



MINISTRY OF EDUCATION

UNICEF

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TEACHER TRAINING GUIDE FOR CYCLE 1 TEACHERS IN OMAN: 6-PART APPROACH TO INCLUSIVE CLASSROOMS

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Acknowledgement

The authors would like to extend their warmest appreciation to all those who offered their comments and feedback on an earlier version of this guide. Sincere thanks to the UNICEF team, namely Lana Wreikat, country representative,

Maha Damaj, programme lead and Franziska Salem Senior M&E Associate, and the team at the Ministry of Education led and supervised by Dr Shariffa Said, namely Dr Najma Al Kindi and Ms Fatma Al Lawati. We also like to acknowledge the input of all primary school teachers who took part in the piloting phase of the guide (2-4 April, 2017) as well as to their head teachers and supervisors for the generous examples and thought-provoking comments. Please see Appendix 3 for details of the piloting stage of this guide. Last but not least, thanks to all the trainers at the Teacher Training Centre at the Ministry of Education for their additional comments. This training guide was endorsed by Mr Mark Walltham, Senior Education Advisor at UNICEF New York, to whom the authors would like to extend their sincere gratitude.

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SECTION 1. BACKGROUND TO INCLUSIVE EDUCATION

The inclusive education (IE) movement was inspired by the drive towards attaining Education for All (EFA) by 2015. This is a programme that represents an international commitment to ensuring that every child and adult receives quality primary education (UNICEF, 2014). The EFA movement sprang from the World Conference on Education for All, which assembled in Jomtien, Thailand (1990) and was further strengthened by the adoption of the Salamanca Statement (1994). One of its objectives was to ensure that all children and adults are provided with a high level of education. In 2000, the international community convened again, in Dakar, Senegal, to confirm their pledge to achieve EFA by the year 2015 (UNESCO, 2007).

To help governments progress towards the realisation of EFA, the international community agreed on six EFA goals and adopted the Millennium Development Goals, one of which was to 'ensure that by 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary schooling' (UN, 2016). Nonetheless, the EFA movement does not explicitly mention disability, nor does it mention people with disabilities as an excluded group of concern. Since the early stage of this movement, the focus has been on students in general, and insufficient was attention given to those with disabilities and those considered to require special educational needs (SEN) support and provision. The implication of this was limited visibility of these children in mainstream education (UNDESA, 2016).

By 2015, the progress towards achieving EFA was uneven across countries. It has furthermore become clear that to ensure the inclusion and effective participation of children with disabilities in mainstream education, targeted measures addressing the learning needs of this population need to be in place. The post-2015 development framework, particularly its fourth Sustainable Development Goal (SDG) of September 2015, therefore advocates for the right of each and every child to equitable, inclusive and sustainable education. More specifically, it recognised disability as a cross-cutting issue on the global agenda.

The rights of people with disabilities, including their right to education, were further protected by adopting the United Nations Convention on the Rights of Persons with Disabilities (CRPD) in 2006. Indeed, in its Article 24, the CRPD specifically addresses the importance of an inclusive mainstream education. It further guarantees the right to primary and secondary mainstream education for persons with disabilities, without discrimination and on the basis of equal opportunities (UNESCO, 2015).

Based on this, in support of schools in being inclusive, ready to cater for the diverse needs of their students and able to offer quality education for all, the United Nations Children's Fund (UNICEF) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO), among other organisations, developed several resources aimed at supporting the implementation of inclusion in practice, whether in education or in society at large. These resources were created in support of a commitment to inclusion that ensures equality in education for all.

In fact, IE can only be nurtured in schools where there is a respect for individuality and a culture of collaboration that encourages and supports problem-solving (Grimes, Stevens & Kumar, 2015). Such a culture not only will nurture the value of removing barriers, but also facilitate the learning of all students and alongside this, the professional learning of all teachers. Ultimately, such an approach may lead to creating equity in education, which, according to the UNESCO, should be the ultimate goal in relation to implementing inclusion for all.

In the Sultanate of Oman, as other countries across the region, IE refers to the provision of educating children with disabilities in mainstream settings. It focuses on those requiring special educational needs (SEN) support, including those with physical impairments and learning difficulties (Emam, 2017). Like other countries of the region, special schools in Sultanate of Oman still constitute the main educational provider for students with

disabilities, primarily those with hearing, visual and intellectual impairments (MoE, 2008). The commitment of the sultanate to offer equal educational opportunity for all including those requiring special provision goes back to the last quarter of the last century. This commitment was made clear in one of His Majesty Sultan Qaboos speeches:

We aim to extend education throughout the Sultanate so that everyone may have the chance to study according to his or her abilities.

(H.M. Sultan Qaboos Bin Said, 1975,
cited in MoE, 2008)

In light of His Majesty's resolve, a number of initiatives were implemented in the country. The Ministry of Education (MoE, 2008) started earlier on this century to place emphasis on identifying those with learning difficulties (LD) in relation to reading and writing in mainstream schools. To this end, identification tools were devised. The outcomes of such identification are used by trained teachers and school psychologists to plan and develop appropriate teaching and learning programmes for their students in mainstream settings.

Furthermore, the MoE also launched the Learning Disabilities Programme (2002) in cycle 1 schools leading to the placement of those with intellectual impairments in 'self-contained classes' in mainstream schools. In 2015, the MoE launched the 'National Scheme for Children with Autism' in an effort to provide national strategies to support the education and care of this segment of the population.

Other significant initiatives that the country adopted towards achieving IE include the 'Omani Children with Disabilities Care and Rehabilitation Act' of 2008, and the Inclusion Mandate of 2002. The efforts towards achieving IE in Oman were also recognised in the commitment of the country to international conventions and treaties e.g. the UNESCO World Declaration on Education for All (1990), the Salamanca Statement and Framework for Action on Special Needs Education (1994) and the United Convention on the Rights of Persons with Disabilities (2006).

Nonetheless, in their efforts to educate more children with disabilities or different types of 'disabilities' in mainstream schools and to respond to the increasing number of students identified as having SEN (Emam, 2017), the MoE (2008) identified the need for classroom teachers to be ready to implement inclusion for all students, including those who are disabled, in their classrooms. They need to be able to identify the strengths and weaknesses of their students as well as to differentiate in their teaching and learning, so that they can increase the participation of all their students and simultaneously, illuminate and overcome barriers to inclusion. Barriers to inclusion are not located within the child, but a reflection of an environment that has not considered the accommodations and changes that need to be made in order to welcome children with disabilities.

In fact, the review into literature on inclusion in Oman has noted that a range of institutional, physical and environmental barriers face the inclusion of students with disabilities in Oman, as identified by Al-Qaryouti (2010). More specifically, Al Sa'idi (2013) identified limited availability of teaching resources, untrained teachers, large class sizes and the omission of some educational study materials for students with disabilities when attending parallel classrooms to cause barriers towards implementing inclusion in mainstream schools.

Indeed, the reviewed literature ascertained that literature from the Arab region (Alfawair & Tobi, 2015; Gaad, 2011) establishes that the teaching force in the Middle East region, including in the Gulf states, require training in SEN, both generally and particularly in several domains of SEN. Also elicited is the need for specialists in SEN to guide, train and assist teachers in different domains, as this is currently severely lacking across the region including in Oman.

These needs were further supported by UNICEF of Oman, the commissioners of this project, which recognised the need for public classroom teachers in the Sultanate of Oman to be trained and supported to teach inclusively. Hence, this guide aims to offer teachers as well as teacher trainers some practical ways of implementing inclusion in the classroom environment. The aim is for teacher trainers to support classroom teachers in utilising and adjusting the suggested strategies in order to meet the individual needs of their students.

Note on language:

We acknowledge that some inclusion advocates use the person first approach to addressing people with disabilities, the approach that was adopted in the CRPD. By adopting this approach, the primacy of the individual over any kind of difficulty they may have would be maintained. However, we also recognise that some other advocates use the term disabled people in recognition to the discrimination that this population may face. In so doing, they do not situate the difficulties within the individual. In adherence with the language used by the UNICEF the former terminology will be used throughout this document. Nonetheless, in adherence with the social model of disability, the model that considers **disability** to be caused by the way society is organised, and not by a person's impairment, difficulty or difference, in this guide the use of the term students with SEN will be avoided. Instead, we will be referring to this population as those requiring SEN support provision or described or identified as having SEN. This is because categorising and diagnosing students is context-dependent and rarely solely located within the attributes of an individual child.

HOW TO USE THIS TEACHER TRAINING GUIDE

The previous section on *'Background to Inclusive Education'* established for the importance of IE on the global agenda, including in Oman. The second section on *'Inclusive Education in Oman'* gives the background to this national inclusive classroom project, initiated by The Ministry of Education in Oman and UNICEF. This Teacher Training Guide is part of the support being put into place for teachers and schools. The third section *'Inclusion: What it means'* discusses how the concept of inclusion works in schools and sets out core priorities, values and areas of focus. Section four, *'Inclusive Teaching'* sets out practical ways that teachers may use their existing skills and training to support all their students including those with disabilities and those with perceived educational needs in mainstream classroom environment. This section is broken into six parts, which correspond to most teachers' existing knowledge and practice. The Teacher Training Guide emphasises that the abilities and ordinary practice of a good teacher form a very strong foundation for inclusive teaching. Finally Section five *'Summary of core teacher attributes, skills and knowledge for Inclusive Teaching'* offers a summary of core teacher skills that support inclusive education before the guide concludes with responses to some frequently asked questions by teachers in Oman and an array of tips offered from Cycle 1 teachers to fellow teacher in the country.

Appendix 1 includes a copy of an observation tool that can be adapted to meet the needs of Omani schools for auditing inclusive classrooms. Appendix 2 provides a roadmap into building inclusive classroom across the Sultanate of Oman and in Appendix 3, Omani teachers have taken the ideas contained in this Teacher Training Guide and created further starter activities and lesson plans as examples of great inclusive teaching practice.

Educators are strongly encouraged to read through the whole guide first then to refer to specific sections as appropriate. It should be noted that whilst all educators can use the practical suggestions that the guide offers and tailor them to their and their students own needs, specific examples are drawn from the Omani curriculum of cycle 1, which is grade 1 to 4, the educational stage that constitutes the focus of this training guide.

Before explaining the meaning of inclusion in this training guide and offering some practical strategies to how it can be implemented in practice in the classroom environment, it is necessary to provide background

information on what teachers need to know to support inclusive teaching in mainstream classrooms. This includes information pertaining to the role of the teacher in implementing inclusion through differentiation in teaching and learning and the careful assessing of the achievement of all their students.

SECTION 2. INCLUSIVE EDUCATION IN OMAN

The Ministry of Education, supported by UNICEF, is committed to inclusive education in Oman. Many of the principles and strategies for inclusion will already be very familiar from the Omani curriculum. For example, the curriculum talks about collaborative learning and active learning through group work and experience, and research shows that this is the foundation of inclusive teaching.

Different schools will approach inclusion in different ways and schools, teachers, parents and students will shape their priorities together. Most importantly, inclusion only truly happens when teachers and schools reflect together on what is working, what is not working and how unique situations will be solved in each school. Inclusion is a continuous journey and is only successful when everyone works together to solve problems and share examples of success.

Inclusion in this case can be implemented through applying different methods of teaching and learning aimed at meeting the diverse needs of students in the same milieu. This would include:

- Implementing differentiation in teaching and learning
- Using a range of different resources
- Providing students with accessible materials based on their requirements
- Considering whether some students need additional time to complete tasks, while other students need tasks broken down into smaller steps.
- Deploying classroom assistants in support of the implementation of inclusion inside and outside the classroom environment.
- Having time allocated in school for teachers to work together to talk about and plan for how to meet the needs of students.

How these issues are addressed in each school will have a profound influence on the implementation of inclusion in the schooling environment and ultimately, on the happiness and success of all the students in school, whether they are disabled or not.

SECTION 3. INCLUSION: WHAT IT MEANS

Inclusive practice permeates every aspect of the school community, including how staff members are valued as part of the school community. The Index for Inclusion is a framework to help schools to audit their ethos and practice in respect of inclusion. Inclusion is defined by the Centre for Studies in Inclusive Education in the following ways:

Inclusion in education involves:

- Valuing all students and staff equally.
- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorised as 'having special educational needs'.
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than as problems to be overcome.
- Acknowledging the right of students to an education in their locality.
- Improving schools for staff as well as for students.
- Emphasising the role of schools in building community and developing values, as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognising that inclusion in education is one aspect of inclusion in society.

Centre for Studies in Inclusive Education (CSIE)
<http://www.csie.org.uk/index.shtml>

Inclusion is part of the overall vision in UNICEF's work on rights. Peace, equality, family and community are all strengthened by inclusive education. The picture below shows an Omani school's project on the rights of the child, including the right to education and freedom of expression.



<The above image shows ten circular cartoons of children in various activities, annotated with French and Arabic text. A boy and a girl with an equals sign, indicating equality between genders; a child and his family; children expressing themselves freely; a sad child; a child being examined by a female doctor; a child at school; a child playing with a football; a child working down a mine; a child in the army; a child in prison.>

Link to training activities:

Teachers on the training programme will be encouraged to develop their own definition of inclusion. Such a definition may not only reflect their understanding of the concept but may also inform the way inclusion can be implemented in their classrooms.

SECTION 4. INCLUSIVE TEACHING

The essential foundations that make up inclusive teaching are:

- Effective, targeted, specific feedback
- Appropriate level of challenge
- Students actively engaged in learning
- Stimulating lessons that promote on-task behaviour
- Knowledgeable, creative teachers

The UNICEF webinar series booklets on Inclusive Education form a strong background to these principles. Booklet 11 on a Universal Design for Learning and Booklet 12 on 'Teachers, Inclusive, Child Centred Teaching and Pedagogy' have useful information and are linked to a Webinar for further information. The links to these are supplied in the 'Resources' section at the end of this guide.

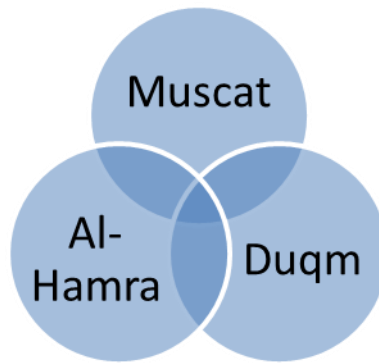
These strategies will help all children and especially those with Special Educational Needs:

- Highly focused lesson design with sharp objectives
- High levels of student involvement and engagement with their learning
- High levels of interaction for all students
- Different types of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups
- An expectation that students will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate students.

Why do these teaching approaches help children with disabilities and those with perceived special educational needs?

In the type of classroom described above a teacher focuses on the 'here and now'. If a child has visual impairment, the teacher will think about practical matters, such as keeping bags off the floor so that the student can move around without falling. If a child has a shorter attention span, the teacher can break a task into shorter pieces so the child can succeed. Designing activities for children to work in pairs enables children with slower processing skills time to understand the activity with their partner without needing to call out to the teacher. Starting a lesson with a picture or an object or an interesting question to discuss helps children with disabilities and perceived special educational needs to understand what the lesson will be about and to remember previous knowledge about the subject.

Sometimes simple strategies can encourage students with poor motivation to engage in the curriculum. For example, teachers can use visual frameworks to encourage different ways of thinking about a subject. This can be a good way to engage a child in the topic area and encourage them to talk to other students about their ideas. Often, this time spent thinking and talking will help a child to remember important information from the curriculum and help them to write their ideas down. For example, a Venn Diagram or interlocking circles (two or three) can encourage a comparison between three characters in a book, or three different periods in history. Here is a three-circle Venn Diagram designed to help children to think about the similarities and differences between different places.



<The above image shows a Venn diagram with the words 'Muscat' 'Al-Hamra' and 'Duqm' in each of the three circles>

This example is for the Social Science curriculum, covering this learning objective:

What is a city, the difference between city and village, drawing a map for the place where the student resides?

As children discuss this together, the teacher can go around the classroom, listening and watching how different children are talking and learning. This is an important part of formative assessment (see below for further information of formative assessment). The teacher can notice who is using appropriate vocabulary and who is not. The teacher can hear how children are explaining ideas to each other. This gives information about how each child is learning. Perhaps some children lose attention quickly, or other children find it difficult to take turns in a conversation in an activity. When a teacher knows her students in such detail, they can make very small adjustments to make the next lesson more successful. This is known as differentiation (see below for more information). Some students may need pictures to support their understanding of text. Some children, perhaps with Autism, respond well to a visual timetable that explains the plan for the whole day. Some children need to be taught ways to manage anxiety or stress. Some children need to use tactile materials in maths lessons more often to help them understand fractions or place-value. Children with literacy difficulties may need 'sentence starters' to encourage them to start writing or writing frames that encourage them to cover different aspects of a topic area.

In this example, children might draw or write about the different ways towns and cities are the same or different from each other. The teacher may present 'prompt' vocabulary such as 'ocean', 'population', 'field' or 'agriculture' for some children, but not others. Some children might have sentences given with words missing to fill in, but other children might be able to create their own sentences. Some children might need a teaching assistant to teach them key topic words before the lesson so that they are more able to join in.

A simple writing frame to support a child might look like this:

Choose one town and say where it is:
Describe the type of buildings in this town:
What do people in the town do for their jobs?

Choose an important building in the town. Describe what it looks like.
Is the town big or small? Find out how many people live there.
Would you like to live in this town? Give reasons for your answer.

Some children may need to draw some of these answers and their target might be to place some cut out words onto their pictures to show that they understand the meanings of the words and can identify particular features of their chosen town.

Link to Training Activities:

Teachers will be asked to create more two-circle and three-circle Venn Diagrams to fit other areas of the curriculum. Inclusion Champion teachers and schools will collect the best examples to share with other teachers. In Appendix 3, you can see some examples of starter activities that Omani teachers created recently.

Other ways to engage children in the lesson include:

Instead of handing children a list of vocabulary and definitions to learn, students can receive the words cut up and they have to pair up the words with the definitions in pairs or small groups. Children with difficulties in remembering information or learning new words will remember the meanings of these words better because they had to think about the meaning and discuss it with other students. Just giving children a list of words and their meanings will be ineffective for children who do not read well, or who have poor memory or who are anxious about their learning.

Use a question, a puzzle, real object or picture to create curiosity. This ignites interest which invites students to explore curriculum. This provides a foundation that encourages students to discuss, talk, debate, question and thrive on learning.

Finally, another crucial component for Inclusive Teaching is the relationship built between teachers and students. They are partners on the learning journey. Genuine interest in students' learning, with plenty of opportunities for students to tell teachers what helps and what hinders their learning will create an environment of trust and collaboration. Inclusion creates a strong whole school community (see picture below).



< The above image shows a photograph of an elaborately decorated pin board featuring Arabic text and photographs of people in ornate frames. In one photo, a boy reads from a large book.>

A SIX STEP APPROACH TO INCLUSIVE TEACHING

The training guide will cover the following six core topics. The Omani curriculum will be used to give examples of strategies and approaches.

1. Pedagogy (with a focus on collaborative learning)
2. Formative assessment
3. Achieving the right level of challenge (lesson planning)
4. Differentiation
5. Addressing barriers to learning (person-centred planning)
6. Whole school collaborative joint professional practice (such as Lesson Study)

PEDAGOGY (COLLABORATIVE LEARNING)

Inclusion works best when students work together in different types of groups, such as working in groups of two or four. This is because some students with different types of special educational need or disability cannot listen for long periods of time or find it difficult to sit still if they are not actively engaged in a learning activity.

Introducing and developing group work and collaborative learning:

Group work has doubled students' levels of sustained, active engagement in learning and more than doubled the amount of high-level, thoughtful discussion between children.

Further information and resources are available from here: <http://www.spring-project.org.uk/spring-Publications.htm>

Here are some strategies or approaches that help manage different types of group to engage with different curriculum topics:

1. Think, Pair, Share
2. Clear roles in group work
3. Problem-based learning
4. Reciprocal teaching
5. Creating posters or presentations in a small group

Most of the strategies described below can be adapted for use across the curriculum, from Early Years to Post 16 learning.

1. Think, Pair, Share

Students work in partners. They may need to note down or draw ideas on a mini-whiteboard or paper. They are given a puzzle or open question (more on this later) and are given a few minutes to talk together and share ideas. Afterwards, the teacher takes answers from a few students to share with the whole class. While children are discussing their ideas, the teacher can walk around and check on students' understanding by observing their students' discussion of their ideas. This is a hands-on way of obtaining information to support formative assessment.

Example suitable for the Oman Science Curriculum, Grade 1:

Lesson Objective:

To know/identify the living creatures and its interaction within any environmental system.

Using an 'Odd-one-out' activity (more on this later).

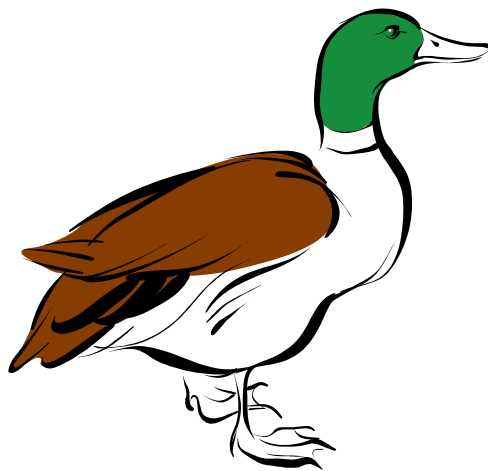
The 'Talk Partners' could be asked to consider these three pictures of a duck, a bat and a dolphin and asked which one might be the odd-one-out. (This example is taken from: 'Thinking through primary teaching' edited by David Leat).



<The above image shows a black and white line drawing of a dolphin>



<The above image shows a coloured in line drawing of a bat>



<The above image shows a partially coloured in line drawing of a duck>

The talk partners would quickly discover that there are many more than one correct answer. They will share ideas. The discussion gives children time to remember experiences; prior learning and key vocabulary. New and interesting vocabulary would be elicited, such as 'mammal', 'nocturnal' and 'echo-location', all of which could be linked to the key learning objectives for the science lesson. Generally, students find this type of activity stimulating and motivating. It helps children to remember the topic, develop communication skills and

keep motivated.

This type of activity works in most subject areas. It is suitable for children with reading difficulties because it is not dependent on literacy skills. It can work at the beginning or end of a lesson.

It values a wide range of ideas as long as they are logical, which can be very powerful for students described as having Special Educational Needs as this encourages them to contribute. Often students described as having special needs present creative or interesting answers which can demonstrate strengths and interests. Moments like this can be highly motivating, especially to students who might doubt their own abilities.

Link to training activities:

Teachers on the training programme will be encouraged to develop more examples of 'Odd-one-out' activities relevant to all areas of the Omani curriculum. These examples can be added to a data-base accessible to teachers, such as the one being developed by the Specialist Centre for Professional Training of Teachers.

Teachers and schools who are 'Inclusion Champions' (see Appendix 2: Road Map towards Inclusion) will test these examples and suggest refinements and improvements for other schools and teachers.

2. Clear roles in group work

It can take time to teach children, including those with special educational needs, how to work together in groups. 'Group Roles' is a way to give children particular roles in a group, helping to maintain attention.

It can be useful to use three or more of the following roles:

- Organiser
- Time-keeper
- Writer
- Presenter

This makes sure that every child has a task or an activity to do during group-work.

For example, see the resource below to meet this objective in Science:

Describe the different methods of movement that the human being and other creatures use in order to provide themselves with their needs.



<The above five images show:

- a black and white line drawing of man on a horse, both smiling
- a cartoon of a Caucasian man in suit sat beneath a tree, smiling as an apple bounced off his head. He holds his finger up as if he's been inspired.
- a black and white icon of stick figure man with parachute.
- a black and white icon of sailboat, blue and white, slightly cropped at one edge.
- a coloured in line drawing of dove of peace carrying an olive branch in its beak, with a folk artsy frame.
- a stylistically coloured cartoon of a Caucasian person skiing down a snowy mountain.>

Thinking scientifically, what do all these have in common?

What is the difference between these 6 ways of moving?

Each student is able to participate in the activity, because they have a role. Most children will be able to participate in the discussion because the activity is visual and has many possible answers.

There are some excellent ideas here on how to assess Science knowledge in Grade 3 and 4 for children with poor reading skills:

https://v1.educationendowmentfoundation.org.uk/uploads/pdf/Oxford_Science.pdf

3. Problem-based learning

Problem-based learning is a good way to encourage children to discuss ideas. In the Maths Curriculum, there are many opportunities to use problem solving to encourage learning:

- Write the answer and ask 'what could the question be?'
- Ask children to think 'what if' to extend their thinking. For example, if the question is 'What is 2 more than 60?' you could ask 'what if you add two more? What if you go one back?'
- Make up your own problems. Say which are the easiest and which are the hardest. Try and solve your partner's maths problems.
- Multisensory materials are very useful, such as bead strings or tens and units blocks. Ask children to show you how they are thinking about a problem using these materials. Let them explain to you before you explain to them.

Some good examples can be found here: <https://nrich.maths.org/6099>

4. Reciprocal teaching

This is an activity when the student practices being the teacher in small group reading sessions. Teachers model the skills first, then help students guide group discussions using four strategies:

- Summarising
- Generating questions
- Clarifying
- Predicting

This activity works well when looking at texts during subjects such as literature, history and for planning writing activities.

5. Creating posters or presentations in a small group.



<The above image shows a photograph of children posing with American TV celebrities Dora the Explorer and Barney the Dinosaur with Arabic text across the top.>

Children working together to produce a collaborative piece of work often report great benefits in memory of the topic and motivation. Many Omani schools have excellent open courtyards which offer useful space for group activities and presentations (see below).



<The above image shows a photograph of an inside courtyard and what looks like it may be a class of children practicing martial arts.>

Link to training activities:

Teachers on the training programme will be encouraged to develop more examples of group work and collaborative learning activities relevant to all areas of the Omani curriculum. These examples can also be added to a data-base accessible to teachers, such as the one being developed by the Specialist Centre for Professional Training of Teachers.

Teachers and schools who are 'Inclusion Champions' (see Road Map towards Inclusion) will test also these examples and suggest refinements and improvements for other schools and teachers.

FORMATIVE ASSESSMENT

There are three types of assessment commonly used in schools:

Summative Assessment which is often carried out under exam or controlled conditions. It involves an assessment against strict criteria at one single point in time. It often, although not always, results in a number (e.g. exam percentage), grade or scaled measurement. It usually assesses the individual learner without

support. Even if exam access arrangements are in place, support will be very specific and will not assist students in the exam/test/assessed exercise. Some students described as having Special Educational Needs 'test badly' i.e. perform below their normal ability level in summative assessments.

Ipsative Assessment is when a student's progress is measured against their own starting point. For example, a child with poor Maths skills may respond well to a particular type of support in Maths and make rapid progress. They may still be below their peers, but have improved at twice their rate. Rate of progress is key to Ipsative Assessment, and is always measured over time: 'She has achieved 5 milestones/achievement indicators in a single term'.

Formative Assessment is a core principle of Assessment for Learning. It is an ongoing part of the teaching process and values the progress made when a student is being supported by the teacher. Formative assessment therefore becomes part of the ongoing planning process and feeds into the design and differentiation of the next lesson.

Dylan William and Paul Black are early pioneers of school-wide approaches to formative assessment, known as 'Assessment for Learning'. Listen to Dylan explain the importance of formative assessment and why it can be challenging for teachers to put it into practice:

<http://www.journeytoexcellence.org.uk/videos/expertspeakers/assessmentforlearningdylanwilliam.asp>

Shirley Clark's book 'Unlocking Formative Assessment' identifies these key components in the formative assessment process:

- Planning
- Sharing learning intentions
- Student self-evaluation
- Questioning
- Monitoring
- Student involvement in target setting
- Nature of teacher's feedback
- Student response to teacher feedback
- Use of metacognition (see below) and pupil dialogue to gain deep understanding of children's thought processes
- Raising self-esteem

Many of these processes are interwoven into the fabric of High Quality Teaching practices, but formative assessment is a particular focus on the individual pupil's journey through the curriculum. Assessment for Learning is a continuous dialogue. The student and the teacher become partners on the journey and this is only possible if the student has a 'road map' of the curriculum, aware of what they have mastered and what the next step on the journey must be. This partnership also relies on the relationship that is built between students, teaching assistants and teachers based on trust and communication.

Student Dialogue also operates as an aid to self-assessment as well as learning, because explaining a process to another person highlights the robustness of knowledge. Students can ask each other questions to reinforce learning and challenge understanding.

Responding to the teacher's feedback in textbooks is a core part of Assessment for Learning as it ensures that feedback is a continuous dialogue between student and teacher. It is crucial to allow time at the beginning of each lesson for students to read and respond to feedback. For example, the teacher can ask a student to try three new maths problems or write two more sentences, focused on the skill that needs most practice.

Sheets for student feedback can be differentiated, using closed questions to elicit responses from students with perceived special educational needs, or structured sheets to clarify focus areas (see images).

Some simple questions include: What went well? (WWW) and Even better if...? (EBI).

Target setting must involve students in order to be effective. This links back to the 'Task Analysis' work covered below to enable a meaningful level of detail. Targets need to be 'S.M.A.R.T.'

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime-limited

In Appendix 3, Omani teachers have developed the idea of 'SMART' targets to make it more appropriate for the Omani curriculum.

Examples of a SMART Target, linked to the English Curriculum:

- To recognise ten words in English.
- To draw the picture showing the meaning of each word.
- To do this within three weeks.

The SMART Target must be monitored and after three weeks, a new target set.

Teacher training activity:

Think about a child you are teaching. Develop SMART targets for them in 2 topic areas.

As with much of the principles embraced by High Quality Teaching, embedding is more effective when little and often. This means that the process is dynamic, with many small achievements every week, rather than an over-reliance on generalised targets. Students need to know the lesson objectives and target skills in order to be able to self-evaluate their own or their peers' work.

Open questions, such as those used in Thinking Skills and problem-solving activities enable teachers to know exactly how well a concept is embedded. It can be helpful to use an engaging starter activity that does not rely heavily on text in order to make the lesson accessible to a wide range of students.

Starter activities such as Concept Cartoons can be a useful tool to engage learners. Explore a concept cartoon in your subject area: <http://www.conceptcartoons.com/>

Activities based on real life. Make sure there are a range of correct, interesting or logical answers and allow the focus to be on how students explain their reasoning rather than the answer itself. You may need to differentiate the activity.

Ideas include:

- Mind-map or Venn diagram
- Talk partners
- Key vocabulary provided or pre-taught
- Picture or object prompts
- Mini-whiteboards given to jot ideas down.

The picture below is a good example of a Thinking Skills activity. The teacher can assess a child's progress by seeing what they write or draw in the 'thinking bubble'.



<The above image shows a photograph of a few textbooks open on a table, focused on a blue-toned cartoon of a man in a small car, smiling, with Arabic text.>

As students discuss their ideas, you are able to listen to how children are learning and what they already know. Examples of open questions and activities include:

1. Can a half ever be bigger than 1?
2. What is similar about ratios and fractions?
3. Are dreams real?
4. Can you give me an example of?
5. What if ...

6. Why might a person believe....?
7. Try and convince a 12th century merchant that the earth is round.
8. What do ... have in common?
9. Can you think of another story/piece of writing with a similar theme/style?
10. Predict the outcome of this experiment and justify your reasoning.

An influential study by Ruth Butler in 1988 explored students' responses to the following type of feedback:

- Grade only
- Comment only
- Grade and comment

She found that the learning gains appeared only for the middle group: comments only.

The Education Endowment Fund evaluates effective feedback as increasing student attainment by up to 8 months' gain in progress achieved. <https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/feedback/>

Formative feedback is particularly important for students with disabilities or perceived special educational needs who may need their progress recorded in smaller steps.

This document has steps called 'p-scales' which are broken down into small steps to measure the progress of children.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/329911/Performance_-_P_Scale_-_attainment_targets_for_pupils_with_special_educational_needs.pdf

Examples of items related to **Speaking** are:

P4 Students repeat, copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols

- They use single words, signs and symbols for familiar objects [for example, cup, biscuit], and to communicate about events and feelings [for example, likes and dislikes].

P5 Students combine two key ideas or concepts

- They combine single words, signs or symbols to communicate meaning to a range of listeners [for example, 'Mummy gone' or 'more drink']
- They make attempts to repair misunderstandings without changing the words used [for example, by repeating a word with a different intonation or facial expression]
- Students use a vocabulary of over 50 words.

P6 Students initiate and maintain short conversations using their preferred medium of communication

- They ask simple questions to obtain information [for example, 'Where's the cat?']
- They can use prepositions, such as 'in' or 'on', and pronouns, such as 'my' or 'it', correctly.

P7 Students use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others [for example, 'I want big chocolate muffin']

- They use regular plurals correctly

- They communicate ideas about present, past and future events and experiences, using simple phrases and statements [for example, 'We going cinema on Friday']
- They contribute appropriately one-to-one and in small group discussions and role play
- They use the conjunction and to link ideas or add new information beyond what is asked.

P8 They link up to four key words, signs or symbols in communicating about their own experiences or in telling familiar stories, both in groups and one-to-one [for example, 'The hairy giant shouted at Finn']

- They use an extensive vocabulary to convey meaning to the listener
- They can use possessives [for example, 'Johnny's coat']
- They take part in role play with confidence
- They use conjunctions that suggest cause [for example, 'cos,' to link ideas].

This type of specific criteria helps teachers to monitor progress and provide evidence that children with disabilities or communication needs are progressing.

Another useful way of measuring the progress of children with or without Autism is available here: (click on the 'house' icon to bring up the grid). There are seven areas of focus, each with their own criteria.

The areas are:

- Social communication
- Social Interaction
- Social imagination and flexibility
- Sensory processing
- Emotional understanding and awareness
- Learning
- Independence and community participation

There is also a section for the student's own personal goals.

Teachers can download this grid and use it to assess children's progress. The grid then gives teachers a target document of each child's next steps:

<http://www.aettraininghubs.org.uk/schools/pf/>

ACHIEVING THE RIGHT LEVEL OF CHALLENGE (LESSON PLANNING)

Task Analysis

Task analysis happens when teachers break down a task into all of its component steps, and takes practice to master. For example, to do the calculation: 41×37 you would need to:

- Understand place value
- Understand the implication of the multiplication symbol
- Know which multiplication strategy to use
- Have sufficient attention/focus/motivation to begin the task
- Start on the chosen strategy
- Rely on working memory¹ to know where you were in the multiplication process

¹ 'Working memory' refers to the way in which we hold certain pieces of information in our mind while we are manipulating another piece of information. Mental mathematics is a good example of a task that requires working memory.

- Be able to write down your working (itself dependent on other factors: pencil grip/replication of symbols and numbers/right-left spatial orientation, correct spacing on the page etc.)

To write up an experiment on chemical reactions, you would need to:

- Know or have access to the appropriate vocabulary and their spellings
- Remember the sequence of events during the experiment
- Understand the implications of what you observed/carried out
- Be able to write a coherent, sequential account
- Know which details are relevant/irrelevant

Task analysis helps teachers to scrutinise two key areas: the relevance of the lesson plan to the learning objectives and the support needed to differentiate the activities for individual students with disabilities and/or for those identified as having SEN. This enables the right level of challenge for students in their lessons: neither too easy nor too hard. Many students who seem to lack motivation or appear as if they do not wish to learn in fact have been set the wrong level of challenge or cannot see the relevance of the work they are doing. To achieve this, in the examples above, one student might need support or scaffolding in a different area compared to another student. This type of precision is crucial to effective differentiation.

Teacher training activity:

Look at the picture of the girl below. Look at the different resources that are available in the room. In a pair with another teacher, plan two different activities that are carefully broken down into steps, using Task Analysis. Which steps might the girl need help with in order to achieve he task?



<The above image shows a photograph of the back of a girl sitting in a classroom, facing the front of the room, with a whiteboard in the background.>

Metacognition

Metacognition comes from the words 'meta', which is the Greek word 'about' and 'cognition', which is the process of acquiring knowledge and understanding through thought. This has led to metacognition often being described as 'thinking about thinking'.

Teachers can teach metacognition to students. E.g. When learners are asked how they solved a particular problem they will be able to detail the steps in the process. As learners become more able to self-monitor and reflect on their learning they will become more independent and proactive e.g. when a student is able to express how, what, why or when they did or did not understand something this will help them to learn.

Self-reflection questions or having a learning diary would be a good way to introduce this; e.g. after a lesson learners could ask questions such as:

- * 'What was the most difficult aspect of this lesson for me? Why?'
- * 'What strategies did I use to solve the Maths problem?'

The good news is there is evidence to suggest that metacognition can have a big impact and it is easy to do and does not cost a lot of money to put in place.

A short EEF video:

<http://educationendowmentfoundation.org.uk/videos/toolkit-talk-meta-cognition>

DIFFERENTIATION

Differentiation comes in many forms. Differentiation is linked to Task Analysis because a teacher can make precise decisions about what type of support is needed to enable a student to reach a goal.

The best differentiation is subtle, such as the use of prompt questions or the provision of vocabulary in individual workbooks for some students, but not others. Differentiation is an aspect of Person Centred Planning because a teacher needs detailed knowledge of the student. Formative Assessment is also a key aspect of differentiation.

Sometimes differentiation means knowing when some students need to go outside and move around to help them concentrate on the next part of the lesson.



<The above image shows a photograph of the same courtyard. The barely visible children under a dark shadow in the background are stood in a circle, perhaps they are doing gymnastics.>

Scaffolding learning takes place when an element of the task is made slightly easier for some students in order for them to achieve similar outcomes to other students. For example, some pupils might be allowed to use a calculator for some maths problems. Some children might need a 'writing frame' or a laptop computer to help them get ideas written down on the page. Other children might need sentences with gaps for them to fill in the correct word. Some children will need 'prompt words' to help them, or some words already written in their book to get them started.

For example, for the English and Life Skills curriculum:

A bus has wheels and is used to carry to different places. A bus needs a and people must pay to use it.

Some children can just fill in this sentence. Others will need to be given the words: four; people; driver and money.

Teacher training activity:

Design a few sentences with words missing for use in a lesson you will be teaching soon. Which children can generate their own words and which students will need the words to be given to them as well?

Some forms of differentiation may involve the whole class, such as starting a lesson with an activity that does not involve reading. This means that students with literacy difficulties do not face a 'barrier to learning' early on in the lesson.

Visual cues can support pupils. Writing frames and cognitive frameworks can also be helpful, such as linked boxes for a sequencing task or other concept maps to stimulate thinking activities. These can be effective ways of stimulating pupils who are reluctant to write. These examples are found in 'Smart Art' on Microsoft Word.

English language curriculum:

Children are asked to fill in the boxes to say what types of clothes each job requires and what type of activities are involved in each job.

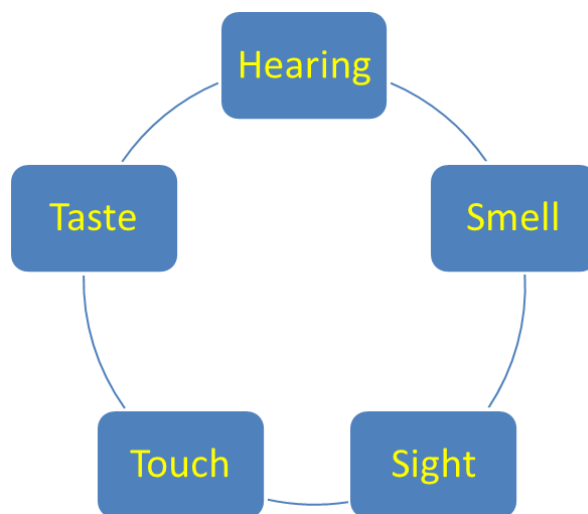
The image shows three blue vertical bars, each representing a different profession. Each bar has a job title on the left side, an icon at the top, and two bullet points: 'Clothes' and 'What they do'.

- Teachers:** Icon of a red apple with '#1 Teacher' written on it.
- Doctors:** Icon of a doctor wearing a white coat and a stethoscope.
- Airline Pilots:** Icon of an airplane flying in the sky.

<The above image shows three blue bars containing the text 1. “Teachers: Clothes, What They Do”, 2. “Doctors: Clothes, What They Do”, and 3. “Airline Pilots: Clothes, What They Do”.>

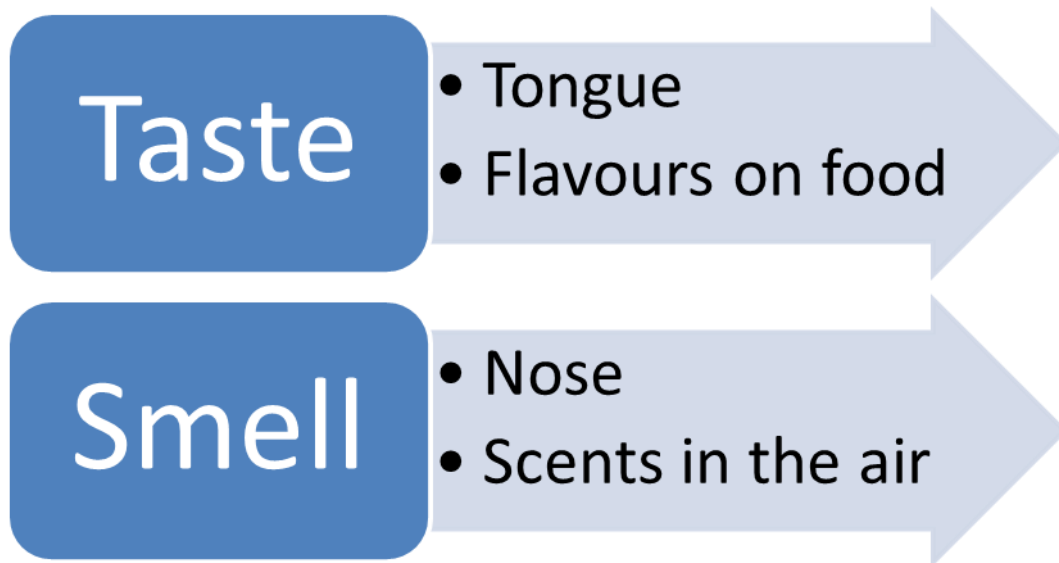
Science Curriculum:

Think of the five senses: Write the name and draw a picture



<The above image shows a wheel-shaped diagram with five blue bars featuring the words ‘Hearing’, ‘Smell’, ‘Taste’, ‘Touch’ and ‘Sight’ linked by a circular line>

Now, for each sense, what do they do and how do they work in the body (two examples given):



<The above image shows two blue bars with arrows emerging out of them pointing to the right margin of the page. The first one says “Taste: Tongue / Flavours on food” (the correct English would be Flavours of food) and the second one says “Smell: Nose / Scents in the air”>

In summary, teachers need to differentiate between students and to identify suitable differentiation methods in relation to the delivery of lessons, grouping of students, resource identification, support offered, assessment methods and requested tasks. Below are different methods of implementing differentiation in the classroom in terms of teaching and learning to ensure the effective participation and engagement of all students based on their learning needs, as follows:

- **Tasks/activities:** in an inclusive classroom, it is not necessarily the case that all students will need to be given the same task and that the same completion time has to be applied to all. Students can be asked to work on different tasks taking into consideration the already accomplished targets and what would support them in expanding upon their already existing knowledge.
- **Classroom grouping:** this can be done either by treating the whole class as one group, by having small groups or by pairing students into groups of two as follows. Teachers may invite answers from the class as a whole, e.g. what do you know about computers? They can also group students into small groups, e.g. either to have different ability students in one group so that they can support each other or to have a group of the same ability so they work on the same task. Teachers can also pair students to work on the same task so that they can support each other.
- **Support:** some students may require more support than others. Teachers may need to offer students support based on their needs. this could be done by giving some additional explanation, spending additional time with them or by asking a student in the classroom to support a peer, e.g. one who has already finished working on a task.
- **Extension:** some students finish a task earlier than others. These students still need to be stimulated academically and stretched. So, additional work that may meet their needs should to be prepared for them.

- **Dialogue:** to illustrate a new concept or an idea, teachers may need to give different examples to different students, taking into account their different interest. By differentiating in this way, the new concept can be understood by all students.
- **Content:** the content of the lesson needs to be modified based on the individual needs of the students. Examples include, providing illustration of the visual elements for those who cannot access images or listing the ideas in bullet format for those who would benefit from clear and easy to read instructions.
- **Resources:** different teaching resources in illustration of one objective would facilitate reaching all students, e.g. using the white board, playing videos and/or distributing text. For some students creating resources that may help them to understand certain concept would be necessary.
- **Assessment:** assessment can be formative or summative. The former may inform teachers and students themselves about what they know, understand and can do. It helps students and their teachers to determine future goals as well as to know where students stand educationally in relation to certain tasks. It is, hence, a form of assessment that may inform the development of the learning journey. On the other hand, the latter (summative) refers to measuring the achievement of students at the end of a stage of learning. Assessment can be conducted individually, in a group or as a class. For some students, breaking down the learning objectives into small goals and assessing the extent that they have met each goal would lead to an accurate way of assessing the attainment of the student. Ultimately, this approach may help teachers to build on the specific needs of each student.
- **Pace:** not all students can grasp the same idea in the same amount of time and by the same means of explanation. For achieving results, some students may take a longer time and need more practice for the learning objective to be satisfied. Possible methods of supporting these students include offering additional exercises, homework, reading material or an activity to be completed at classroom.
- **Intervention:** while in an inclusive school all students are encouraged to learn in the same classroom, some students may still require further intervention in support of their learning. This could be by receiving additional support outside the classroom environment, e.g. for further educational support, language therapy etc.

ADDRESSING BARRIERS TO LEARNING (PERSON CENTRED PLANNING)

The information above focuses on the core elements of teaching that lay the foundation for an inclusive classroom. If a classroom is structured according to the ways outlined above, the specialist support needed for children with disabilities is much reduced. To be inclusive, schools must start with the right type of inclusive pedagogy before thinking about the individual needs of different students who may enter the classroom.

It is possible to make planning for inclusion easier for schools by concentrating on four main areas where teachers can support students in the classroom. The four categories of need are:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Physical and Sensory Needs

Cognition and Learning

What do teachers need to know about the brain?

The brain is always active and requires stimulation of its sensory channels.

In the context of learning, there are four perceptual modalities at play: visual, auditory, kinaesthetic and tactile (VAKT).

- The visual mode responds well to pictures and diagrams
- The auditory mode enjoys listening, talking and even possibly, its own internal dialogue
- The kinaesthetic mode needs to 'experience things' and be actively engaged in doing things.
- The tactile mode wants to touch things or to manipulate materials.

Multi-sensory learning

Students use more than one sensory processing channel to learn. Classroom learning is about teaching things in such a way that they are retained by students and available to use in an appropriate way later on.

A student's cognitive style is based on the interactions between the ways the two hemispheres of the brain process information. The left cerebral hemisphere specialises in verbal function; it is analytic and processes sequentially. The right hemisphere specialises in visual-spatial and holistic processing; it makes connections rather than breaking things down.

Taking account of learning style has been shown to be helpful for most students and is essential for those with learning difficulties. Neurodiverse learners have a different approach to cognition than neuro-typical learners and in a classroom situation, this places them at a disadvantage; especially so when the teaching does not play to their strengths.

Students with learning difficulties, sensory impairments and dyslexia frequently have strong cognitive preferences. In addition, some difficulties such as dyslexia may be partially defined by the learning style. For example, students with dyslexia tend not to be strong in short-term working memory and sequential processing and therefore, tend not to be strong in the area of recall necessary for 'left-brained' language skills. Their preferred approach to cognition is often 'right-brained' approaches, such as imagery and holistic methods. Others have problems with abstract language and are tactile/kinaesthetic learners, who need to manipulate materials to understand concepts. Many poor readers are tactile/kinaesthetic learners and have low auditory ability, i.e. do not respond well to verbal explanations.

Generally speaking, 'right-brained dominant students' need an overview and clear context before they can learn steps or sequences. They also need to make personal connections in order to learn. They find language-based concepts very abstract and difficult, hence learning these best through concrete, highly contextualised and personally relevant materials and activities.

Offering students opportunities to learn in the way that they learn best is the essence of inclusiveness. It also is an effective way of creating a successful learning experience and counteracting previous failure.

Consequently, many students learn better when:

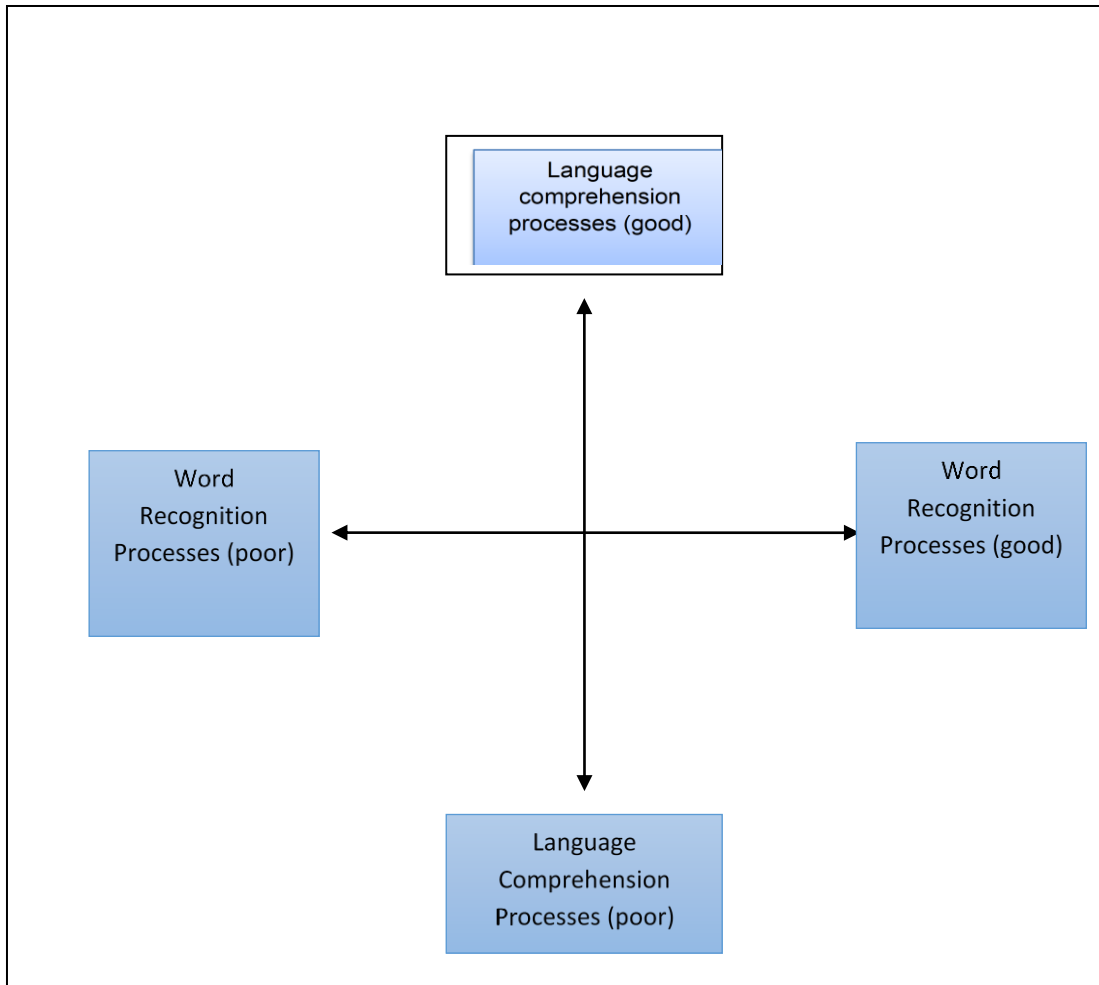
- The teaching is appropriately multi-sensory (everything is at least visual and tactile as well as auditory);
- The learning journey is well structured (always goes from what they know and has clear learning points);
- The teaching is sequential (everything links and builds);
- There is a substantial amount of over-learning (teach things in a number of ways)

- Learning is interesting and engaging (make everything fun and interesting, use various activities and lots of colour and bright resources; focus on things that are of interest to the students which they can enjoy)
- There are lots of quick wins at the beginning and lots of appropriate rewards as the learners go along;
- There are many opportunities for success
- Planning and preparation (and making resources) are critical.
- The language you use is very important (use appropriate praise).
- Know their strengths and weaknesses.
- Be flexible (if something does not work, change it. If the child does not learn from the way that you teach, change it).

Supporting students with perceived cognition and learning needs

Support for reading

It can be helpful to use this grid to think about whether children are having difficulty 'decoding' the symbols for reading (word recognition), or understanding words and sentences, or both. When a teacher or teaching assistant is aware of the core problem in respect of literacy, it is easier to differentiate. If the student has difficulties with decoding, this skill can be taught specifically. The student can then access more complicated text by using text-to-voice software on a computer. If a student seems to read well, but is not understanding the text, the support will be different. The student may need to discuss the topic first so they are thinking about the overall context. This may help them to access the meaning of the document. Pictures may help. Some children benefit from reading about things they are particularly interested in and this can help them to increase comprehension. If a child is weak in both areas, it is important to decide which area is the core focus in a lesson, so that the other area can be supported or 'scaffolded'. The child cannot focus on difficult decoding and difficult comprehension at the same time.



<The above image shows arrows emerging from the centre of the image in four directions, pointing at four blue boxes that respectively say “Language and comprehension processes (good)” and “Word recognition processes (good)” and “Word Recognition processes poor)” and “Language comprehension processes (poor)” >

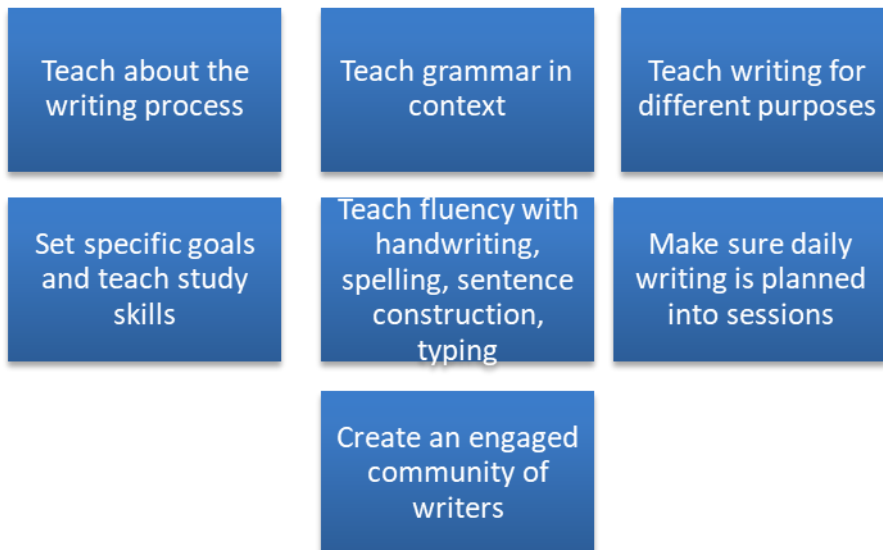
Children may:

1. Have GOOD word recognition processes and GOOD language comprehension
2. Have GOOD word recognition processes with POOR language comprehension
3. Have POOR word recognition processes and GOOD language comprehension
4. Have POOR word recognition processes and POOR language comprehension

Teacher training activity: Think about children you teach. Where on the grid would they sit? What type of activities might help them?

Support for writing

Think about the following activities:



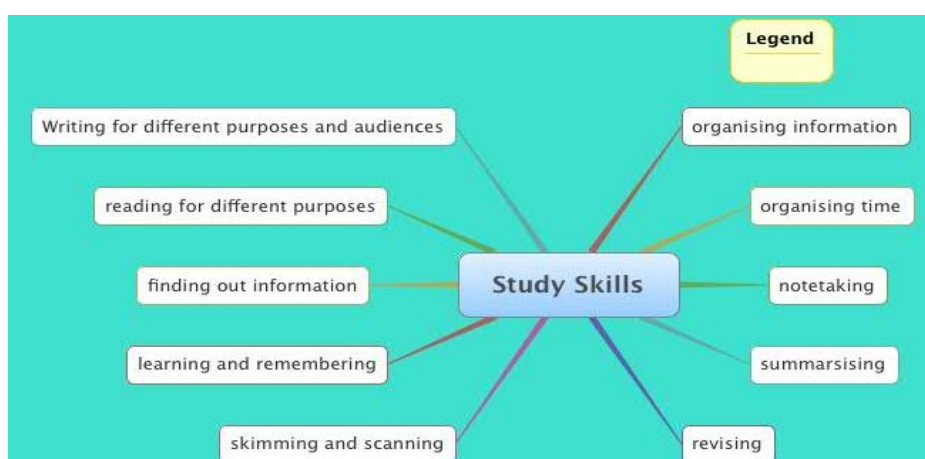
<The above image shows seven blocks of blue with text inside each one. The text reads 1. Teach about the writing process; 2. Teach grammar in context; 3. Teach writing for different purposes; 4. Set specific goals and teach study skills; 5. Teach fluency with handwriting, spelling, sentence, construction, typing; 6. Make sure daily writing is planned into sessions; 7. Create an engaged community of writers.>

Link to training activities:

Think about opportunities you have for developing student writing. How can you support the learners in your classes to develop their literacy skills? Do you teach subject specific vocabulary? Do you provide frames and scaffolds to support writing? Are writing tasks differentiated in order to support students described as having Special Educational Needs?

Study Skills to support learning

The following activities help children to learn and revise taught topics.



<The above image shows a frame titled 'Legend' containing the word 'Study skills' with stylised arrows pointing out in all directions including the words 'Writing for different purposes and audiences', 'reading for different purposes', 'finding out information', 'learning and remembering', 'skimming and scanning', 'organising information', 'organising time', 'notetaking', 'summarising' and 'revising'.>

Many students with special educational needs do not develop study skills naturally. This means study skills need to be taught explicitly. Problems may lie in the following key areas

- Memory: facts, names, sequences, rote learning
- Concentration
- Expressive writing problems: even when orally competent
- Copying and note taking
- Word retrieval
- Lack of automaticity
- Confidence

Difficulties with personal organisation and time management may also need additional support.

So how can we help?

- Explicitly teach how to use homework organiser or planner
- Timetables (visual timetables, ICT versions)
- Plan things in advance
- Teach learners to prioritise work in the time available

Examples of Study Skills that could be taught:

Skimming and scanning

- Speed read or skim text to get the main idea.
- Scan text to find a specific piece of information.

Classroom support in the area of cognition and learning

As mentioned above, students may have needs in more than one area. So, it would be difficult to give SEN related labels to children especially given that some may not have their difficulties identified. Nevertheless, the area of cognitive and learning difficulties may include mild, moderate or profound learning difficulties. It also covers severe learning difficulties, i.e. intellectual impairment, such as Down syndrome - each can be identified by their score on the IQ test. For some of these students, developing an individual educational (IEP) plan to meet their social and educational needs will be necessary. The IEP could be implemented in the classroom alongside their peers supported by differentiation methods.

Cognitive and learning difficulties also include those with invisible difficulties, referred to as specific learning difficulties (SpLD), e.g. dyslexia, dyscalculia and dyspraxia. It has been noted that this group of students may constitute nearly 10% of the school population, of which nearly 60% of them may be able to manage their learning difficulties when provided with the appropriate support.

Whilst some students may require additional one-to-one support to reach certain targets, teachers would still need to support them to be as independent learners as possible. Offering gradual support for those who would need it may help these students to accomplish the same educational objectives as their peers. Here are some tips that classroom teachers or their classroom assistants can follow to support students generally and those with SpLD in, particular, in order to maintain their independence to as great an extent as possible, regardless of the placement of the support, i.e. outside or inside the classroom settings.

- Allow self-scaffolding - this should be at a relatively general level. In doing so, teachers encourage students to demonstrate their knowledge of what is required of them.

- Prompting - if students require further help, teachers can prompt in different ways. They could say nothing (allowing students to think for themselves), offer verbal prompts that give hints as to how to get on with solving the exercise or provide indications about where they can get some further information that would help them to understand what is required of them.
- Clueing – teachers can hint at part of the answer, but they should always avoid giving a big clue that could give away the answer directly
- Modelling – if students still require further help, teachers can model. This refers to how they can demonstrate how to carry out the part of the task the student is unable to do
- Correcting – the last technique a teacher can adopt is to give the answers

Using multisensory approach to teaching and learning could be of support to all students including those with SpLD. Furthermore, in support for those with SpLD, teachers during reading time could use paired reading approaches, introduce the story by using the questioning technique to engage interest and give background about the story prior to reading it to help students better follow the sequence of events. Supporting students to use different techniques in learning new vocabulary, e.g. saying the words out loud, recording new vocabulary in order to listen back to them, speaking through them with a peer and developing the student's own dictionary of key words, are all other strategies that could be deployed. Dyslexia is usually associated with limitations in reading, spelling, writing, sequencing, organisation, planning, memory and self-confidence. However, those with dyslexia can be described as being creative, artistic, having excellent problem and reasoning skills, as further explained in the following section. For them to get good results, teachers need to support these students in their area of weakness, whilst also recognising their strengths.

Communication and Interaction

Children with communication and interaction difficulties need specific support when communicating instructions:

1. Be straightforward

When communication skills are developing normally, there is a lot which is simply obvious and goes unstated. This, in the school environment, can be particularly challenging for children and young people with certain types of speech, language and/or communication needs.

2. Use visual support

Our everyday understanding is reliant on a lot of 'top-down processing', that is, we are using the context to anticipate what might be said. A rich non-verbal context (with diagrams, images or objects to directly refer to) can make it much easier to understand each other.

Auditing classrooms to help support better communication

One of the outputs from the Better Communication Research Programme was the *Communication Supporting Classrooms Tool* (see Appendix 1). This tool, downloadable from here <http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communication-supporting-classroom-observation-tool.aspx> provides a structure to audit classrooms in Grades 1 and 2 to assess how efficient they are in supporting spoken language.

This observation tool assesses the following three dimensions of language learning:

- The language learning **environment** – the physical environment and learning context;
- Language learning **opportunities** – the structured opportunities to support children's language development; and

- Language learning **interactions** – the ways in which adults in the setting talk with children.

Link to training activities:

Teachers on the training programme will be given a copy and encouraged to explore the use of 'The Communication Supporting Observation Tool' and consider how it works in Omani schools. Teachers and schools who are 'Inclusion Champions' (see Road Map towards Inclusion) can collect this information from teachers and schools and suggest refinements and improvements to suit Oman.

Some core activities that teachers can do that emerged as having a significant impact on children's language usage include:

- Using children's names to draw attention
- Getting down to child's level
- Using symbols to reinforce language
- Pacing of oral language
- Pausing
- Confirming contributions
- Encouraging use of new words
- Using open ended questions
- Using clear language choices
- Encouraging turn taking

It can be difficult to know how young people are progressing with their speech, language and communication skills. The Communication Trust has produced Speech, Language and Communication Progression Tools² for children and young people of secondary school age. These are designed to help teaching staff to identify children and young people who may be struggling to develop their speech, language and communication skills, and to track progression of these skills.

They are relatively inexpensive and can be supportive of classroom teachers who wish to understand students' needs in greater depth:

<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/>

This type of investigation can be the start of Person-Centred Planning, where detailed information about a student is obtained. Person-Centred Planning will be covered in greater detail in the final unit of this guide.

Activity to support early reading and talking:

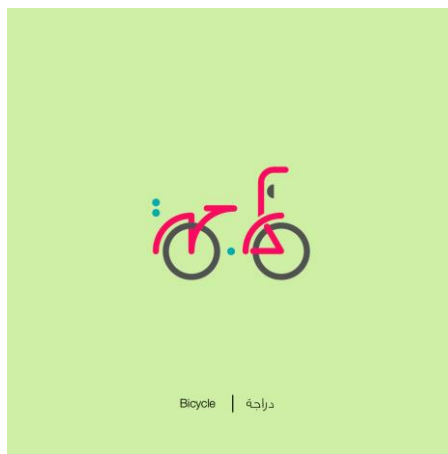
The images below were designed to help children to learn new words. The teacher can use a card-matching game to teach new words. Later, students can try to design their own pictures to illustrate new words that they learn. Children can show their word pictures to other children and see if their partners can read their words.

² <http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-secondary/#sthash.xoEhmwYk.dpuf>



<The above image shows colourful line drawings of four animals: a cat, a duck, a dog and a fox, drawn in the style of an alphabetic symbol.>

Children can use pictures like these in Art as well as when learning Arabic. These pictures were designed by Mahmoud Tamman.



<The above image shows colourful line drawing of a bicycle in the style of an alphabetic symbol. Below the image it says 'Bicycle'>

Attentional difficulties

Many students of those described as having special educational needs find maintaining attention during lessons difficult. This is a crucial part of differentiating for pupils with special educational needs because teachers can plan for this in their lessons. This means that pupils are accessing lessons, rather than getting told off for losing focus.

Paying attention is something that we expect children to do when they are *interested* and when they know they *should*. For some children, however, engaging and disengaging their attention are processes that they have less control over. They might find verbal processing exceptionally effortful and tiring, for example. Or they may find it particularly difficult to screen out distractions and background noise. See the section on understanding behaviour below for further ideas.

Social Emotional and Mental Health

How schools can respond to the needs of children with Social, Emotional and Mental Health needs:

Children with Social, Emotional and Mental Health Needs can often be supported in the classroom through sensitive teaching and whole school provision, although specialist support may sometimes be needed.

The curriculum can include the promotion of self-esteem, independence and personal responsibility and look at topics such as work-life balance, stress management and healthy relationships. It can address the importance of sleep and practical relaxation techniques.

Helpful approaches can include:

- Strong teacher-child relationships based on trust and respect
- Activities to help draw on intuition, creativity, imagination and metaphor.
- Shared activities with a wide circle of friends
- Whole school policies promoting students' sense of belonging to the school.

Supportive Activities

- Helping children to make sense of their feelings
- Emotional literacy work
- Nurture groups
- Using visual aids to help children understand facial expressions
- Rehearsing different feelings
- Drama
- Playing games that involve commentary on feelings
- Play therapy
- Music and music therapy
- Art work that includes talking about feelings
- Dance
- Appropriate discussion about your own feelings
- Animal based therapies, such as Nurture Dogs and Equine Therapies
- Being willing to answer the child or young person's questions
- Noticing when the child or young person is beginning to see the world differently, and building on this
- Exploring ideas and discoveries with the child or young person
- Teaching thinking skills
- Promoting group discussion
- Challenging distorted thinking appropriately
- Introducing new ways of finding out about the world
- Being prepared to communicate in different ways to engage the child or young person (phone, text, video conference, teaching sign language even when children have spoken communication, and so on)

Enabling children to be a part of shared activities so that they can take an important role in their community, as shown by this photograph:



<The above image shows a photograph of a collage laid on top of a velvet cloth. The collage features four photographs from what looks like a parade, with Arabic text across the top.>

Physical and Sensory Needs

Students with Visual Impairment may need tactile resources to access the curriculum, help with writing or dictation and a non-cluttered physical environment to support moving around and location of objects.

Students who require assistance with walking or other movements will need an audit of the classroom and school environment to ensure that there is space for wheelchair mobility or the use of other assistive devices.

Students with sensory processing difficulties can find classrooms to be too noisy or too cluttered. You can download a classroom sensory audit here:

The Autism Education Trust has an Audit to assess the sensory load in schools:

Sensory audit tool for environments - AET Training Hubs

Inclusion in the classroom: Guidelines on providing support for students with different impairments and/or difficulties

It has been already established that students with disabilities have different needs and so may have learning needs in more than one area. Furthermore, not all students with disabilities have their needs identified. Whilst in the following sections, difficulties and/or impairments are grouped into different groups, the individual needs of each students would still need to be considered separately in any effort to meet their learning needs.

a) The area of sensory and physical impairments

There is consensus among advocates of the social model of disability that the real barriers that this population may face are not caused by their impairment, but rather, by their unmet learning needs. There is often a lack of information that they can access and misunderstanding of their support needs. Those with sensory and physical impairment may face access related barriers, some of which can be met by having an accessible physical environment as well as appropriate furniture and spaces in their classrooms in support of their inclusion. Hence, in support of implementing inclusion in their classrooms, teachers consider the following.

- Foster positive communications between students with disabilities and their non-disabled peers, as social inclusion should be as important as their educational inclusion.
- Get to know the ability of the student to use their residual hearing or vision, as this may inform the best place for them to sit.
- Encourage pair and group work, where students with different abilities work together and support each other.
- Motivate peers to learn sign language and to communicate directly with their hearing impaired peers. Possible ways of doing this could be by distributing some signs across the classrooms, run sign language classes and by being supported by an adult to directly communicate and interact with their peers with hearing impairment. The same applies to peers of students with vision impairment or any other impairment and/or difficulties.
- Use multi method approaches when providing information, e.g. verbal and/or written class instructions, also prompt and model (so the student is clear about the task being asked of them).
- Provide intuitive description, 3-dimensional objects, tangible materials and/or real objects to make ideas clearer to the students where appropriate.
- Make accessible resources catering for the specific needs of the students in a timely manner e.g. classroom sheets, reading materials, supportive educational resources, handouts, captions etc.
- Be approachable outside of class time for individual consultations and further explanation for those who would benefit from this.
- Support students in becoming familiar with the layout of their classroom and with the school as a whole, including the areas that students of certain classes would need to use e.g. playground, toilets, assembly points, staffroom, support office and head teacher's office.
- Encourage students with sensory impairment to utilise the remaining hearing or sight they may have. Keep the level of your voice ordinary when communicating with these students. Do not be afraid of using colourful materials in the classroom, as colour contrast may be of great benefit to students including those with vision impairments.
- Do not enlarge the font of the sheets without making sure that the size meets the preference of the student.

Schools that have students with sensory and/or physical impairments would need to run frequent training sessions on possible ways to support, interact and communicate with those with hearing impairment, visual impairment and/or physical impairment. Schools also need to be able to identify and assess the individual requirements of their students, to use support from a qualified individuals in vision and hearing impairment, to offer CPD training so that teachers are kept up-to-date and supported with what they have found problematic and to be able to provide teaching resources in support of implementing inclusion in the classrooms and in the school at large.



<The above image shows a photograph of a desk containing several folders and books, and on top of them a plastic puzzle game for young children, called 'Hide and Seek'.>

Classroom design to support different areas of need is shown below. In this picture you can see that the classroom has been rearranged in several different ways to make the learning richer and more varied:



<The above image shows a photograph of two laminated collages of photographs, again on top of a velvet sheet. The pictures are difficult to read because of the flash of the camera reflecting off plastic. Arabic text across the top.>

Technology to support learning

Technology can be a valuable tool to enhance learning, though it is key that objectives are made very clear when it is used. Technology can support in learning becoming less teacher led and more student centred. It can be a powerful motivational tool especially for disillusioned and learners with perceived special educational needs and can support them in learning independently the way they do best. E.g. a learner with poor handwriting can use word processing, which may raise self-esteem when presenting their work. Technology also involves multisensory learning, which is particularly effective for dyslexic learners.

“When ICT is used effectively, many of the barriers to and differences in learning can be reduced or overcome.” (Crivelli, 2006). Where technology is used precisely and supported by teachers good impact can be made.

By directly addressing difficulties: i.e. helping students to learn to read and spell ICT can be used for overlearning e.g. reinforcement and further practice of skills.

So what is available? The most common are:

- Interactive whiteboards
- iPads, tablets with voice recognition software or augmentative communication techniques such 'ProLoQuo' or PECS.
- Laptops
- EReaders e.g. Kindle, Kindle Fire
- Mobile phones
- SMART pens

Mind mapping can be useful for students who struggle with linear text and a free programme 'XMInd' is available. You can watch this video to see how it works: <http://www.youtube.com/watch?v=6YyJNCZLZ4A>

An interactive whiteboard in use is seen in the photograph below:



<The above image shows a photograph of the back of a young boy leaning over his desk, and in the background a teacher pointing at something under the table, it is not clear what.>

Reasonable adjustments

The Equality Act UK (2010) uses the term reasonable adjustment to mean:

...changes or adjustments should be made to ensure you can access the following things if you're disabled:

- education
- employment
- housing

- goods and services like shops, banks, cinemas, hospitals, council offices, leisure centres
- associations and private clubs like the Scouts and Guides...

What is a reasonable thing to ask for depends on things like:

- your disability
- how practicable the changes are
- if the change you ask for would overcome the disadvantage you and other people with disabilities experience
- the size of the organisation
- how much money and resources are available
- the cost of making the changes
- if any changes have already been made.

A reasonable adjustment is when the school makes a particular effort to enable a child with a disability or a perceived special educational need to access the school environment, the school curriculum or community activities.

The Equalities and Human Rights Commission provides useful examples of reasonable adjustments in schools:

http://www.rota.org.uk/sites/default/files/webfm/pseud/reasonable_adjustments_for_disabled_pupils_guidance.pdf

1. A student with disabilities requires assistance with personal care needs such as toileting, washing and dressing. This assistance is provided during the school day by his learning support assistant provided through statutory funding. The school arranges a residential school trip for his year group. The student wishes to attend but is not able to do so unless his personal care needs are met.

Is he at a substantial disadvantage?

Yes he is unable to attend the trip with his peers.

Could the disadvantage be avoided?

The following options could avoid the disadvantage and enable the student to attend:

asking his learning support assistant to go on the trip and provide support beyond the normal school day

liaising with social services to see if any support can be provided by them discussing with the student and his parents ways they think the support could be provided, such as a family member going on the trip to provide the overnight support.

Is it reasonable for the school to take these steps?

These steps are all potentially reasonable depending on the circumstances. If it is not possible for the school to find a reasonable means of enabling the student to attend then it should consider whether there is an alternative equivalent trip that could be organised for that year group that the student with disabilities would be able to participate in.

2. A child with Asperger's syndrome attends a school and is provided with transport which is a school bus which stops near to her home and then goes to the school. She wants to attend an after-school activity and although there is a bus which she could catch home she would need to change buses and isn't familiar with the route.

Is she at a substantial disadvantage?

Yes, she can't attend after-school activity.

Could the disadvantage be avoided by the provision of an auxiliary aid or service?

Yes by the provision of individual transport.

Is it reasonable for the school to take this step?

In some circumstances it may be reasonable for the school to provide individual transport but there are also other options that the school could consider such as working with the student to develop her independent travelling skills which might include someone escorting her on the bus the first few times or practising the route with her.

Person-centre Planning

Person-centred planning is a child-focused way of learning about an individual child. It relies on listening to the child's opinion and including the family and child in planning decisions. In the section below is an example of a person-centred planning template for a child with behavioural difficulties.

Managing Behaviour: what is the child trying to communicate?

Managing behaviour in the classroom can be very difficult for teachers and there is often not an easy answer. Instead the teacher will need to work with other professionals to find out what is causing the poor behaviour.

Poor behaviour can be caused by:

- Problems with communication which cause frustration for the child
- Not achieving well academically which can make a child feel shame or anger. Sometimes they may act foolishly in class to divert attention away from their academic difficulties. Typical difficulties include problems with: literacy; working memory; understanding instructions; impulse control or communication skills.
- Anxiety and fear
- Poor friendship making skills, so the child feels like an outcast
- Difficulties at home which are causing stress to the child
- An undiagnosed disability or unmet educational need
- Problems with sensory processing, such as finding a classroom intolerably noisy or not being able to bear the flickering of a light
- Problems with transitions – moving back in from playtime or from one classroom to another

Template for discussions about a child's behaviour:

Child's name and Grade

Reasons for concern:

Academic Progress:

Expected level:

Data on Reading:

Spelling:

Writing:

Maths:

Other:

Ability to remain 'Calm and Alert' in lessons:

Ability to follow instructions:

Organisational Skills:

Situations that the child finds difficult to manage:

Situations that the child finds easier to manage:

What comments does the child make about this situation?

What comments do the child's family make about this situation?

Whole class provision:

Check your classroom provision. Examples of areas to explore:

- Multisensory teaching
- One instruction at a time
- Accessible texts supported by age-appropriate visual materials
- Differentiated teaching
- Use of Assessment for Learning
- Use of collaborative learning

Are any teachers, lessons, weekdays or times of the day regularly better for the child?

What might be the reason for this?

Other information about the child:

Gather information about the child from teachers, specialists, family and the child him or herself.

- Are there other difficulties in the child's life such as bereavement, abuse, trauma, bullying or being a young carer?
- Have other concerns been raised?
- Could poor language skills be impacting on learning?
- What assessments or screenings have been undertaken?
- What interventions have been tried and were these tried appropriately? (see Intervention Template below)

Any other notes:

The Targeted Intervention Template

Targeted Intervention selected plus reasons for selection:

Other considerations:

- Is there an evidence-base to support choice of intervention?
- What skills are to be addressed?
- How long should the intervention be in place?
- How will progress be measured?
- What is the expected progress of the child?
- Who will carry out the intervention?
- Does the teacher or Teaching Assistant have the necessary training to carry out the intervention effectively?
- Where and when will the intervention be carried out?
- How will missed curriculum areas be covered?
- How will the child's potential tiredness be managed?

Record of Intervention (to be completed after each session):

Date:

Time:

Place:

By whom:

Progress made:

Other comments

At the end of the Intervention:

Was the expected progress made?

How was this measured?

Was the Intervention delivered with fidelity (see questions above)?

If expected and satisfactory progress was made, return to the Flow Chart. Is another intervention required?

If the intervention was appropriately delivered and satisfactory progress was not made and the concerns remain, the child must be signposted to further specialist assessment.

Additional notes

Some useful ideas to manage behavioural difficulties:

1. Build a relationship with the student

- Simple actions such as greeting by name each morning and remembering details to ask a child about, such as, 'You visited your grandparents this weekend. Did you have a good time?'
- Noticing when the child seems particularly unsettled and naming the emotion you think you can see. 'Are you worried?' or 'I think you might be feeling angry/frustrated' can all help a child to feel supported and understood.
- Making sure to notice when a child has achieved something. Sometimes a child who finds it difficult to sit still may try very hard for ten minutes, but get into trouble for moving in the twelfth minute. Instead, praise the effort made and encourage further effort, such as, 'I can see you have tried really hard – just five more minutes needed!' A child may be helped by use of a stop-clock or egg timer, or the teacher may give a small active task, like placing some books on a shelf, if a child needs a little bit of movement before they can return to work.

2. Think about routines

Classroom routines may need to be specifically taught to some children. They may need to practice routines such as lining up.

3. Are we asking too much of a child?

All of the following may be challenging for some children:

- Sitting still
- Too much listening
- Too much writing
- Instructions too complicated
- Language not easily understood
- work too easy or too hard

4. Disciplinary measures

- Use positive language to redirect to the desired behaviour. Instead of 'stop throwing the pencil' use 'please finish your sentences'. Make sure that the task is possible for the student.
- Be reflective – does the discipline work or does it make things worse? You may need to change your approach for very anxious or traumatised children.

5. Do we need more information about a child?

Occupational therapists, educational psychologists, speech and language therapists, autism specialists may identify triggers to poor behaviour that will help a teacher to support a child in class.

Case Studies

These three case studies come from Omani teachers who have contributed to this training guide.

Learning Arabic

A child in Grade 2 had problems with pronunciation, such as the 'Tcha' sound. The teacher showed him the letter and played a song which used the sound extensively. The child was encouraged to sing the song with other students to practice the sound. The child was then encouraged to read a story with many examples of the 'Tcha' sound, using the correct letter in the relevant words. The story was shared with other students, which encouraged motivation and inspired the pupil to want to read the story and practice the song more often. The teacher supported the child by modelling the way the sound was made using the shape of the mouth and showing how the tongue pressed on the teeth to create the sound. Finally, the child was encouraged to draw words containing the 'Tcha' sound and show these to other pupils. This helped the child to practice the sound and also to hear other students making the sound.

Core strategies used in this example:

1. Multi-sensory approach: sounds, words, pictures, music, drawing, stories, observation and practical methods were used
2. Modelling: the teacher demonstrated the correct way to use the mouth
3. Task Analysis: the task was broken down into very small steps
4. Collaborative learning: working with other students supports motivation. Students learn well from each other.
5. Repeating core learning using different methods. This enables a child time to focus on the important point, but it remains interesting because different methods are used.

Ways to extend the activity:

1. The child, alone or in a pair, could write their own story to demonstrate the sound. The stories can be shared around the class and used to demonstrate different letter-sound combinations.
2. Using a game, such as matching cards or a memory game, based on the sounds being learnt.

Behaviour difficulties caused by problems in communication

The same child had difficulties expressing when they needed something, such as needing a toilet break. The teacher discovered that the poor behaviour was caused by panic and anxiety, so she devised a signalling system so that the child could indicate if there was a difficulty.

Core strategies used in this example

1. The teacher acts like a detective to identify the root of the problem.
2. An alternative communication system is put in place to signal an urgent need or requirement.
3. The relationship between student and teacher is strengthened by a 'problem-solving' approach instead of a punishment.

Ways to extend the activity

1. Some children benefit from 'picture cards' to support communication. 'PECS' is a Picture Exchange Communication System which can work well for students with significant communication difficulties or Autism.

Link: <http://pecsusa.com/pecs.php>

2. Sometimes a child may need an assessment to identify the extent of their communication and interaction needs. These resources are not in Arabic, but they are designed for teachers to identify if the child requires further support:

<http://icancharity.org.uk/resources/progression-tools-communication-trust-set>

Child with complex physical needs

This child was ten years old and in Grade 2. She used a wheelchair due to impairments in mobility. Sometimes the child exhibited excessive movements and had poor control of their arms and legs. She also had some learning difficulties. The school thought carefully about access and made sure that lessons were taught on the ground floor in a classroom opposite a toilet that had a wide door to enable wheelchair access. The classroom furniture was also rearranged to enable her to move around and to access the Interactive Whiteboard at the front of the class.

The girl was good at Mathematics, but had difficulties with Arabic as well as physical difficulties, such as holding the pen. This made her writing slow so she was encouraged to give answers verbally. She was also given more time in dictation activities. The teacher used photographs of everyday objects and sensory objects as a regular part of her lesson planning.

Core strategies used in this example

1. Modifying the environment to create maximum access to resources and enable children with physical disabilities to access a school environment alongside their peers.
2. Recognition of strengths, such as mathematical ability.
3. Use of real-life objects and photographs to allow access to the topic.
4. Differentiating assessments: the girl was assessed on her knowledge through dictation, not just writing. This means that her full abilities can be seen, whereas if she was only judged through her writing, her full knowledge would not be visible. Similarly, extra time in dictation enables her to complete a task instead of failing in it.

Ways to extend the activity

1. Speech-to-text software on a computer can be very helpful in helping students with disabilities to create written work.
2. Using other students to do pair work on projects can be mutually beneficial; for example a student who needs help with maths could learn from this student and help her with the written part of a maths lesson.

Case study example as a Teacher Training Activity

Student with poor motivation and reluctance to learn:

Kareem is a student in grade 4 who does not like school and does not show interest in attending school.

He is frequently absent but when he does attend, he disturbs teachers and friends and creates chaos. He is aggressive and prone to physically abuse his friends. Educationally, he is laidback and does not achieve his educational goals. Teachers try to befriend him but he does not respond or demonstrate interest in any of his teachers, even ones he likes. If he perceives a negative reaction from a teacher, he is prone to respond with negativity and aggression.

Ask teachers: What would you do to support for this student?

Examples might include:

- Communicate with the parents
- Create a plan with the support of a teacher in SEN
- Undertake strategies to motivate the student and to acknowledge their positive contributions
- Assign them certain tasks to do in class
- Reward and acknowledge their achievements in front of other students whenever possible

Always keep him engaged in stimulating tasks in class.

WHOLE SCHOOL COLLABORATIVE JOINT PROFESSIONAL PRACTICE (SUCH AS LESSON STUDY)

The most important element for Inclusive Classrooms is teachers. Schools need to provide a permanent structure for teachers to practice strategies and discuss them with colleagues. This is particularly crucial as teachers continue to need support throughout their career to access opportunities for professional development, collaborative learning with colleagues and reflective practice. Children with special educational needs flourish in these vibrant environments.

There are many ways to achieve this. One way is to ask schools to feedback to the Inclusion Champion schools how the above strategies are working. This means that schools will be able to improve on the ideas to fit more exactly to the needs of students, parents and teachers.

Another way is called 'Lesson Study for Inclusive Classrooms'.

Lesson Study is a way for three teachers to design a lesson together. The lesson uses some of the ideas above. One teacher delivers the lesson and the other two teachers watch how three children with special educational needs respond to the different teaching strategies.

The teachers interview the students and talk together afterwards. They then design the next lesson and the cycle continues.

In what follows, a procedure that can be used to conduct the lesson study is described in further detail. What do teachers need to consider when jointly plan a lesson?

The teachers jointly plan a lesson that each of them will teach. The aim of this lesson is for the teachers to gather their expertise as to how to gauge the participation of all the students, including those requiring special educational needs support. In doing so, teachers need to consider the following during the planning stage of a lesson:

- Learning goals
- Rationale for selecting the identified lesson
- Necessary accommodation of some students

In selecting their topics of lesson study, some possible reasons for identifying a lesson are:

- Part of a new curriculum
- Challenging for students to learn
- Challenging for teachers to teach

- Part of an upcoming lesson

Informed by the rationale for lesson selection, teachers identify the topic they would like to be the focus of the lesson study.

The topic of the lesson study should state the learning goals, in other words what students are expected to understand and be able to do by the end of the lesson.

The planning stage may also include:

- Sharing thoughts regarding how teachers have taught or would teach the lesson.
- Discussing and debating the advantages of applying different types of class activities, assignments, exercises and teaching strategies.
- Discussing how past students have succeeded or struggled to learn the topic in question.
- Determining possible ways of collecting evidence to measure the extent to which the learning goals have been achieved, e.g. interviewing students afterwards, videoing the lesson.
- Developing an observation protocol based on predictions of student responses and deciding what types of evidence will be collected from students through the conducted observations.

By considering the above, with a focus on past experiences and personal approaches, teachers can design a lesson which eventual aims are to help students to achieve the identified learning goals.

Delivering the lesson — the subsequent stage of the process

Whilst each teacher delivers the lesson, the other two teachers observe the process, focusing on the way students engage and respond to the teaching and learning process.

Each time after the lesson is taught, the team should reflect on what has happened on the hand of their observation notes and the views of students and the video recording (if agreed to be appropriate) to analyse processes and outcomes. Teachers may then adjust the lesson plan before it is taught by the next teacher.

Once the lesson has been delivered by each of the three teachers, a short report should be prepared, summarising the findings of the process and recommendations for future practice.

This report can be presented in a school meeting in which all three teachers may present their findings and the conclusions they reached. Based on this, implications for policy and practice on school level should then be discussed.

When using lesson study, defined as an approach that has proved its effectiveness in building professional development, the following issues should be considered:

Throughout the process, teachers should practice what is referred to as ‘cognitive empathy’. This involves looking at the subject matter from the student’s point of view, working to understand how students learn. For example, a student with vision impairment could participate effectively in team work, if the student is pointed to the exact part of the problem the team are working to resolve. It could also be gathered from previous experience that if this student was familiar with the content of the problem, the student may participate more effectively with the rest of the group.

Headteachers should support teachers in conducting the ‘lesson study’. This could be done by providing teachers with the necessary time to meet in preparation for the lesson and meeting after each teacher deliver the lesson and to hold final discussions and reflections.

The findings should be discussed in a school meeting and made available for other teachers. This is another way for headteachers to follow and support this process.

Having described the procedure of conducting lesson study, the following section explains the implementation of this approach in practical terms.

Are you a newly-recruited teacher or an experienced teacher who just have heard of 'lesson study'? If so, let's get started!

- First, familiar yourself with the 'lesson study' approach and its importance in building inclusive teaching environment. Equally, familiar yourself with its procedure, as explained in the section above and in the below-listed references.
- Select three teachers. The ideal scenario would be one teacher experienced in SEN, one new to teaching and one an experienced teacher. Set a clear rationale for conducting the 'lesson study'.
- Plan the lesson together thoughtfully and collaboratively.
- Identify the classroom where the planned lesson, focus of the 'lesson study' will be delivered.
- Agree on the focus of the lesson, e.g. the strategic location of Oman.

What you would like students to achieve by the end of the lesson and be able to do: a) understand the importance of the geographical location of Oman, b) indicate the location of Oman on the map and c) name three characteristics that make the location of Oman unique among the Arab Gulf countries.

- Now think about the students in the classroom, e.g. What resources need to be created in support of achieving these goals? What grouping technique would be useful to follow with these students? What formative assessment can you follow to assess the extent these learning objectives have reached all of the students?
- Describe the accommodation you would need to make to ensure the same learning outcomes would reach your student with a disability. You can do so by answering the following: what may be challenging for my student with a disability in this lesson? What accommodation needs to be in place to address these challenges? In what ways does the accommodation serve to support this student to reach the set outcomes?
- Furthermore, establish what previous knowledge you have about the students, e.g. What do they already know? What do you need to teach them during this lesson? What sequence you will follow? What do you want them to understand by the end of the lesson? What teaching techniques would be helpful for these students? How will they respond to the planned activities?
- In addition, discuss issues that may arise during teaching the lesson and how teachers would deal with them. What evidence should teachers observe to discuss about students? What motivation, understanding and behaviour and data collection forms must be prepared to record these observations?

After addressing the above, the lesson is ready to be delivered. One teacher delivers the lesson, while the others observe and collect data on student responses, focusing on academic and social development.

Prior to the lesson being taught by the second teacher, the teachers meet to discuss the applied teaching instructions, along with the students learning, before it is taught by the second teacher following the procedure explained in the section above.

For further information about 'lesson study', please see the following references:

IBE-UNESCO (2016). Training Tools for Curriculum Development – Reaching Out to All Learners: a Resource Pack for Supporting Inclusive Education

http://www.ibe.unesco.org/sites/default/files/resources/ibe-crp-inclusiveeducation-2016_eng.pdf
 Dudley, P. (2014). LESSON STUDY: A Handbook. <http://disde.minedu.gob.pe/handle/123456789/5017>

Teacher Training Activity:

A work book by Peter Dudley (provided) will help schools to design a lesson study structure that works for them.

Final Activity: Developing an inclusive school

List at least six ideas that you would like to see in your school.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Now place them in the following grid:

	Quick to implement	Long-term planning needed
Inexpensive		
Expensive		

This is a starting point for strategic planning in your educational environment. Ideas in the top left-hand corner are known as 'quick wins' which can be important when trying to change whole school ethos and persuade other people to invest time and resources into longer term plans.

SECTION 5: SUMMARY OF CORE TEACHER ATTRIBUTES, SKILLS AND KNOWLEDGE FOR INCLUSIVE TEACHING

Summary of core teacher attributes, skills and knowledge for Inclusive Teaching

WHAT TEACHERS NEED TO ESTABLISH

- Teachers' need to know that it is their responsibility to teach everyone in their classrooms, including those who are described as having SEN. They need to plan for an individual or a group for students who are described as having SEN. They should be able to assess the learning of all their students, including those described as having SEN in the classroom.
- Teachers need to understand that the inclusion of students with disabilities in their mainstream classrooms should not just imply the presence of such students. Teachers should ensure the meaningful participation and active engagement of all their students including those who are disabled in the teaching and learning process, leading to the obtaining of a quality level of education for all. The ultimate goal that teachers need to aspire to is developing their students' learning autonomy, including for those identified as having SEN.
- Whilst teachers may need to acquire the necessary knowledge and skills to implement inclusion, and that they may need to be supported to do so, they also need to initiate developments using their already existing knowledge in relation to identifying possible ways of including all the students in their classroom.
- Teachers would need to ensure that all their students, including those requiring SEN support, feel safe, secure, valued and respected.
- Students with impairment and/or difficulties very often have difficulties in more than one area and therefore, teachers need to treat students with disabilities as individuals. Even if teachers encounter two students with the same type and severity of the impairment and/or difficulties that should not be interpreted as meaning that these students may share the same learning needs. Rather, teachers need to understand the learning needs of each student and work towards meeting them.
- Teachers need to establish rapport with their students requiring SEN support and have ongoing feedback from them about what has worked and what could work better for them. Teacher should use the student feedback for meeting individual needs and ultimately, to improve their teaching practice.
- Teachers need to build a good understanding of the specific requirements of their students with disabilities, including type of impairment/difficulty, learning support needs, method of accessing information, previously offered support and their overall access requirements.
- Teachers need to understand how best to communicate with their students. They need to follow communication strategies that suit the students' methods of communication, e.g. using names to address students, getting students' attention before starting to talk to them and making eye contact with students so that they realise that the question is being addressed to them.
- Teachers need to understand their students access requirements, be they pedagogical (linked to delivering their lessons, grouping students or distributing tasks) or non-pedagogical (whether their students can be independent in and outside the classroom, can access different parts of the school and are able to socialise with others).

- Teachers need to keep in mind that no single method of teaching is effective for all students and that the student should be at the centre of the teaching and learning process. Accordingly, they would need to explore and adopt different teaching approaches when targeting a teaching objective in order to reach all students.
- Teachers need to know that while differentiation is an effective way of reaching all students, for some, intervention from specialists in certain areas of education would still be needed.
- Teachers need to use different types of questions in their sessions, e.g. reasoning questions (What made you select this answer? Why do you think this is the correct answer?), bouncing questions (turning the question to other students, what do you feel about? What are your thoughts on this? Do you have another suggestion?), closed ended questions (true or false/ multiple choice questions) and open-ended questions (describe... explain...). Teachers need to avoid asking questions like, did you understand? This is because the latter type of questioning may lead to a close ended answer that may not necessarily reflect the understanding of the student.
- It is crucial for teachers to know that students with disabilities are not a homogenous group of students, and that if teachers experience teaching two children with the same type and severity of the impairment and/or difficulty, this does not mean that these students will have the same learning needs. Consequently, teachers will need to try different teaching strategies and approaches in order to convey specific learning objectives to all their students, including those who are disabled. This should underpin any initiative that has the aim of achieving education for all in classroom settings.

QUESTIONS TEACHERS MAY ASK

In what follows, responses to several questions that were raised by teachers of Cycle 1 from various schools in Oman is provided. These included:

Q: My class is already divided into four different waves of students. Would I be able to add additional wave, i.e. students with disabilities?

A: Students with disabilities could be part of any of the existing waves and should not be viewed as a separate group.

Q: Can we receive information about different types of SEN as part of the training guide?

A: Receiving general information about different types of SEN does not necessarily tell you about the specific needs of your student. Background information about the specific SEN requirement of your students should be provided in the student assessment report linked to each student with disabilities.

Q: Will I receive students with disabilities in my classroom immediately after the training?

A: No, not before your school is ready for inclusion. Even then, you may not immediately receive students with disabilities in your classroom. That said, students requiring SEN support may already be part of your class.

Q: Am I going to be supported and who can I turn to for help?

A: Ideally you will receive support from a SEN specialist linked to the requirements of your student with disabilities as and when needed. You may wish to engage peer support. The presence of a classroom assistant would also be helpful, if available and used effectively in support of implementing inclusion in the classroom.

Q: I have already received training on assessment for learning, so why to receive training again as part of the inclusive classrooms training?

A: Many existing teaching strategies lend themselves to inclusive classroom settings, but teachers nevertheless must be aware of their potential to include everyone, as well as of possible ways to tailor already obtained skills to teach all students in their classrooms.

Q: How do I explain the sounds that animals make for a student with hearing impairment?

A: In the same way that it may not be suitable to ask a student with severe sight impairment to describe a picture that is not adjusted, it might not be suitable to ask a student with hearing impairment to recall sounds. However, in either example, the content of a picture and the difference between sounds are topics that all students need to acquire. Therefore, you need to find alternative ways by which the student with severe sight impairment to feel (for example) the picture and the student with a hearing impairment can link the names of sounds (for example) to their associated animals.

Q: Can I omit parts of the curriculum that I think are unsuitable for a student with hearing impairment?

A: Omitting parts of the curriculum for certain students is the last thing you must consider. First, you must look for alternative ways to convey the teaching objective to all the students. Alternatively, you need to adjust the teaching objective to accommodate the needs of the student, for example by creating relevant resources to support accessibility and availability of information for all students. If no easy solution can be found, you are advised to consult a specialist in SEN.

Q: Why should I include students with disabilities in my classroom?

A: Receiving quality education in their neighbourhood is the basic right of every child. Providing children with a healthy teaching environment in which they feel part of their community is absolutely essential, regardless of different needs, abilities or disabilities.

Q: Am I going to be responsible for students with disabilities of those who may require additional support outside the classroom?

A: Teachers should be responsible for all their students, including their students with disabilities. Outside classroom support, if provided by teaching assistance, should still be monitored, directed and assessed by the classroom teacher.

Q: What about my workload? How would I prepare lesson to meet the diverse needs of students and offer additional support if I already have so many teaching hours?

A: Ideally, the hours required for preparing, supporting and liaising with other individuals, should be considered in your timetable in a way that enables you to balance your workload.

Q: I have 36 students in my classroom. Will I be able to accommodate students with disabilities?

A: Ideally, the number of students in inclusive classrooms need to be reduced to around 25. The number of students with disabilities in any one classroom should not exceed three. However, you may receive only one, if any, student(s) with disabilities in your class.

Q: The classrooms at my school is not accessible to wheelchair users and the school is not accessible generally, so how can I accommodate a student with a physical impairment in one of my classes?

A: The environment would need to be made accessible for wheelchair users, that the school can welcome them.

Q: Are all students with disabilities going to join inclusive classrooms located in mainstream schools?

A: There are students for whom mainstream schools may not be appropriate. However, there are many students whose special needs can be met simply by adjusting teaching practice and accommodating their individual needs in a mainstream setting. The latter group is the one you could expect to receive in your inclusive classrooms.

SOME TIPS FROM A CYCLE 1 TEACHERS TO A FELLOW CYCLE 1 TEACHERS IN OMAN

- Education is the right of all children. If we fail to cater to even one of our students, we deprive them of the right to learn, grow and become effective members of their societies.
- Teachers need to nurture a spirit of equality and build equality practice among students. This way, their students may learn to embrace and value the differences that exist between them.
- Teachers need to plan, deliver and assess each lesson. In doing so, they review and reflect on what worked and what could work better next time.
- Always aim high for your students with disabilities and all those requiring additional or special support. Seek all possible ways that may lead them to reach the targeted teaching and learning goals.
- Children with disabilities are valued and needed members of our classes, schools and communities.
- To successfully reach all our students, we need to use different teaching methods, different resources and different assessment methods.
- Teachers need to build, support and encourage a spirit of collaboration, support and respect among their students
- Teachers need to be approachable in- and outside of the classroom.
- To convey certain concepts or ideas to one or group of their students, teachers need to use different resources. When these resources do not exist, they would need to create their own.
- Teachers need to encourage students to work independently, in pairs and in teams
- Teachers need to seek possible ways to remove barriers that may hinder students from building friendships and achieving their educational goals.
- Teachers must remain patient and try different methods to support their students to reach their educational potential.
- It is very common for teachers to learn by trial and error. In doing so, teachers can identify which strategies work, when and with which students.
- Teachers need to acknowledge that not all students learn in the same way, and that these differences may enrich the learning process.
- Teachers need to perceive their role as challenging and stimulating and that it is not a routine type of job.

USEFUL RESOURCES

Cognition and Learning

The Education Endowment Fund uses research to suggest teaching approaches for disadvantaged pupils:

Teaching and Learning Toolkit

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/>

Resources to help children with literacy and numeracy difficulties

<http://www.thedyslexia-spldtrust.org.uk/>

Communication and Interaction

The Communication Trust has resources to help teach children to speak and communicate. This is suitable for all age groups:

<https://www.thecommunicationtrust.org.uk/>

Social, Emotional and Mental Health

The Sutton Trust Report: Baby Bonds

<http://www.suttontrust.com/researcharchive/baby-bonds/>

REES Centre Report on Looked After Children in Schools

<http://reescentre.education.ox.ac.uk/about-us/report-on-educational-progress-looked-after-children-study/>

Young Minds has a collection of resources to support children with social, emotional and mental health needs:

<http://www.youngminds.org.uk>

You will notice that, like much of the support required for children emotional difficulties centre on communication, support and relationship building.

http://www.youngminds.org.uk/news/blog/676_attachment_theory_in_the_classroom

The UK Department for Education produce a useful document, free to download:

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Assessing Children's Needs

Strengths and Difficulties Questionnaire (SDQ) is an easy to use, evidence-based tool to help schools to consider the full range of a child's behaviour to help decide if they are at risk of a mental health need.

<http://www.sdqinfo.com/>

It has been validated in an Arabic speaking context as the A-SDQ

<http://www.sdqinfo.org/py/sdqinfo/b3.py?language=Arabic>

Physical and Sensory Needs

SENSE is an international charity providing information for supporting children with complex sensory needs:

<https://www.sense.org.uk/content/sense-international>

The Council for Disabled Children is a rich source of information.

<https://councilfordisabledchildren.org.uk/>

Action on Hearing Loss (formerly Royal Society for the Deaf)

<https://www.actiononhearingloss.org.uk/default.aspx>

Royal Society for the Blind

<https://rnib.org.uk/>

Autism

The Autism Education Trust's school audit tool for Early Years:

<http://www.aettraininghubs.org.uk/early-years/eyas/>

The Autism Education Trust's school audit tool for Primary and Secondary Schools:

<http://www.aettraininghubs.org.uk/schools/national-autism-standards/>

Lesson Study

<http://lessonstudy.co.uk/about-us-pete-dudley/>

For a detailed look at Task Analysis, this is a useful piece of research: Training Teachers to Follow a Task Analysis to Engage Middle School Students With Moderate and Severe Developmental Disabilities in Grade-Appropriate Literature:

<http://foa.sagepub.com/content/22/4/206.full.pdf+html>

The SPRinG Project to support group work:

<http://www.spring-project.org.uk/spring-Publications.htm>

Additional resources to support inclusive lesson planning

<https://mikegershon.com/resources/>

Teaching resources across the curriculum: dual language Arabic and English

<http://www.twinkl.co.uk/resources/english-as-an-additional-language-eal-translated-resources-arabic>

Prize-winning lesson plans for an English Language Curriculum:

www.trinitycollege.com/resource/?id=5301

FURTHER RESOURCES

UNICEF series of Inclusive Education Booklets and Webinars

<http://www.inclusive-education.org/basic-page/inclusive-education-booklets-and-webinars>

UNESCO (2016). Training Tools for Curriculum Development – Reaching Out to All Learners: A Resource Pack for Supporting Inclusive Education

http://www.ibe.unesco.org/sites/default/files/resources/ibe-crp-inclusiveeducation-2016_eng.pdf

UNESCO (2015). Teaching Children with Disabilities in Inclusive Settings

<http://unesdoc.unesco.org/images/0018/001829/182975e.pdf>

The National Association of Special Educational Needs (NASEN) resources linked to inclusive classrooms:

<http://www.nasen.org.uk/resources/>

A range of teaching resources including examples of lesson plans, presentations, differentiation, work sheets, activities, etc.

<https://www.tes.com/teaching-resources>

Teaching resources in SEN

<https://www.tes.com/teaching-resources/hub/special-educational-needs>

Free resources for teachers, including ‘Assessment for Learning Toolkit’, ‘The Starter Generator’, ‘Challenge Toolkit’, ‘The Differentiation Deviser’ etc.

<https://mikegershon.com/resources/>

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APPENDIX ONE: COMMUNICATION SUPPORTING CLASSROOMS OBSERVATION TOOL

2012 BETTER COMMUNICATION RESEARCH PROGRAMME.

Developed by CsC Team: Dockrell, J. E., Bakopoulou, I., Law, J., Spencer, S. & Lindsay, G. Communication Supporting Classroom Observation Tool.

Overview of the Communication Supporting Classrooms Observation Tool

This tool is designed to profile the oral language environment of the classroom. It is not expected that all items will appear on all observations. It aims to record observations in 3 language learning domains.

- Language learning environment;
- Language learning opportunities; and
- Language learning interaction.

Each language learning dimension has its own table for recording observations. In this document, you will find example observations for each language learning dimension below their respective table. For more information please go to www2.warwick.ac.uk/fac/soc/cedar/better. Information about the tool:

- The observation tool is designed to be used in an observation of a classroom or a learning space by someone other than the adult working with the children.
- The observation tool can be used in Reception, Year 1 and Year 2 classrooms and other Early years learning spaces.
- The average length of time necessary to collect a representative sample of behaviour is approximately one hour. Some of the items of the first dimension (Language Learning Environment) can be done during break time or prior to the start of the school day.
- It is recommended that the observation takes place during a regular classroom session (usually a morning session starting with the class register).
- The language learning dimensions are recorded as either present or absent. For some items, there is a record of a Language Learning Opportunity being 'Present' and being 'Used during the Observation'.
- For the dimensions of 'Language Learning Opportunities' and 'Language Learning Interactions', each different occurrence is recorded up to a maximum of 5 times during the observation period. Each recorded observation is a new/ different occurrence of the behaviour/ activity. There is space when recording language learning interactions to note which staff use specific ways of talking with the children.

Language Learning Environment				
This dimension involves the physical environment and learning context				
		Not Seen	Observed	Comments
1	The classroom is organised to emphasise open space.			
2	Learning areas are clearly defined throughout the classroom.			

3	Learning areas are clearly labelled with pictures/words throughout the classroom.			
4	Space for privacy/quiet areas where children can retreat to have 'down time' or engage in smaller group activities. These areas are less visually distracting.			
5	Children's own work is displayed and labelled appropriately.			
6	Some classroom displays include items that invite comments from children.			
7	Book specific areas are available.			
8	Literacy specific areas are available.			
9	Background noise levels are managed consistently throughout the observation, and children and adults are able to hear one another with ease.			
10	Transition times are managed effectively, so that noise levels are not excessive and children know what to expect next.			
11	There is good light.			
12	The majority of learning resources and materials are labelled with pictures/words.			
13	Resources that are available for free play are easily reached by the children or easily within their line of vision.			
14	An appropriate range of books is available in the book area (e.g., traditional stories, bilingual/dual language books and a variety of genres and books related to children's own experiences).			
15	Non-fiction books, books on specific topics or interests of the children are also available in other learning areas.			
16	Outdoor play (if available) includes imaginative role play.			
17	Good quality toys, small world objects and real/natural resources are available.	Present:	Used:	
18	Musical instruments and noise makers are available.	Present:	Used:	
19	Role play area is available.	Present:	Used:	
Total Score	/19 Notes:			

Example observations

Statement 2. Different learning areas, such as small world play, reading corner, maths area, construction, topic table, computer area are available within the classroom.

Statement 3. Symbols and pictures are used to label different areas, such as the kitchen and book areas.

Statement 4. There is a big tent for children to go into with a book. (This item is specifically for quiet spaces. Classrooms may have spaces such as a house.)

Statement 5. Self-portraits with labels and descriptions. Children’s drawings, potato prints.

Statement 6. “Can you order your numbers here?” “How much did you enjoy our trip to the zoo?” Children are encouraged to rate the trip using stars. (This item refers to displays which have space for children to contribute.)

Statement 7. Book displays, shelves within easy reach.

Statement 8. Desks with paper, whiteboards, pens and books to practise spelling, handwriting or reading.

Statement 9. Noise levels are managed well throughout the observation. Soft music playing in the background during free play.

Statement 10. The adult rings a bell and all children stop and put both hands in the air and wait for instructions. A tambourine is used to signal the children have to wait and listen for the next instruction.

Statement 11. Blocks, play dough, toy animals, number lines within easy reach.

Statement 14. Books on dinosaurs. Books on transportation. Space and the universe books and props.

Statement 16. Children dressed up as construction workers (high vis jackets and hard hats) for break outside. Home corner available outdoors.

Statement 17. Zoo toys, shells, pebbles, seeds. Castle set and toys related to topic.

Statement 18. Adult uses the tambourine to get children’s attention. Adult plays the guitar during story time. Children take turns to use the wooden flutes while the adult reads a story. Concept of pitch is explored using bells.

Statement 19. Kitchen area. Puppets and soft animals used for imaginary play. In the kitchen area there are different outfits for children to wear. Castle costumes in the class (e.g. knight and princess).

Language Learning Opportunities								
This dimension involves the structured opportunities that are present in the classroom to support language development								
		Not Seen	Observed (5 times)					Comments
1	Small group work facilitated by an adult takes place.							
2	Children have opportunities to engage in interactive book reading facilitated by an adult (for example: asking predictive questions, joining in with repetitions, story packs etc.).							

3	Children have opportunities to engage in structured conversations with teachers and other adults.							
4	Children have opportunities to engage in structured conversations with peers (Talking partners).							
5	Attempts are made to actively include all children in small group activities.							
Total Score	/25 Notes:							

Example observations

Statement 1. Phonics groups (children grouped by ability). Letter-sound matching activity within small groups. Counting practice group. Children complete spelling tasks, sitting on different tables according to ability (labelled by different animal names) with adult support.

Statement 2. Teacher reads two books brought in by a child from home. During the reading she asks two questions (“Why would Mr Stick be scared of a dog?” “What are baby butterflies?”).

Statement 3. Adult sits at the free play tables and answer children’s questions, comments on their activities, asks questions and follows up conversation. Children approach adult with news about family, adult asks questions and comments, relating to background knowledge of prior events. Show and Tell carpet time includes questions that require from the child to provide more information on the object. (Conversations are structured by following the child’s lead, attending to the child and talking about what the child is doing or is interested in with an emphasis on taking turns.)

Statement 4. Children discuss a topic with the child sitting next to them during carpet time and give a joint answer to the whole-group. Children work in pairs – one describes a geographical shape while the other guesses which shape they are thinking of. (Children are given prompts and support by adults to engage in a specific conversation about the current topic.)

Statement 5. Less talkative children are identified by adults, who invite them to sit on their knee to have a conversation. Additional modification of language is used by adults to include less-talkative children in whole-class discussions.

Language Learning Interactions									
This dimension involves the ways in which adults in the setting talk with children.									
		Not Seen	Observed					Observed by all staff in classroom	Comments
1	Adults use children’s name, draw attention of children.								

2	Adults get down to the child's level when interacting with them.								
3	Natural gestures and some key word signing are used in interactions with children.								
4	Adults use symbols, pictures and props (real objects) to reinforce language.								
5	Pacing: Adult uses a slow pace during conversation; give children plenty of time to respond and take turns in interacting with them.								
6	Pausing: Adult pauses expectantly and frequently during interactions with children to encourage their turn-taking and active participation.								
7	Confirming: Adult responds to the majority of child utterances by confirming understanding of the child's intentions. Adult does not ignore child's communicative bids.								
8	Imitating: Adult imitates and repeats what child says more or less exactly.								
9	Commenting: Adult comments on what is happening or what children are doing at that time.								
10	Extending: Adult repeats what child says and adds a small amount of syntactic or semantic information.								
11	Labelling: Adult provides the labels for familiar and unfamiliar actions, objects, or abstractions (e.g. feelings).								
12	Adult encourages children to use new words in their own talking.								
13	Open questioning: Adult asks open-ended questions that extend								

	children's thinking (what, where, when, how & why questions).								
14	Scripting: Adult provides a routine to the child for representing an activity (e.g. First, you go up to the counter. Then you say "I want milk..") and engages the child in known routines (e.g. "Now it is time for circle time. What do we do first?").								
15	Adult provides children with choices (for example: "Would you like to read a story or play on the computer?").								
16	Adult uses contrasts that highlight differences in lexical items and in syntactic structures.								
17	Adult models language that the children are not producing yet.								
18	Turn-taking is encouraged.								
19	Children's listening skills are praised.								
20	Children's non-verbal communication is praised.								
Total Score	/100 Notes:								

Example observations

Statement 1. Adult says the name of each child before giving them a counting task (e.g. Sarah – 3+4!) During greetings at the start of the day. Adult uses the child's name to get their attention *before* asking them a specific question during 'show and tell' session. (If an adult does this repetitively during one activity (e.g. a counting task), but does not use this strategy during the rest of the session, you may wish to count the incidence as 'once' (rather than counting the individual occurrences within the one

Statement 2. Adult sits on the carpet with the children to complete a maths activity. Adult sits on small chairs designed for children during free activity time.

Statement 3. Thumbs up. Use a gesture for 'big' (tower). Use the 'where' Makaton sign. Gestured when saying 'I can see a long way'. Fingers to signal 3 hats. Five minutes (hand gesture for 5). Knock it over (gesture for knock!). When instructing in an ICT lesson, teachers use gestures for up/down/left/right/high/low. Iconic gestures are used, e.g. gesture for 'cliff' (in discussion of what an edge is in maths lesson).

Statement 4. Visual timetable displayed, with a focus on a child who has recently moved to the area from abroad and a child with ASD. Pointing at pictures when reading a story. Holding a wooden train toy and referring to it when talking about transportation.

Statement 5. When explaining how to log on to the computers, the adult takes lots of pauses and talks slowly.

Statement 6. Counting activity “– 2, 4, 6...!” **Adult:** “How do we call this? It’s a... pancake!” **Adult:** “What day is it today, do you know?... It was Monday yesterday so it’s... Today is - Tuesday!”

Statement 7. Adult confirms if answer to counting was correct? **Child:** “My grandmother has rabbits in her garden”. **Adult:** “That sounds interesting, tell me about the rabbits later” **Child:** “Look Miss!” **Adult:** “Oh look what you’ve done! He’s made a car!” **Child:** “Miss, look at my star!” **Adult:** “Oh wow... this is a big bright star!”

Statement 8. **Child:** “It is my sister’s birthday on Saturday”. **Adult:** “Is it really her birthday? How exciting”. **Child:** “Miss look at my tower”. **Adult:** “Oh wow... look at your tower!”

Statement 9. **Adult:** “Charlie, that’s a great design”. **Adult:** “A spider! Your favourite animal!” **Adult:** “I like the way Alfie and Tiana put all the blocks together to build a really tall tower.” **Adult:** “I can see what you’re doing, you’re trying to copy.” (In order to be scored, the adult’s comment should be directed at the child(ren) and be about the immediate situation.)

Statement 10. **Child:** “Because Cinderella was scared of her sisters”. **Adult:** “That’s right. Cinderella was scared of her two horrible sisters”. **Child:** “My mummy brought me here”. **Adult:** “Your mummy’s brought you here has she? She’s seen you to the gate. Here she is!” **Child:** “Chimney house”. **Adult:** “Chimney that’s like the one we saw when we went on our walk”. **Child:** “Look at my dress”. **Adult:** “It’s a very beautiful summer dress”.

Statement 11. **Child:** “I need to be careful.” **Adult:** “That’s right. You need to be precise” **Adult:** “What’s another word for punch? (Pause) Starts with “h”. **Adult:** “When someone doesn’t feel excited in a nice way, we say they feel...(pause) upset”. The adult describes the word octagon in relation to an octopus. Introduces the words pentagon, cylinder, cuboids, and cone.

Statement 12. **Adult:** “What’s another word for that...?” **Adult:** “Submarine (what did we call that one again?)” **Child:** “They rhyme”. **Adult:** “That’s right. We learnt about rhyming in the morning”.

Statement 13. “How does it change from one to another? “What did you like about the way Tiara read the story?” “What do you know about a giant’s house?” “Why do you think they might be hot?” “How’s it different to a square?” “And what’s this book about?”

Statement 14. When we do a book review, we say “I gave Cinderella three stars because...” (Scripts provide children with accurate verbal information about those situations or activities they may encounter. The situation or activity is described in detail providing the child with a script of what to say or do, what might be expected of them and why. This item should not be scored if the adult just gives directions (e.g. **Adult:** “Now go to your tables and start the task”).

Statement 15. “Do you want to go outside or go on the computer?” “Do you want to show us a magic trick or tell us about last night (in Show and Tell)?”

Statement 16. Amphibian crafts versus hovercrafts! Smaller v smallest. “That’s not just a car, it’s like a minibus!” “Hammer doesn’t start with d, that would be dammer.” The adult explains to the children the meaning of the words content and index. Face versus Side. Sophia versus spear versus sphere! Discusses a face of a circle versus a face of a 2d shape in maths.

Statement 17. What are the properties of the shape? (Adults may use a word or sentence structure which you would not expect of a child in key stage 1. In order to score on this item, consider if the adult is using language which is within the child's zone of proximal development – e.g. is the language use helping develop children's language skills? Or is it too complex to be accessed by children of this age range (in which case, do not score a point?)

Statement 18. **Adult:** "We are working as a team - doing it all together. Now it's my turn, then it's Amber's turn."
Adult: "Let's take it in turns to think of a word to describe the monster."

Statement 19. **Adult:** "That's very good listening." **Adult:** "I can tell you are listening to me by the way you all look at me when I explain the task. Great listening!" (This item is scored if listening is explicitly praised. It does not include praise for being quiet (e.g. "this class is really quiet – good work" would not be scored) or discipline for poor listening (e.g. "I wish there was more listening going on in here today!"). You may wish to note any positive strategies that the adults use to encourage good listening.)

Statement 20. **Adults:** "I like the way you look at me when I explain the exercise. It makes me think you are really listening at me."

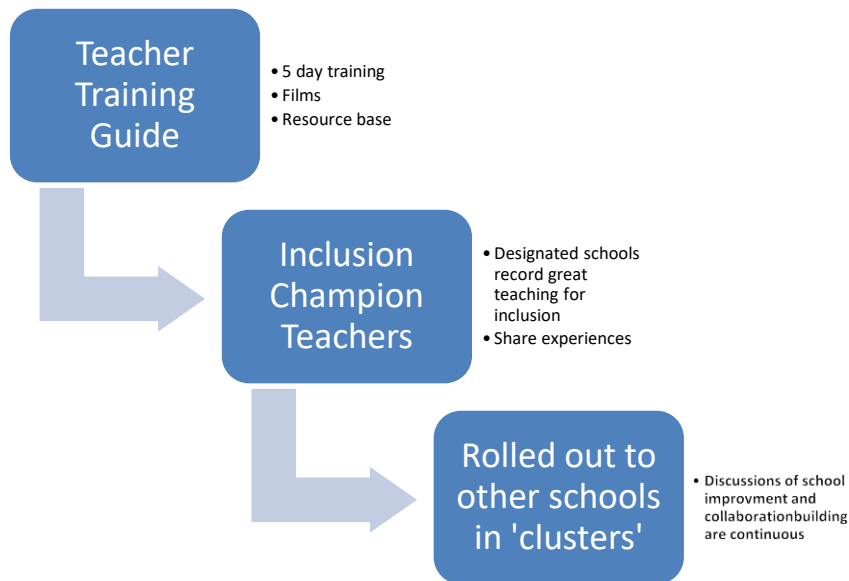
About the project

This tool was developed as part of the Better Communication Research Programme (BCRP) in 2012. The BCRP was a 3-year research programme that was part of the United Kingdom Government's response to the 2008 Bercow Review of provision of services for children with speech, language and communication needs (SLCN). The Communication Trust are supporting the BCRP to share their findings.

APPENDIX TWO: ROAD MAP TO CONTINUOUS DEVELOPMENT OF TEACHER KNOWLEDGE ABOUT INCLUSIVE PRACTICE

By Maha Khochen-Bagshaw And Amelia Roberts

Teacher training is a crucial part of the road map to achieve inclusion. The Teacher Training Guide and online resources are only the first step in the journey towards inclusive teaching in Oman. The next diagram suggests a pathway in which the training can be rolled out. An important element of this is for Omani teachers to be inspired by other Omani teachers. Our suggestion is to set up 'Inclusion Champion Teachers' and 'Inclusion Champion Schools', that are keen to show good practice in inclusive classrooms in each region, and to develop an expanding community of inclusive teachers and schools until all schools are part of that community.



Collaborative Learning Structures

Successful embedding of inclusion across the country will rely on building communities committed to inclusion with continuous discussion and learning about great educational practice. This is an ongoing conversation as inclusion is an evolving journey and the needs of individuals and nations is ever changing. The final diagram makes suggestions about core elements of this community and focuses on collaborative learning structures.



APPENDIX THREE: PILOT TESTING OF THE TEACHER TRAINING CURRICULUM FOR INCLUSIVE EDUCATION IN OMAN

Sixteen teachers from 2 schools from Muscat, 1 from Dakhliya governorate and 1 from South Batinah governorate used the training guide and developed the following ideas, resources and lesson plans based on the Omani curriculum to support pupils with apparent special educational needs:

Pilot Testing of the Teacher Training Curriculum for Inclusive Education in Oman

2nd to 4th April 2017, City Seasons Hotel

اليوم الأول: مقدمة عن الدمج و تعريفه (2-4-2017):

تم تقسيم المشاركين إلى مجموعات و عرض آرائهم

أ- الدمج يعني: خلط الطلاب ذوي الاحتياجات الخاصة مع جميع التلاميذ بمختلف الفئات.

- حق الطلاب ذوي الاحتياجات الخاصة بالتعليم
- حق الطلاب ذوي الاحتياجات الخاصة بتكوين صداقات و جماعات من جميع الفئات
- حق الطلاب الدمج التكيف مع المجتمع المدرسي

ب- الدمج يعني ب.....

1. أن يكون لدى الطالب دراية و خلفية واضحة عن بيئة مدرسته و مرافقتها
2. يتعرف على الأجهزة و المناهج التي سوف يقوم بدراستها
3. معرفة خلفية الطالب الاجتماعية و الصحية و التعاون المستمر مع أهله
4. تواجد معلم مساعد يلجأ له عند الضرورة
5. توافر جميع ما يلزم له من كل احتياجاته التعليمية و الصحية و الأمنية و غيرها
6. اشراكه مع أقرانه في جميع الأنشطة

- إتاحة فرصة المشاركة في أنشطة المدرسة
- تقديم التعليم المتيح بأساليب و استراتيجيات و أنشطة تتناسب مع الجميع
- الترحيب بجميع المعلمين بدون أي تفرقة

ج- الدمج لا يعني ب....

- لا يهمل الطالب داخل الصف
- عدم استقلالية طلاب الدمج في صف مستقل
- عدم مشاركته مع الجماعات
- عدم تكوين صداقات مع المجموعة
- عزلهم في صفوف منفصلة عن بقية التلاميذ بهدف تعليمهم
- لا ينطبق الدمج مع الصف الأول و الثاني
- لا يفصل عن أقرانه
- عدم توفر معلم غير مهني للتعامل مع كل ما يمر به هذا الطالب سواء ظروفه النفسية أو أي شيء

د- الدمج الكلي: معناه وكيف نقوم به و من ندمج.

- تطوير منهج تدريب المعلمين للتعليم الدامج في عمان
- تم إعداد دليل المعلمين لطلاب الدمج
- أخذ آراء الحاضرين في الدورة لما ورد في الدليل
- غياب الدمج هو تمييز
- إعادة بناء أسلوب تفكير الناس و القواعد و اللوائح حتى يمكن للمدرسة أن تخدم جميع نوعيات الأطفال
- تعاون المدرسة و المجتمع المحلي و تبادل المساعدة بينهما
- الدمج هو الإصلاح.
- لجميع الأطفال الحق في الحصول على التعليم
- الجميع مهم في المدرسة
- يجب أن ينظر للطلاب المعوق كعضو مهم و ضروري في المجتمع المدرسي بكل احترام.

ثم تم الاتفاق على التعريف النهائي و ما يندرج من خلاله:

- **التعريف النهائي:** هو دمج الطلاب ذوي الإعاقات المختلفة مع غيرهم من الطلاب الآخرين بغض النظر عن أي معوقات أخرى بحيث ينال جميع حقوقه المختلفة.
- الدمج في المدارس:
 - ادماج الطالب تحت قوانين معينة و مقننة و بيئة صفية تتناسب مع إعاقته و بدون عشوائية تحت رعاية استشاريين و مسؤولين لهؤلاء الطلاب من خلال متابعتهم و مدى تحسن مستواهم التعليمي و السلوكي.
 - وضع الطلاب ذوي الإعاقة الخاصة في صف مستقل و له معلماته فقط يتم دمجهم في الطابور الصباحي و في الفسحة و يتم تدريسهم و تقيمتهم من قبل معلماتهم الخاصة بهم.
- ماذا يندرج مع فكرة الدمج (شروطه و عناصره)؟
 - تواجد معلم مساعد في الصف
 - معرفة حاجاته الاجتماعية و الأسرية
- ماذا لا يشمل الدمج؟
 - لا يفصل عن أقرانه
 - عدم توفر معلم مهني و مساعد لمعلم الصف

عوائق يواجهها المعلمون عند تدريس الطلاب ذوي الإعاقة:

- أ- سلبيات الدمج على طلاب الدمج:-
1. عدم إعطاء طالب الدمج حقه بسبب الطلاب في المدرسة
 2. تعاون أولياء الأمور
 3. الخبرة الكافية للمعلم على كيفية التعامل
 4. كثافة عدد الطلاب
 5. كثرة الأعباء على المعلمين
 6. المبنى المدرسي و توفير بيئة مناسبة
- ب- المخاوف و المشكلات: (محافظة الداخلية):-
1. كثافة الصف
 2. الوقت الكافي (يحتاج ذوي الإعاقات إلى وقت أكبر)
 3. المنهج و كثافة (منهج فردي ← دراسة و مناهج يميل إليها يمكنه إنجازها)
 4. المعلم غير مؤهل للتعامل مع الطالب
 5. تزايد الفروقات الفردية بين الطلاب
 6. عدم تقبل طلاب المدرسة لطلاب الاحتياجات
 7. اكتساب سلوكيات من قبل الطالب ذوي الاحتياجات

8. لابد من وجود معلم مساعد لأنها فيها جهد كبير على المعلم
9. قلة الوسائل المناسبة لهم بل قدرتها
10. عدم توفر البيئة الصفية لهم
11. الأعباء الكبيرة المكلف بها المعلم
12. عدم توفر التقانة وخاصة الحواسيب
13. لابد من التعرف على لغة العادات والحركات لذلك يحتاج إلى معلم خاص لهؤلاء الطلاب
14. العي الكبير لكثرة الأوراء وتنوع الأنشطة حسب الاحتياجات

ت- المعوقات التي تواجه المعلمات في تدريس طلاب الدمج:-

1. طالب الدمج يحتاج إلى رعاية طوال اليوم ولا تستطيع المعلمة لذلك بسبب الأعمال الأخرى
2. يحتاج إلى أساليب مختلفة وطرق تعامل مناسبة
3. كثرة الأعداد في الصف الواحد بحيث يعالج ويثري المعلم مختلف المستويات
4. كثرة الأعباء المكلف بها المعلم من أعمال تخص المنهج و خارج المنهج من تحضير و تصوير الكتب و الدفاتر و أعمال المناوبة و ترتيب الصف و متابعة سلوكيات الطلاب و أعمال الاحتياطي و إدخال التقارير الوصفية و ادخال أعذار الغياب في البوابة التعليمية...إلخ.

ث- عوائق (مجموعة أخرى):-

1. ضرورة إعادة تهيئة المدارس قبل البدء بادخال طلاب الدمج
2. عمل اجتماعات للمعلمات و لابداء آراءهم حول الموضوع
3. عمل اختبارات لطلاب المدارس قبل البدء بعملية الدمج لأننا نعاني من بعض الطلاب في الفصول (الطالب العدواني – الطالبة التي لا تتحدث أبدا – طالبة لا تكتب أو تشارك فقط ترسم خطوط بشكل لولبي)
4. تخفيف أعباء المعلم من حيث كثافة عدد التلاميذ و تخفيف المنهج مع إعادة صياغة أهداف التقويم
5. توفير معلم بديل للمعلم في حالة حدوث ظرف طارئ له و خروجه لاجازة اضطرارية
6. تزويد كل معلم بمعلم مساعد في الفصل
7. انتقاء فئة معينة لدمجها مع الطلاب العاديون
8. تواجد عاملة في دورة المياه
9. تواجد عاملة في الحافلة

ج- عوائق طلاب الدمج في مدارس التعليم الأساسي (مجموعة شمال و جنوب الباطنة – مدرسة شمس المعارف و مدرسة

العديبية):-

1. بيئة الصف و المدرسة غير مناسبة لطلاب الدمج
2. عدد الحصص الكثيرة لدى المعلم
3. كثافة المناهج الدراسية
4. ضغوطات العمل لدى المعلم من اجتماعات و أنشطة و مسؤولية التلاميذ، مناوبة ، مشاريع و غيرها
5. كثافة عدد التلاميذ داخل الصف
6. يوجد في الصف أربع مستويات متفاوتة لدى المعلم (ممتاز – متوسط – ضعيف – صعوبات) و يحتاج كل طالب لعناية خاصة
7. عدم قدرة الطالب على التحمل و الاصفاء و الجلوس دون حراك لوقت طويل

ح- عوائق الدمج:-

1. مرافق المدرسة غير مهيئة لذوي الإعاقة
2. المعلمين غير مهئين لتدريس هذه الفئة
3. المناهج الدراسية كثيفة الأهداف و التعامل مع هذه الفئة يؤدي إلى أخذ وقت إضافي حتى يتحقق الهدف
4. الوسائل التعليمية غير متوفرة مما يشكل عبء إضافي على المعلم لتوفير و ابتكار وسائل أخرى
5. وجود ذوي الإعاقة مع الطلاب الأصحاء قد يؤخر بالعملية التعليمية فيتضرر الطالب و يتأخر لعدم مقدرة المعلم لمواكبة كل الأطراف
6. كثافة الطلاب في الصف الذي قد يصل عددهم إلى 35 تلميذا فيكون عبء إضافي على المعلم
7. المعلم مسؤول مسؤولية تامة عن سلامة هذه الفئة من الطلاب ما يتطلب جهد إضافي منه في وقت الفسحة و دخول دورة المياه و توفير وجبة الإفطار حتى لا يحصل له شيء أثناء الفسحة.

شروط الأهداف في عملية تحليل المهمة (task analysis):

الكلمة المختصرة التي تشمل الشروط الخمسة هي: معتقد

1. محددة ← م
2. ذو علاقة ← ع
3. قابلة للتحقيق ← ت
4. قابلة للقياس ← ق
5. محدودة المدة ← د

م-ع-ت-ق-د

أو بالانجليزي : SMART Goals

1. Specific
2. Measurable
3. Achievable
4. Relevant
5. Time Limited

اليوم الثاني: خطط دراسية، تقييم الطلبة و نصائح للمعلم لتلبية احتياجات الطلبة المختلفة (3-4-2017):

خطة الدرس (Study plan):-

مثال: درس حاسة التذوق (العلوم)

- الاستراتيجيات المستخدمة : التعلم التعاوني – حوار و مناقشة – قل ما رسمه – ورقة و قلم – عرض مرئي
- التقويم: مقابلة و ورقة و قلم
- الواجب الفردي: بحث في الانترنت و بحث عن الفواكه في البيت لإعداد قائمة بالمذاق
- القيم و الاتجاهات : شكر الله

أ) رسم طفل مع قهوة و شكله متضابق

- ماذا يوجد على الرسم و ماذا يدل؟

- الاستنتاج: عضو التذوق هو اللسان

ب) توزيع الاصناف (أكلات متنوعة منها: حلو، مر، مالح) و يسعى الطالب بتحديد الطعم مع أمثلة من البيئة الخارجية

- ليمون ← يركب مع الحموضة
- ت) عرض فيديو عن حاسة التذوق
- فتوصل صورته مع الحامض، حلو،...ز
- ارسم حاسة التذوق في الدفتر
- ث) الأنشطة: عضو المسؤول عن حاسة التذوق - شكر الله على نعمة التذوق - نأكل باليد اليمنى

من ثم إعداد خطط دراسية شاملة لمادة الرياضيات، و العلوم، و اللغة العربية:

(١) إعداد خطة دراسة الرياضيات

التوقيت	الهدف العام	الأهداف الخاصة	استراتيجيات التدريس	الأنشطة لتحقيق الاحتياجات الفردية	الوسائل	التقويم	الواجب
	(1)-أن يتعرف على مجسمات ثلاثية الأبعاد	(1) أن يذكر أسماء المجسمات بصورة صحيحة. (2) أن يقارن بين المجسمات من حيث الحواف و الرؤوس والأوجه	تمهيد: عرض نشيد الأشكال المستوية على شاشة التلفاز (بصري – سمعي) لعبة ثنائية: اوزع لكل اثنین سلة بها 6 مربعات من ورق كرتوني مع لصق و تكوين مجسم مكعب نشاط جماعي: توزيع مجسم لكل مجموعة و محاولة التعرف على اسمه ثم البحث في البيئة الصفية عن شيء يشبهه فيديو تعليمي: يوضح الحواف و الأوجه و الرؤوس لكل مجسم مسابقة ارسل سؤال: تقوم كل مجموعة بطرح سؤال عن مجسم ما و تطرحه للمجموعة الأخرى. مثال: من أنا مجسم ليس لي أوجه و لا رؤوس و لا حواف و أتدرج بسهولة؟ سؤال اثرائي: ما الفرق بين المجسمات و الأشكال المستوية؟ -أنا كان لدي 12 مربع كم مكعب يمكن أن أصنع منها	لعبة البحث عن المجسمات: سلة بها مجموعة من المجسمات بأعداد مختلفة و يخرج أي مجسم ثم نتعرف على اسمه ثم يخرج جميع المجسمات التي تمثل المجسم بمختلف أحجامه. لعبة ثنائية: باستخدام خامات البيئة مثل صلصال – أعواد تنظيف الأسنان يقوم كل اثنین بتشكيل مجسم ما أو مغناطيسات تركيبية. مسابقة ارسل سؤال: تقوم كل مجموعة بطرح سؤال عن مجسم ما و تطرحه للمجموعة الأخرى. مثال: من أنا مجسم ليس لي أوجه و لا رؤوس و لا حواف و أتدرج بسهولة؟ سؤال اثرائي: ما الفرق بين المجسمات و الأشكال المستوية؟ -أنا كان لدي 12 مربع كم مكعب يمكن أن أصنع منها	(١)-فيديو (٢)مجسمات خشبية (٣) سبورة (٤) صلصال (٥) أعواء (٦) مغناطيسيات (٧) ورق كرتوني (٨) لصق شمصي	١. اذكر المجسمات الهندسية؟ ٢. من أنا مجسم لي وجهان دائران؟ ٣. كم عدد الحواف و الأوجه و الرؤوس في الهرم الثلاثي؟ ٤. اذكر اسم هذه المجسمات؟ ٥. صل بين المجسم و اسمه؟ مكعب. مخروط. اسطوانة كرة.	أ-ابحث عن مجسمات و ألصق صورها مع ذكر اسمها؟

				تعلم ذاتي: نشاط يتضمن التوصيل بين المجسم واسمه			
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(٢) خطة دراسية للرياضيات للصف الثالث:

الوقت	الهدف العام	استراتيجيات التدريس و الأنشطة	مصادر التعلم (الوسائل)	التقويم	الواجب
٥ د.	قراءة الوقت	التعلم القبلي: مراجعة ما سبق دراسته ٥ x ٢ .. ٥ x ٤ ...	فيديو	. هل الوقت مهم؟	-الكتاب ص عن الوقت
٥ د.	- يتعرف على أجزاء الساعة	التمهيد: عرض مقطع فيديو عن الوقت مع المناقشة ٥ x ٣ .. ٥ x ٦ ...	ساعات		.ارسل مقطع فيديو يوضح قراءتك للوقت عند : ذهابك للنوم
٢٠ د.	حوار و مناقشة: عن كيفية قراءة الوقت باستخدام الساعة و الدقائق (مجسم الساعة) ، و جدول الضرب و عرض.	أقلام	أقرأ الساعة .	تصلي صلاة المغرب تناول الغداء	
١٠ د.	- يميز بين الدقيقة و الساعة يوظف الوقت في حياته اليومية	مقطع فيديو عن قراءة الوقت	أوراق		
تقويم		أنشطة جماعية: ٢٠ د. (١) مثل على الساعات الوقت المكتوب	مسامير الكتاب المدرسي اللوح السبوري	. مثل الوقت التالي على الساعة ٦:٠٥ ٤:١٥ ٧:٤٥	

			<p>(٢) ارسم عقارب الساعة</p> <p>(٣) اكتب الوقت أسفل الساعة</p> <p>فردية: ١٠ د.</p> <p>(١) لون الساعة التي تمثل الوقت الصحيح</p> <p>(٢) اختر الوقت التي تدل عليه الساعة</p> <p>فكر (سؤال تحدي): ٥ د.</p> <p>أراد سالم أن يذهب في رحلة مع أسرته تحرك في الساعة ٧:١٥ و وصل إلى مكان الرحلة ٧:٥٥ دقيقة. فكم من الوقت استغرق سالم لوصوله لموقع الرحلة؟</p>	<p>٢٠ د.</p> <p>١٠ د.</p> <p>٥ د.</p> <p>٥ د.</p> <p>مراجعة الواجب</p>
	ملاحظة: ٥ دقائق مراجعة الواجب بداية الحصة			

(٣) خطة لتدريس العلوم:

الوقت	الهدف العام	الأهداف الفرعية	استراتيجيات التدريس	التقويم	الأنشطة و المصادر	الأنشطة الفردية (الواجب)

<p>أطعمة مختلفة المذاق</p> <p>السبورة</p> <p>الدفاتر</p> <p>جهاز العرض (برجكتر)</p> <p>كمبيوتر</p> <p>عصابة العين</p> <p>ورقة</p> <p>سبورات صغيرة</p> <p>أفلام</p>	<p>المقابلة:</p> <p>صف حاسة التذوق و العضو المسؤول عنها؟</p> <p>ورقة و قلم: ارسم العضو المسؤول عن حاسة التذوق؟</p> <p>التقديم: ابحث من الصور و المجلات عن حاسة التذوق؟</p>	<p>التمهيد: نغطي عين الطالب و عرض أمامه محلولين محلول مالح ، محلول حلو و نعطيه يتذوقه يستنتج من خلال تذوقه للمحاليل الحاسة التي سوف نتعرف عليها اليوم و هي التذوق:</p> <p>حل مشكلات بتعلم تعاوي:</p> <p>نشاط (١) أدائي / جماعي: نقوم بعمل رسمة ولد بيده فنجان قهوة و شكله متضابق يظهر عدم ارتياحه للطعم.</p> <p>. نعرض هذه اللوحة على السبورة , يقوم جميع الطلاب بقرأة الرسمة.: الولد تذوق القهوة و كان طعمها مرًا و استخدم لسانه في التذوق.</p> <p>نشاط (٢) أدائي / جماعي: نوزع على كل مجموعة أطباق لأطباق لأطعمة مختلفة المذاق و نطلب منهم تحديد مذاقها و كتابة اسم الطعام و مذاقه على ورقة.</p> <p>نشاط (٣) حوار و مناقشة: حول المذاق و حاسة التذوق و العضو المسؤول عنه</p> <p>نشاط (٤): مسابقة/ثنائي: تركيب قطع الأحجية بين الطعام و مذاقه (puzzle) - حلو مع (صورة مثلجات) - حامض مع (صورة ليمونة)</p> <p>نشاط (٥) مرئي: عرض فيديو عن حاسة التذوق</p> <p>نشاط (٦) فردي:</p> <p>أ) للضعاف: لون الصورة التي تحمل صورة الطعام الحامض: . صور ايس كريم, جبن, ليمون, تفاح.</p>	<p>١. يتعرف الطالب على الحواس الخمس</p> <p>٢. يسمى الحواس الخمس و العضو الخاص به.</p> <p>٣. يرسم الحواس الخمس</p> <p>٤. يتعرف على وظائف الحواس الخمس</p> <p>١. التذوق</p>	<p>الحواس (حاسة التذوق)</p>	<p>٥ دقائق</p> <p>١٠ دقائق</p> <p>١٠ دقائق</p>
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	<p>ألوان</p> <p>محاليل (سكر و ملح)</p> <p>القيم والاتجاهات:</p> <p>.نشكر الله على نعمة الحواس</p> <p>.نشكر الله على نعمة الغذاء</p> <p>.المحافظة على الغذاء</p> <p>- تناول الغذاء المفيد</p> <p>. تغطية الطعام حتى لا تصاب بالأمراض بسبب الحشرات</p> <p>. نأكل باليد اليمنى</p> <p>. غسل اليد قبل الأكل</p>		<p>ب) للمتوسط: وصل الصورة بمذاقها: مر, ملح, حلو مع صور جبن, حلاوة و دواء</p> <p>ج) للمتميزين: اكمل الفراغ:</p> <p>(١) الدواء طعمه.....</p> <p>(٢) العسل مذاقه.....</p> <p>(٣) العضو المسؤول عن حاسة التذوق هو.....</p> <p>(٤).....طعمه ملح</p> <p>(٥) ارسم حاسة التذوق؟</p>			<p>٥ دقائق</p> <p>٥ دقائق</p> <p>١٠ دقائق</p>
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٤) خطة لتدريس اللغة العربية:

عنوان الدرس / كلنا شرطة المادة: أحب لغتي

الملاحظات	النشاط حسب احتياجات	التقويم	الوسائل	استراتيجيات التدريس	التوقيت	الأهداف
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<p>١. اصنع شكل آخر غير ساعة في المنزل يمكنك وضع فيه المفعول به</p> <p>نشاط بيبي: (١) قراءة قصة و استخراج جمل فعلية تتضمن المفعول به</p> <p>٢. عمل ساعات فيها مفعول به و يقوم بمحاكاتها</p> <p>٣) انظر إلى صور الدرس و اكتب جمل فعلية تتضمن المفعول به</p>	<p>١.- لعبة تركيب الكلمات لتكوين جملة متكاملة</p> <p>يشرب الولد ح ل ي ب ا</p> <p>٢. عمل ساعات فيها مفعول به و يقوم بمحاكاتها</p> <p>٢. وظف الكلمات الآتية كمفعول به: المدرسة/ الحليب/الشارع</p> <p>٣) انظر إلى صور الدرس و اكتب جمل فعلية تتضمن المفعول به</p>	<p>١. (أ) من هو المفعول به/</p> <p>ب) أين يكون موقعه في الجملة؟ مع المتابعة و لتوحيدها</p> <p>٢. وظف الكلمات الآتية كمفعول به: المدرسة/ الحليب/الشارع</p>	<p>١. قصة .</p> <p>أفلام .</p> <p>بطاقات .</p> <p>عرض فيديو .</p> <p>لعبة الأحجية (Puzzle)</p> <p>مجسم بشكل بيضة مكسورة</p> <p>ساعات .</p> <p>القرآن الكريم</p>	<p>من خلال سرد قصة بأسلوب مشوق مراعي جميع الفروق الفردية عن المفعول به يتعرف من خلالها من هو المفعول به</p> <p>- تمثيل الادوار من خلال اختيار طالب يقوم بفعل ما يكوّن جمل متضمنة المفعول به : يشرب الولد الماء / تقرأ البنت قصة</p> <p>1. تكليف التلاميذ باستخراج المفعول به من البيئة الصفية</p> <p>2. من خلال مشاهدة فيديو يوضح المفعول به بتدوين جمل</p> <p>3. من خلال استراتيجية فق صافح شارك لإعطاء أمثلة المفعول به و يكون العمل ثنائي.</p> <p>4. من خلال العمل التعاوني عرض لوحة ثم تكليف التلاميذ بتكوين جمل فعلية تحوى المفعول به</p> <p>5. استراتيجية ابحث عن النصف الآخر . من خلال التعلم التعاوني و ذلك نعطي للطلاب بيضة بها جملة و البحث عن المفعول به</p> <p>6. استراتيجية اربط ارسم ثم استنتج من خلال اعطاء</p> <p>7. لعبة الأحجية يكون صورة و كناية جملة تضم المفعول به</p> <p>- صور و كلمات بعدها يربط بين الصور و الكلمات بالرسم ثم يكون جملة فعلية مفعول به</p>	<p>40 دقيقة</p> <p>40 دقيقة</p>	<p>يتوقع من الطالب أن:</p> <p>1 . يتعرف على المفعول به تعريفا صحيحا</p> <p>2.- يوظف المفعول به في حديثه و كتابته توظيفا صحيحا</p>
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<p>٤) رتب الجملة الفعلية مع تحديد المفعول به باللون الأحمر</p> <p>الولد/ الحليب/شرب/الوردة/رسمت البننت/</p>	<p>٣. اكتب جمل فعلية تتضمن المفعول به... متابعة التلاميذ أثناء الكتابة مع تصويب الخطأ</p>	<p>صور . الكتاب المدرسي سبورات خاصة للتلاميذ -الأوراق الملونة</p>	<p>8. توزيع مصحف لمجموعة ثم استخراج المفعول به</p> <p>1 . استراتيجية الباب و المفتاح اسئلة موجودة في الباب تحتاج إجابة من المفتاح</p> <p>2 . استراتيجية القطار السريع حل نشاط كل طالب ينهى من حل النشاط يركب القطار مع تحديد مكان القطار</p> <p>3 . استراتيجية ساعي البريد توزيع ظرف يضم اسئلة و الاجابة عليها</p> <p>4. نشاط ختامي: توزيع أوراق ملونة كل طالب يكتب لي جملة فعلية بها المفعول به</p>	<p>30 دقيقة</p>	<p>3. يجيب عن أسئلة الأنشطة الموجودة في الكتاب المدرسي بشكل جيد</p>
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أنشودة حرف (ت):

ترتنتا ترتنتا ترتنتا

أنت تاء إلى تاء و قالت:

أنت أختي تَ

ترتنتا ترتنتا ترتنتا

أنت تاء إلى تاء و قالت:

أنت أختي تُ

ترتنتو ترتنتو ترتنتو

أنت تاء إلى تاء و قالت

أنت أختي بَ

ترتنتِ ترتنتِ ترتنتِ

تَ تُ بَ

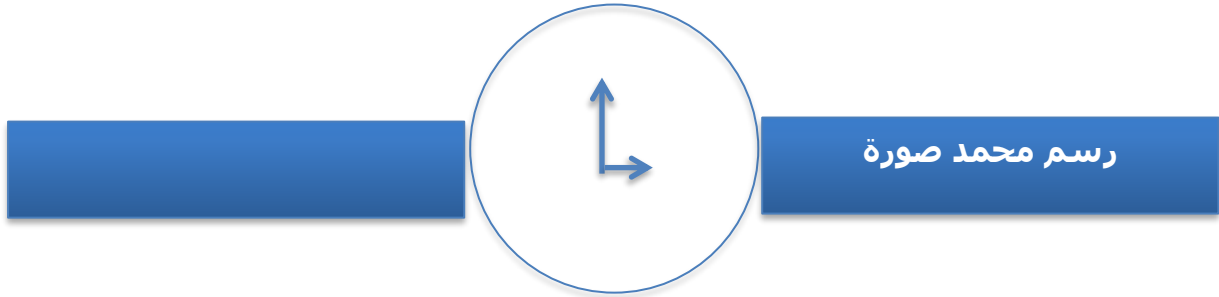
جلست الأخوات تَ تُ بَ

تحت شجيرات التوت

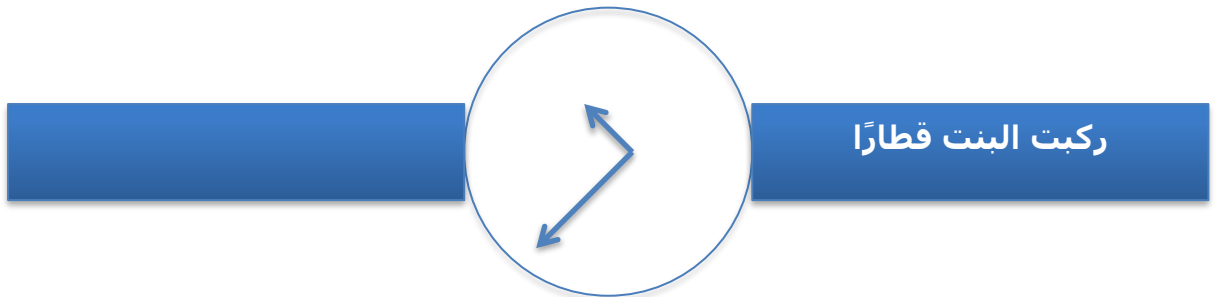
و غنت في أجمل صوت

ترتنتا ترتنتو ترتنتِ

مثال على نشاط الساعات:



يكتب جملة مشابهة لها في الجزء الآخر من الساعة



مثال على نشاط أوجه الشبه:

(1) الهاتف . تلفاز . رسالة



المختلف: الرسالة : يدوية

التشابه: الهاتف و التلفاز: أجهزة الكترونية

(2) مثال آخر: ٥ / ٢ / ٦

المختلف: رقم ٥ رقم فردي

التشابه: أرقام ، أرقام زوجية

ثم انتقلوا إلى دراسة حالات - وركزوا على العوائق و نصائح:

(1) الإعاقة البصرية:

- وضع مساند في الممرات و الفصول
- كتب خاصة للقراءة
- وسائل تعليمية مختلفة (سمعية - لمس)
- وجود مساعد عند ركوب الحافلة
- تعليم الطالب كيف يساعد نفسه في المدرسة

(2) الإعاقة الحركية :

تشمل الصعوبات التالية:

- عدم مسك القلم بصورة صحيحة
- صعوبة التنقل
- معاناة الأهل لإلتحاقه بالمدارس الحكومية
- البطء في الكتابة

الدعم: من الأم و الطلاب و المعلمة و العاملات و إدارة المدرسة

نجاح: متفوق في الرياضيات، انتقل إلى مراحل أخرى متقدمة.

(3) إعاقة سمعية:

- لديه مشكلة للسمع
- الوسائل الملموسة + البصري + الصور + استخدام الإشارات + السماعات

دراسة حالة (2):

طالب في الصف الرابع يعيش في بيته يحب المدرسة لا يبدي رغبة نحو التعلم مزعج زملائه من الصف الأول للثالث لا يحضر الحصة و عند حضوره في الفصل يثير الفوضى و يزعج زملائه و معلمته و عنيف مع زملائه و يلجأ لضربهم لا يحقق أي هدف عند حضوره المدرسة المعلمات يحاولن التقرب منه لكنه لا يميل إلى أي معلمة حتى لو كان يحب معلمة لا يظهر ذلك أبدا و إذا لاقى أي عنف من معلمة فإنه سوف يزيد إيذائه لمعلمته و زملائه.

و نستطيع الدعم عبر:

- تواصل مع الأسرة
- عمل خطة مع معلمة الصعوبات
- التواصل مع الأخصائية الاجتماعية
- تعزيزه المستمر في الحصة
- تكريمه في الطابور عند التزامه ليوم كامل في الحصة
- اعطائه مسؤوليات تنفيذها في الفصل

كيفية التعامل مع الطفل الحركي: (محافظة الداخلية):

ما هي الأشياء التي يمكنها أن تساعد صاحب الإعاقة الحركية:-

- 1) لابد أن يكون المبنى أرضي
- 2) تواجد المصاعد للانتقال من مكان إلى آخر
- 3) لابد من وجود المنحدر البسيط (slope)
- 4) دورات المياه مهيأة
- 5) مسند للمشي
- 6) تخصيص مكان للجمعية
- 7) رصف جميع الأماكن تناسب للكرسي
- 8) الصف يكون واسع
- 9) وجود باص (حافلة) متكيف له طرق خاص للصعود و النزول يناسب مع الطلاب

طرق توصيل المعلومة:

- جمع ثلاث منازل مع إعادة التسمية باستخدام الكرسي
- توضيح السؤال بتدرج (السهل إلى الصعب)
- آخر شيء إذا لم يستطع نعطيه الجواب
- تمييز الحروف : كل طفل يميز الحرف (الحرف صورة في (ص))
- وجود الذرعين معناها الحرف في وسط الكلمة
- الشجرة: أجزاء الشجرة (توضيح) إذا لم يفهم – زيارة إلى حديقة المدرسة (عينه في أجزاء الشجرة)
- التعلم بالأقران: التلميذ يشرح للتلميذ الضعيف

عوائق:

- كثرة الأعداد في الصف الواحد بحيث يعالج و يثري المعلم مختلف المستويات
- كثرة الأعباء المكلف بها المعلم من أعمال تخص المنهج و خارج المنهج من (تحضير الكتب و الدفاتر – عمل اختبارات و أنشطة للطلاب – المناوبة - ترتيب الصف – متابعة سلوكيات الطلاب – الاحتياط – إدخال التقارير الوصفية - ادخال اعداد الغياب في البوابة الالكترونية ... الخ)
- التزام المعلم بمنهج مسائل بتطبيقه بجدافية؟

قصيدة أنا اللسان (منهج اللغة العربية – الصف الرابع)

قد	ينقص	مني	كفان
او	يصمت	الحلق	لسان
قد	لا	تسمع	الاذان
او	تعجز	عندي	قدمان
لكني		مثلك	انسان
عندي		احساس	ومعان
قد		اكتبها قد	ارسمها
مثل		الشاعر	والفنان
والفضل		لاستاذ	الصف
قال		بحب وبلا	حرف
ففهمت		بعينه	كلاما
يغمرني		بردا	وسلاما
اوصاني.....			
عش			باطمئنان
لا		تستسلم	للاحزان
عش		احلامك	بالاوان
شكرا			شكرا
يا	استاذ انت	لعقليخير	ملاذ
منذ		الان:انا	انسان

وانا الشاعر والفنان

ثم استنتجوا هذه النصائح الختامية :

- (1) تعلم لغة الإشارة
- (2) استخدام المحسوسات للطلاب ذات الإعاقة البصرية
- (3) أحسن التعامل " الحنان "
- (4) البحث عن أكثر من طريقة لتوصيل المعلومة
- (5) غرس روح التعاون بين زملائك لحب و تقيد الآخرين

و بعدها اتفقوا على نصائح للأستاذ الجديد حول كيفية مراعاة التلاميذ من ذوي الإعاقات:

- (1) مراعاة الفروق الفردية
- (2) كن ودودا داخل و خارج الصف
- (3) توفير الوسائل التعليمية المختلفة
- (4) تشجيع العمل الفردي و الجماعي
- (5) استخدام طرق تدريس مختلفة
- (6) الصبر و سعة الصدر و البال

و اختتمنا اليوم بطرح أسئلة عامة و تفصيلية قبل المعلمة الجديدة عند تعيينها في مدرسة الدمج:

- ما نوع الإعاقة؟
- طرق التعامل معه؟
- كيف لأحصل على الدعم؟ تدريب أو وسائل؟
- طرق التدريب؟
- كيف أتعامل مع طالب الدمج؟
- كيف أقيم طالب الدمج مع بقية الطلاب؟
- هل أتبع نفس المنهج مع بقية الطلاب؟
- ما هي إعاقة الطالب؟
- ما معنى الدمج؟
- كم طالب في الفصل إذا يوجد به دمج؟
- كم حالة في الصف يحتاج إلى رعاية أكثر؟
- هل توجد حالات خاصة بين التلاميذ (اجتماعية)؟
- ما شرح تفصيلي لحالة الطالب (اجتماعيا - صحيا - فنيا)
- هل توجد طرق و استراتيجيات لتبعتها لهؤلاء الطلاب؟
- هل توجد وسائل خاصة بهم؟
- كيف أتعامل مع طلاب ذوي الاحتياجات الخاصة؟
- ماذا أقدم له يفيد في العملية التعليمية؟
- كل طالب حسب الصعوبة فمثلا إن عنده إعاقة بصرية تعتمد بالملمس أو الأشياء السمعية
- طفل التوحد (التفاعل الاجتماعي مختلف - الصراخ - الصوت العالي) و (التواصل الاجتماعي) الضوء + الانتقال - صعب)
- في دراسة حالة ، يجب مراعاة الفروق الفردية ، و إعطاء أمثلة للإعاقات (التوحد)، و سؤال و جواب، و الاستفادة من خبرات الآخرين
- هل ستقدمون له دورات لطلاب الدمج؟

اليوم الثالث 4 ابريل 2017م

الرؤية بعد عشر سنوات (معلمات)

الرؤية بعد عشر سنوات لطلاب الدمج.

- 1- بالنسبة للمعلم: يذهب بسعادة وفرح عند ذهابه للمدرسه.
 - 2- الطلاب يشاققو للمدرسة ويحبون أن يلاقوا المعلمة وزملائهم وينتظرون أن يحققون هدف جديد من ذهابهم للمدرسة.
 - 3- المناهج فيها سلاسه وخفيفة وتحقق أهدافنا واضحة للمعلم والمتعلم.
 - 4- الأهداف الدارجة في عملية التعلم تكون واضحة وسهلة التقييم تكون مناسبة لجميع الفئات
 - 5- تكون هناك ثقافة واسعة للجميع لطلاب الدمج بحيث تكون هناك مساواة تساوي لجميع الطلاب.
- جميع الطلاب أخذو حقهم في التعليم
 - تحقيق المساواة
 - إخراج جيل من طلاب الدمج قادر على العيش والإختلاط مع الجماعات سواء في المدارس أم المجتمعات وقادرين على العمل وتحدي الصعوبات.

الرؤية

- جميع الطلاب أخذوا حقهم في التعليم
- تحقيق المساواة
- إخراج جيل من طلاب الدمج قادر على العيش والاختلاط مع الجماعات سواء في المدارس أم المجتمعات وقادرين على العمل وتحدي الصعوبات.
- تعليم دامج ناجح في سلطنة عمان
- ثقافة المجتمع
- وجود المعلمة المساعدة " يساعد المعلمة الأساسية في حالات يغبها (مثل الولادة) مرض .. ألخ

الرؤية بعد 10 سنوات

- ← تعليم دامج ناجح للجميع
- ← تقبل المجتمع لذوي الإعاقات المختلفة في المدارس الحكومية
- ← معلم مبدع منتج في جميع المدارس الحكومية
- ← بيئة ملائمة للجميع يحقق المساواه
- ← صنع طالب مبدع
- ← ماذا توقع المعلم خلال 10 سنوات
- ← 15 طالب في كل صف مدمجة مدج كلي
- ← تخفيف المناهج وأعباء المعلم
- ← تهيئة المدارس بكافة الخدمات
- ← تدريب المعلمين تدريب شاملا
- ← وضع خطة واضحة المدى

← توفير جميع الوسائل المناسبة لهذه الفئة

الرؤية المستقبلية

- ❖ بالنسبة للمعلمين يذهب منشرح الصدور وفي سعادة وفرح والطلاب لديهم الرغبة الجامعة للتعلم والشوق لتحقيق هدف جديد.
- ❖ المناهج فيها سلاسة وتحقق أهداف واضحة للمعلم والمتعلم
- ❖ المتجمع لديه ثقافة واسعة للدمج بحيث تكون هناك مساواة وتساوي لجميع الطلاب

الرؤية

- 1- تعليم دامج ناجح للجميع
- 2- تقبل المجتمع لذوي الإعاقات المختلفة في المدارس الحكومية
- 3- معلم مبدع منتج
- 4- بيئة ملائمة للجميع يحقق المساواة
- 5- إعداد طلاب منتجين

الرؤية المستقبلية :-

- 1- جميع الطلاب أخذو حقهم في التعلم
- 2- تحقيق المساوات
- 3- إخراج جيل من طلاب الدمج قادر على العيش والاحتلاط مع الجماعات سواء في المدرسة أو المجتمع ، وقادرين على العمل وتحدي الصعوبات.
- 4- تعليم داج ناجح في سلطنة عمان
- 5- لا يتجاوز عدد الطلاب في الصف الواحد عن 15 طالب مع وجود معلمة مساعدة مدمج فيها دمج كلي
- 6- تخفيض نصاب المعلمة
- 7- نجاح خطة الدمج.
- 8- توفر جميع الوسائل مناسبة لجميع الفئات

المقترحات :-

- 1- تخفيف كثافة الطلاب حتى تصبح الأمور أسهل
- 2- وجود معلم مساعد لمعلم الصف لأنه مجهود كبير وإضافي ويحتاج لطاقة
- 3- تخفيف عن المعلم باقي الأعباء المدرسية من المناوبة والضجيج والأنشطة.
- 4- تهيئة الصف من النواحي الأمنية للحفاظ على سلامة التلميذ المعاققة وتهيئة المبني المدرسي.
- 5- عمل حصص متصلة كتقوية لتلاميذ الدمج.
- 6- تدريب مكثف في وسائل التعليم
- 7- وسائل تعليمية مناسبة مع التدريب
- 8- وضع خطة زمنية للمناهج معينه يتناسب مع الطلب.
- 9- الحوافز- إعطاء الحوافز تعطيه التشجيع للعطاء أكثر.
- 10- تكثيف التقويم (حسب قدراته الفردية)
- 11- طرق خطة الفردية
- 12- موأمة المناهج لتكثيف مع قدرات الطلبة المختلفة

- 13- وجود أنشطة داعمه (الرقص مع النشيد)
- 14- إقتراح طرق مختلفة للتدريس . (وسائل مذكورة 46) ص 36 يحتاج إلى التوضيح (الرقص) يحتاج إلى أمثله أكثر.
- 15- أنشطة الداعمه ص 37 ، تحتاج إلى أمثله
- 16- نماذج تعديل السلوك
- 17- نماذج تعاون مع الطالب
- 18- طرق التعزيز أمثله
- 19- أمثله ناجحه
- 20- وضع نماذج لحالات وكيفية معالجتها
- 21- نماذج لشخصيات ناجحه في سيديات او فلاش يعرضها المعلم لعملية التحدي
- 22- دورات مكثفة للأمثل ، للمعلم
- 23- أمثلة عملية لطلاب الدمج
- 24- كيفية التعامل مع نفسياتهم وحالاتهم المرضية
- 25- وضع حوافز للمعلم ليتطور للأفضل
- 26- تقليل أنصبه الحصص والأعباء الأخرى المدرسية
- 27- التقليل من أعداد الطلاب
- 28- إذا لم تستطع الوزارة توفير المعلم المساعد فتح الباب لخريجات الثانوية العامة. وإعطائهم الفرصة لذلك أيضا تدريبهم في هذا المجال.
- 29- فتح صفوف إضافية في المدارس مستقبلا.
- 30- منهجا دراسيا فرديا- إذا احتاج الأمر
- 31- مكان مجهز لطلبة الذين يعانون
- 32- لدينا طلبة الذي تم ابعادهم – وعدل سلوكهم في مكان خاص

الدمج في المدارس :-

- 1- الأطفال لهم الحق – الذهاب إلى المدرسة
- 2- كل شخص مهم
- 3- مشاركة كل تلميذ في المدرسة في الصفوف
- 4- إزالة العقبات التي تعوق الأطفال من استفادة للتدريب ومن الصدقات.
- 5- بناء وعي و... للجميع للفئة ذوي الاحتياجات الخاصة.
- 6- تعاون المدرسة مع البيت والمجتمع المحلي وتبادل المساعدة بينهم.

- عدم أكل الحلويات ، حتى لا يترفع معدل السكر في الدم و
- التساوي إعطاء كل فرد نفس الشيء من الادوات بدون وجود فروق فردية
- المصابين بالسكري

1. تحسين المزاج
2. عندما أحس بخمول
3. عند الصباح لزيادة الطاقة
4. التحلية بعد الوجبات
5. أحبها

- 1- طاقة الجسم تحتاج (الأطفال الكسالي)
- 2- لأصحاب السكر المنخفض (هبوط - سكر - ضغط)
- 3- الدول الفقيرة
- 4- أصحاب الأعمال الكثيرة
- 5- محبي السكر

ثم حددوا الفرق بين التساوي / المساواة

توزيع الأنشطة لكل فرد حسب قدرته:

- الضعيف توصيل الصور فقط
- المتوسط توصيل صورة بكلمة
- الممتاز يستنتج الهدف من خلال صورته أمامه.

مساواة : اختلاف مقدار العطاء حسب احتياج الفرد

الأمثلة : التساوي : توزيع حرف الخاء لجميع المجموعات

المساواة : مراعاة الفروق توزيع خاتم لكل طالب ، الممتاز يكتب كلمات بحرف الخاء- المتوسط يكون من كلمات الضعيف ينقل الكلمات المعطاه ذوي الاعاقة السمعية – يحاكي المجسم

- الاستماع وتحسس المجسم تم محاكاته.

تساوي : توزيع الأشياء بنفس المقدار

- 1- انخفاض السكر
- 2- الضعاف
- 3- لأخذ طاقة بداية اليوم
- 4- أصحاب الضغط المرتفع
- 5- بعد أكل الفلفل الحار
- 6- الحامل إلي تتوحم

المساواة :-

اختلاف مقدار العطاء حسب احتياج الأفراد

مشروع مادة الدراسات الإجتماعية :-

- 1- معلومات عن نزوى مثلا
- 2- كل طالب يقدم ما لديه من قدرات لجمع المعلومات

*** التساوي**

توزيع الاشياء بنفس المقدار

*** الأشخاص الذين بحاجة إلى سكريات:-**

- 1- انخفاض السكر
- 2- الضعاف البنية
- 3- طاقة في بداية اليوم
- 4- أحصاب الضغط المنخفض
- 5- بعد أكل الفلفل

التساوي:-

إعطاء كل فرد نفس الشي من الأدوات بدون مراعاة فروق فردية

1- من الاشخاص الذين لا يستطيعون تناول حلاوة ؟

- سمنة مفرطة
- فرط الحركة
- حساسية من الحلاوة
- ارتفاع السكر
- تسوس الاسنان
- لديه نظام غذائي صحي
- 2- يستطيعون تناول حلاوة ؟
- انخفاض السكر
- ضعف البنية
- الضغط المرتفع
- تحلية
- الاطال اللذين لديهم خمول
- الاشخاص كثيرين العمل

لماذا انا اتناول حلاوة؟

- * احتاج لتحلية بعد تناول الطعام
- * المرضع تحتاج لتناول الحلاوة
- * الشعور بالسعادة
- * عند الاحساس بالتعب
- * انخفاض السكر
- * غير ضرورية لجسمي
- ❖ المصادر التعليمية
- اسماء السمعية
- اسماء الحسية
- مجسمات
- حقيقية
- ❖ مهارة الأملاء

الصيف – تدخل بأمثله (طريقة الاملاء – تبسيط الجملة- تقطيع الجمل)

❖ الاجتماعيات

- ما عندهم مهارة الرسم

- استخدام مثال الجواز – مجموعة الطلبة حسب قدراته.
- ❖ الأرشاد (extension/coaching)
 - شي أكثر من بقية الطلاب
 - وقت إضافي
 - مسائل إضافية
- ❖ الحوار
 - # صورة عن طريق طرح الأسئلة
 - # النقاش حول الصورة
 - الطالب المتميز – يذكر قصة
 - الطالب المتوسط
 - الطالب الضعيف – ذكر الألوان
- ❖ الفواكه والخضروات
 - الطالب الذكي – يحلل كل شي (القيمة الغذائية)
 - الطالب المتدني – يرسم – الوان – نوع الفاكه.

الفروق الفردية

الأنشطة

- # تقسم الانشطة (حسب إشارة المرور)
- # اللون يمثل درجة صعوبة معينة
- © أحمر يحتاج إلى مساعدة
- © أصفر متوسط
- © أخضر ممتاز

الدعم: - (عربي)

- أطلب من الطلاب تشكيل الجمله
- وضح نوع الأفعال الموجودة (بذكر جملة اسمية – جملة فعلية)
- فيعرف الطالب كيف يحل المسألة

(الجمع)

- طلاب ممتاز بالحل
- متوسط
- الضعاف (key) باستخدام مفتاح مثل الرسم

الفرق بين التساوي والمساواة

- * التساوي – إعطاء كل فرد نفس الأشياء والأدوات دون مراعاة الفروق الفردية.
- * المساواة – كل طالب يعطني حسب احتياجاته في التعلم
- * (التفاضل والتمايز)
- * أمثلة على التساوي نوزع جميع الأنشطة.

- * أمثلة على المساواة نعطي الاثرية للممتازين وأنشطة للمتوسقين وأخرى للضعاف . مثال : مهارة الأملء نعطي الممتازين جمل وفقرة معينة والمتوسطين جمل بسيطة والضعاف كلمات فقط
- # التساوي بعض الاشخاص (توزيع بالتساوي ليس حسب احتياجات)
- # المساواة – بعض كل (حسب احتياجات)
- # Plain
- # Progression tracking (each:- 5) / progression
- # Reading
- # Does the child a knowledge you as you

أمثلة على التساوي والمساواة

- التساوي:- إعطاء جميع التلاميذ نفس الهدف.
- المساواة:- تقسيم مستوى النشاط ابتدائي- متوسط علاجي (مع محسوسات)
- مثال:- التساوي من حق جميع التلاميذ في الصف الثاني درس جمع من 3 منازل مع إعادة التسمية.

المساواة : تقسيم الصف ل3 فئات

ممتازين :- إعطائهم نشاط وبه مسائل لفظية وعادية من 3 منازل

- متوسط : حل مسائل مباشرة من 3 منازل ومنزليين
- - ضعاف : إعطاء الضعاف حل جمع من منزليين او منزلة مع وجود المحسوسات ومعلم يعطيهم تغذية راجعة وتخصيص مكان محدد لهم في الفصل.

استراتيجية الرؤوس المرقمة:-

كل طالب يعطى رقم ونطلب منه حل نشاط مناسب لإحتياجاته ومستواه

مثال للحوار:-

- ❖ الممتاز الطالب يعد ويجهز أنشطة ويحضر الدرس
- ❖ المتوسط : جمع صور عن الدرس
- ❖ الضعيف لون أي صورة

الوسائل تكون مختلفة ومراعية لجميع التلاميذ.

إمرأة
Woman

رجل
Man

Baby boy
طفل
Kid

قطار – سيارة – دراجة

السوائل :

ماء- ثلج - عسل

جاء - سار - طار

هاتف- تلفاز - رسالة

وادي - فلج - نهر

جبل - سهل - تل

طماطم- جزر- بطاطا

14

40

53

64

جزر- خيار - خس

المشروع في مادة الدراسات تحديد موضوع معين لكل مجموعة يتعاون الجميع في انجازه مثلا المجموعة الأولى - ستتحدث عن محافظة الداخلية ... وهكذا كل مجموعة نبذع وتقسم الأدوار فيما بينهم كل طالب يقوم بعمل شي محدد هنا الكل شارك وقد تظهر مهارات نمائية (تم تحديد حصة خاصة لتنفيذ المشروع). فائزة

Dr. Amelia:

- Bringing curriculum to the child
- Which one of these is odd and why.
- طريق التنفس
- الطير- لا يطير
- ليلي - نهاري
- تدريبات الطيور

Activity like this encourage children

- 1- Poor concentration
- 2- Enhance thinking
- 3- enhance creativity

Assessment

- ❖ listen and try solve this problem.

Activity

- جاء - صار - طار
- هاتف - تلفاز - رسالة
- جبل - سهل - تل

- رجل - امرأة - طفل
- نهر - وادي - فلج
- ماء - الثلج - العسل
- طماطم - جزر - بطاطس
- 14 - 40 - 53 - 64
- جزر - خيار - خس
- 9-6-8 -
- 6-2-5-
- قطار- سيارة - دراجة
- -tomato – potato – carrot

المقترحات:

- (1) تخفيف كثافة الأمور حتى تصبح الأمور أسهل
- (2) وجود معلم مساعد لمعلم الصف لأنه مجهود كبير وإضافي و يحتاج لطاقة
- (3) تخفيف عن المعلم باقي الأعباء المدرسية من المناوبة و التصحيح و الأنشطة
- (4) تهيئة الصف من النواحي الأمنية للحفاظ على سلامة التلميذ المعاق و تهيئة المبنى المدرسي
- (5) عمل حصص منفصلة كتقوية لتلاميذ الدمج

- ✚ تدريب مكثف في وسائل التعليمية
- ✚ تأكد من أن وسائل التعليمية مناسبة مع التدريب
- ✚ وضع خطة زمنية للمناهج معينة يتناسب مع الطلبة
- ✚ الحوافز - إعطاء الحوافز تعطيه التشجيع للعطاء أكثر
- ✚ تكيف التقويم (حسب القدرات الفردية)
- ✚ طرق خطة الفردية
- ✚ موأمة المناهج للتكيف مع قدرات الطلبة المختلفة
- ✚ وجود أنشطة داعمة (الرقص مع النشيد)
- ✚ اقتراح طرق مختلفة للتدريس (وسائل مذكورة 46) ص 36 يحتاج إلى التوضيح "الرقص" يحتاج إلى أمثلة أكثر

✚ أنشطة الداعمة ص 37 تحتاج إلى أمثلة

✚ نماذج التعديل السلوك

✚ نماذج تعاون مع الطالب

✚ طرق التعزيز (أمثلة)

✚ أمثلة ناجحة

✚ وضع نماذج لحالات و كيفية معالجتها

✚ نماذج لشخصيات ناجحة

✚ في سيديات أو فلاش يعرضها المعلم لمعملية التحدي

✚ دورات مكثفة للأمثل (للمعلم)

✚ لأمثلة عملية لطلاب الدمج

✚ كيفية التعامل مع نفسياتهم و حالاتهم المرضية

✚ وضع حوافز للمعلم ليتطور للأفضل

✚ تقليل أنصبه الحصص و الأعباء الأخرى المدرسية

✚ تقليل أعداد الطلاب

- إذا لم تستطع الوزارة توفير المعلم المساعد فتح الباب لخريجات الثانوية العامة و إعطائهم الفرصة لذلك و أيضا تدريسهم في هذا المجال
- فتح صفوف إضافية في المدارس مستقبلا
- منهجا دراسيا فرديا إذا احتاج الأمر
- مكان يجهز للطلبة الذي يعانون (لدينا طلبة الذي تم ابعادهم _ و عدل سلوكهم في مكان خاص)

الأهوان الدمج في المدارس:

- 1) الأطفال لهم الحق في الذهاب إلى المدرسة القريبة
- 2) كل شخص حقه المدرسة الزينة مبالية اخرين
- 3) مشاركة كل تلميذ في المدرسة في الصفوف
- 4) إزالة المطبات التي تعوق الأطفال من الاستفادة للتدريب و من الصدقات
- 5) بناء وعي للمجتمع الفئة ذوي الاحتياجات الخاصة
- 6) تعاون المدرسة مع البيت و المجتمع المحلي و تبادل المساعدة بينهم

✚ الترحيب بجميع المتعلمين الذي هم عرضه للضغوطات و عرضة لإخراجهم من المدرسة و التغلب على الصعوبات

✚ الدمج عملية عدم التمييز

✚ وزارة التربية (أعداد الطلبة – كثافة الطلبة في الصف الواحد)

✚ الهيكل المدرسي مناسب للدمج حسب الدكتوراة أميليا

✚ دخول الدمج على مراحل

Thinking logically: using the road

- Which students are included?
- Support (curriculum)
- Each teacher is busy (difficulties)
- Target
- Class size → to have small
- Assistance for the main teacher.

اليوم الأخير : ورشة عمل منفصل للمدراء و المشرفين (5-4-2017)

- مدراء المديریات والمشرفات
- مشرفة تربیة خاصة

ما تعريف الدمج ؟

فكرة الدمج : يعني تعليم الأطفال داخل بيئة مدرسية دون مسمیات بشكل متكامل مع الاسویاء تذليل/ جميع المعوقات / او تخطي العقبات داخل الغرفة الصفیة- لجميع أنواع الإحتیاجات الخاصة. من الجانب القانوني/ سیاسي هو محق الجميع

ما طرق لمساعدة الدمج؟ الصف نقطة إنطلاق

- معلم مساعد \ م معلمین
- تعديل قوانین
- المناهج
- التقييم
- عدد طلاب داخل الغرفة الفصلیة
- الحافلات مشرفین لهم.

بيئة المدرسة بيئة متجددة وهي .. كبير ومتنوع من فئات طلاب واحتیاجاتهم. بدرجة الأولى هذا التدريب للمعلمین سوف ینعكس ذلك على طلاب العادیین وعلى ذواتهم.

التعريفات بنفس المحتوى حسب الحالات وتجربة هي أفضل طريقة لرؤيته ذلك.

یحتاج تقديم الدعم لطلاب حسب إحتیاجاتهم حتى نتمكن من مراعاة الفروق الفردیة بینهم بشكل متكامل. ویجب أن تكون طرق التقييم مناسبة لهم حسب قدراتهم.

إستخدام عدة وسائل محسوسة ومواد مختلفة لتوصیل المعلومة مع تنوع في استراتيجیات التعليم المقدمة وتكون بطريقة مناسبة لكل طالب . وطرق الحوار والمناقشة داخل الغرفة الصفیة يجب أن تكون مفتوحة للجميع. وحتى تستمر هذه العملية علينا تعزيز المعلم حتى يتمكن من متابعة عمله الرائع وحتى يعطي أكثر في العملية التعليمية.

أراء المديرات والمشرفات

الدمج هو إعطاء الأطفال الذين يواجهون صعوبات في التعلم للإندماج في المجتمع وممارسة حياتهم وحقوقهم بكل أریحية بدون تفرقة أو صعوبة

الدمج هو عملية إندماج الطلاب ذوي الإعاقة الفكریة والسمعیة) من جميع التلاميذ مع إعادة تنظيم المناهج وطرق واستراتيجیات التدريس وتنظیم البیئة الصفیة للإستيعاب هذه الفئة بشكل يضبط بجمع التلاميذ دون مسمیات من مبدء المساواة.

نقطة الإنطلاق للتعليم الدامج هو الصف. لتعليق الدمج:-

1. النظر في قوانین
2. الصف: عدد الطلاب داخل الصف لا يتجاوز
3. وجود المعلم المعاون
4. تعديل المناهج
5. تقليل أنصبة المعلم
6. وجود كادر مدرب قادر على التعاون – عاملات
7. تغير البیئة الصفیة
8. الحافلات: توفير مشرفین – عدد طلاب في الحافلة
9. اختلاف المستویات

10. اختلاف مستوى الإعاقة
11. وجود طلاب دمج يصل إلى 14 سنة في مدارس إناث.

العوامل التي تساعد على الدمج :-

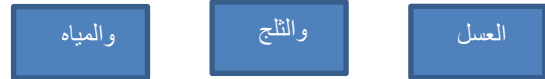
- 1- العمر
 - 2- المواصفات
 - 3- البيئة
- تطوير برنامج تدريبي للمعلمات بالصفوف النظامي لتستطيع تدريس طلاب عاقلين وذو إعاقة.
 - الدمج:- الإنسان إجتماعي بطبعه من طبيعة وفق اسس ونظام معين يضمن حق جميع الأطفال . المناهج من جميع الجوانب إقتصادي ، إجتماعي.

الأمثلة 1 :-

الخفاش / البطة / الدلفين.

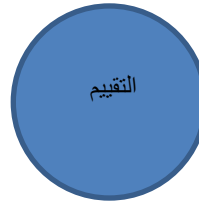
بأكل نبات وحيوان

• مثال 2



كيف يمكن تحويل العسل أكثر لزوجة؟ بتسخين

التقييم



معنى؟ MELT

رجل ثلج

أعتقد أن السترة ولد بستره

أعتقد أن السترة ستدفي رجل الثلج وتذيبه

أعتقد أن السترة لا تؤثر على رجل الثلج لأنها نفس درجة الحرارة

أعتقد أنه لو أدفئنا السترة سيذوب رجل الثلج

الهدف الذكي SMART

S: SPECIFIC محدوده

M: MEASURABLE قابلة للقياس

A: ACHIEVABLE قابلة لتحقيق

R: RELEVANT ذو صلة

T: TIME LIMITED محدودة المدة

مخاوف المدرء

- المهم هو الاساس في العملية التعليمية إلا أنه يعتمد على المدرء والمشرفين.
- تعديل في القوانين المدرسية
- تعديل في المناهج (الأهداف ...)
- ضرورة التقييم (دائرة التقييم) – مهينة / مكيفة
- معلمين داخل غرفة الصف.
- عدد الطلاب 30-38
- توفير الامكانيات – متابعة (الحافلات)
- عاملة مرافقة في المدارس
- الدمج هو مسيرة (هناك عوائق) يجب إزالتها) – في كل سنة مشاكل أخرى
- مديره (رحمه)
- الدمج يحتاج الامكانيات
- 1 المبني (إعاقة حركية) = تهيئة المكان – في الصف مكان أكبر
- صعود الباص- في الباص دخله – دورات المياه
- 2 صعوبات التعلم – سلوكيات الحركيه ، إضافة طالب معاق لايد من إضافة من المعلم.
- هل تدريب المعلمات 5 أيام كافية ؟؟ وإعداده اوكيفية إعدادها
- هل كان المعلمات السابقات عندهم قناعة عن أهمية الدمج .. حتى نصل إلى معلمة مقتنعه إلى عملية الدمج؟
- عمليات تطوير مستمر للمعلم- بالنسبة ل 5 أيام
- لماذا لا يتم تدريب المعلمات الجدد في الجامعة (يضم خطط واستراتيجيات التدريب)
- ما هو انطباع المعلمات ليس صعب لأن المعلمات يحتاجو فقط طريقة التواصل أو التعامل مع خلية ذوي الاحتياجات الخاصة
- الفكر التدريب يكون ناجحة ؟ عند البيئة العمانية ثم إهمال الاسس الدمج في المدارس.
- عدم وجود أخصائي نفسي
- المدرء يطمحو لنجاح المشروع
- عدم وجود الكوادر (مثل إخصائي نفسي)