bad behaviour. Children cannot talk about their problems like adults so they show their unhappiness in their behaviour. A child who is being beaten at home may be very violent at school or very withdrawn. If the child's parents are always arguing the child may behave badly at school to get attention from the teacher to make up for the fact that they are being ignored at home. Children who are very badly behaved or who are very withdrawn may be suffering from physical or sexual abuse.



Task 3**Analysing the causes of bad behaviour****20 minutes**

1. Give each group a set of case studies. Tell the trainees that for each case study they must
 - describe the bad behaviour
 - decide on the cause of the bad behaviour.
2. Trainees discuss in groups.
3. Listens to the answers from the groups.

Case study 1: Siren

Siren is always late for school in the mornings. He usually arrives half an hour late or later. Sometimes he misses school completely. When he is in class he yawns a lot, he doesn't pay attention and sometimes he falls asleep.

Case study 2: Leakhena

Leakhena has six brothers and sisters. Her father works for an NGO and he is often away from home. The family is quite wealthy and Leakhena always seems to have a new toy or pencil or book. At school she shows off her new things and won't let other children play with them. In class she calls out answers, she gets up and runs about and she is often rude to her teacher.

Case study 3: Pheareth

Pheareth is a clever child. Generally she always puts up her hand to answer questions and she finishes her work quickly. At the start of the morning she is well behaved but later on she stops concentrating and starts talking or looking out of the window. She rubs her eyes a lot and by the end of the morning she often says she has a headache. She sits at the back of the class usually but she often keeps walking up to the front and then she starts disturbing the children there.


Answers
Case study 1

Siren is late to school, doesn't pay attention and falls asleep.

Cause: Tiredness, he may be working before coming to school.

Case study 2

Leakhena will not share her things, she gets up and runs around the class, she is rude and calls out answers.

Cause: Lack of attention. At home she does not get much attention. Her father is often away and her mother is busy with the other children. Her father buys her presents to make up for the fact that he doesn't spend time with her.

Case study 3:

Pheareth behaves badly at the end of the morning. She stops concentrating, starts talking and starts coming up to the front.

Cause: She has a visual impairment. As the morning goes on her eyes become tired so she rubs them and gets a headache. She talks to others to ask them about the work on the board or she comes to the front to see it better. If she can't see it well she stops paying attention and looks out of the window.

Task 3**Managing bad behaviour****30 minutes**

1. Tell trainees to look at the case studies again and decide what steps they would take to manage this bad behaviour.
2. Trainees discuss in groups.
3. Listen to their ideas.
4. Tell the trainees to read the handout, '**Managing behaviour**'.
5. Answer any questions they have.

Possible answers

Case study 1

Talk to Siren and ask why he is late. Talk to the parents and explain the importance of education.

Case study 2

Talk to Leakhena's parents about her bad behaviour. Find out if she behaves badly at home too. Encourage her parents to only give her presents when she behaves well. At school ignore her when she calls out or walks around the class. Reward her when she behaves well and praise her when she does good work.

Case study 3

Move Pheareth to sit at the front. Talk to her parents to tell them that you think she has a visual impairment. Encourage Pheareth to tell you when her eyes start to hurt. Ask another child to help Pheareth by reading out the questions.

Handout

Managing behaviour

You should also read the handout 'Causes of bad behaviour'

Ways to manage bad behaviour

- Try to identify the cause of the bad behaviour.
- Talk to the child, other teachers, the child's parents.
- All the teachers and others involved with the child at school must agree a common approach to reacting to the child's behaviour, especially in the use of rewards and punishments.
- Be consistent.
- Be fair.
- Never hit the child.
- Re-position the child in class. Children who get up and run around could be seated near the wall so it is more difficult for them to get out.
- The child may benefit from a shorter day or having sometime when they can rest. It is better the pupil behaves appropriately all of the time he/she is in class than be in class behaving badly. The length of time a child is in class can be gradually increased. This strategy is useful when first introducing children to new classes.
- Active children can be given meaningful tasks to do such as giving out worksheets or books.
- Teachers should use rewards more than punishments. Reward good behaviour. Rewards can be praise, or a piece of fruit or anything the child likes. Any plan for dealing with inappropriate behaviour **MUST** include the encouragement of positive behaviour. Otherwise children learn what they are **NOT** to do, but they have not learnt what they **SHOULD** do.
- Rewards often work best when the whole class earns a treat for good behaviour. This puts peer pressure on disruptive students to behave well.
- Children will often show warning signs of disruptive behaviour starting. If you can identify these, try to divert the child by moving closer and putting your hand on his/her shoulder as you continue with the lesson. This puts the teacher in control not the child.
- Use tone of voice, facial expressions and short simple sentences to show your displeasure at the child's behaviour.
- Punishments are only effective if children can understand the link between it and their behaviour. A punishment must be something the child doesn't like. Having a child stand outside the classroom may be a reward to a child who doesn't like schoolwork. If you think a child is behaving badly to get attention, try ignoring the bad behaviour. Every time you react you are

rewarding the child by giving them the attention they seek. The child may react by behaving worse at first so be prepared for this.

- Never make a threat that you cannot carry out.
- Beware of handing over your authority to others. For example sending disruptive children to the principal, gives the message that you are not as important as the principal. You should see the principal with the child.
- Find out if the child behaves badly at home. If so plan a common approach with the child's parents.
- Remember one method, which is successful with one child, may not work with another. Plan your responses to bad behaviour.

Children with special needs often have behaviour problems as well. Remember that you must try to find out the cause of the bad behaviour before you can change it.



Unit 9

Including all children



30 minutes

Aims:

- to tell the trainees the importance of including all children
- to give suggestions on how to include all children.

Task 1

Reflection



10 minutes

1. Write the following on the board or read it aloud slowly:

“People often have negative attitudes towards children with special needs. Although these children may come to school they are often isolated within classes and schools. The value of inclusive education to children with special needs comes from mixing and sharing with other children. Teachers need to encourage this.”

2. Ask the trainees if they agree or disagree with this statement.

Task 2

Ideas for including all children



20 minutes

1. Tell the trainees to read the handout ‘**Including all Children**’ and in pairs and answer the questions at the bottom.
2. Trainees read and discuss in pairs.
3. Listen to the trainees' answers.

Handout**Including all children**

People often have negative attitudes towards children with special needs. Although these children may come to school they are often isolated within classes and schools. The value of inclusive education to children with special needs comes from mixing and sharing with other children. Teachers need to encourage this.

- Teachers may need to explain to the other children the reasons why some children cannot walk, talk, see, hear, learn or behave like other children. Diversity should be recognised and respected. Children should learn that everyone is different.
- Teachers can use role-plays to help children to understand what it is like to be in a wheelchair, or to be unable to hear well. Remember the role-plays you did in Module 2.
- Children who use assistive devices (e.g., wheelchairs, crutches) can tell the class about how they use them. Other children can try using them,
- Encourage children to befriend children with special needs and help them. For example by helping them come to school or get to the toilet.
- Within the class encourage peer tutoring. Ask clever children to help weaker ones.
- Set the class activities to do in groups, so that all the children can contribute.
- Think of how children with disabilities can take part in sports. For example, a blind child can be partnered with a sighted child in running activities.
- Promote the talents of children with special needs by encouraging their participation in school activities, such as singing and dancing.
- Involve children with special needs in all school activities such as cleaning and as class monitors.
- Make sure a child with special needs goes out to play with other children during breaks.

Can you think of any other ways to ensure children with special needs are socially included in school?

