

Inclusive Education Training in Cambodia



Disability Action Council

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Report of a baseline survey, Cambodia

Acknowledgements

In creating this resource we drew heavily on training materials produced by the following organisations:

UNESCO (in particular the Teacher Education Resource Pack: Special Needs in the Classroom)

Spastics Society of Tamil Nadu (India)

Voluntary Service Overseas

Kampuchean Action for Primary Education.

We would also like to thank the Enabling Education Network (EENET) for redesigning this pack and making it available to a wider audience.

Abbreviations and acronyms

AIDS	Acquired Immune Deficiency Syndrome
CDPO	Cambodian Disabled People's Organisation
CRC	Convention on the Rights of the Child
DAC	Disability Action Council
DEO	District Education Office
EFA	Education for All
EMIS	Education Management Information System
IE	inclusive education
MoEYS	Ministry of Education, Youth and Sports
MOSALVY	Ministry of Social Affairs / Veterans International
NGO	non-government organisation
PEO	Provincial Education Office
PIT	Provincial Implementation Team
UN SREOPD	UN Standard Rules on the Equalization of Opportunities for People with Disabilities (1993)
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children Fund
UNICEF CNSP	United Nations Children Fund and Children In Need of Special Protection

Cambodia case study

A holistic approach to meeting the needs of children with disabilities: partnership between ministries and NGOs

In Cambodia we believe that disabled children may need support to come to school, but they also need help in school to make sure that they are fully included and are receiving an education that is appropriate to their needs.

We have been piloting an inclusive education programme. The first pilot programme was based in a cluster of nine primary schools in a rural area. The Provincial Implementation Team (PIT) implements the programme. The PIT brings together representatives from two government ministries (Education and Social Affairs) and a representative of an NGO working in disability. Each PIT brings together the skills of many people so that the child's educational, social welfare and rehabilitation needs can be addressed.

Each PIT contains three Ministry of Education staff. There is a representative from the Provincial Education Office, a representative of the District Education Office and the head of the School Cluster. These Ministry of Education members are responsible for helping the schools to meet the educational needs of the children with disabilities. They give teachers advice about where is the best place to seat the disabled child in class. They observe lessons and help the teachers to adapt their teaching style in simple ways to help the disabled children in their classes. For example, if a teacher has a child with a visual impairment in his or her class, then the PIT might advise the teacher to sit the child at the front, to read aloud what he writes on the board and to ask other children to help the visually impaired child by reading the textbook aloud or describing diagrams and pictures.

The representatives from the Ministry of Social Affairs and the disability NGO are responsible for a child's social welfare and rehabilitation needs. They identify the disabled children in the schools and assess their needs. The NGO representative will ask his NGO to help a child to get a wheelchair, prosthetic and orthotic devices. Some children with mobility difficulties are given bicycles to help them come to school. If the child has a problem that the NGO representative cannot help directly, then he will refer the child to another NGO which specialises in that area, for example for eye testing and glasses or for corrective surgery.

The PIT visits each school about every six weeks to check on the children's progress and sort out any problems. The PIT also visits the families of the disabled children at school to check if there are any problems.

The PIT also tries to identify children with disabilities who are not going to school. They visit the families to ask the parents why their child is not in school and try to encourage them to send the child to school next year.

The PIT also organises awareness raising events to promote the importance of education. They link with local festivals. In one school last year the community decided to have a festival to raise money to support disabled children to go to school.

The PIT combines the skills of local people with provincial administrators. They know what the local issues are and they try to find local solutions to problems. The representatives from the Provincial Ministries of Education and Social Affairs make sure that the activities of the PIT fit in with mainstream government planning. For example, the Provincial Education Office often receives copies of new teaching materials produced by the Ministry of Education and NGOs and UNICEF. The PIT representative from the Provincial Education Office makes sure that all of the schools in the cluster get copies of these materials if they are relevant.

The members of the PIT receive a small amount of financial support to cover travel, their additional work and communications and materials. Currently it costs about \$120 per month to support inclusive education in the nine schools in the cluster.

From August 2002 the inclusive education programme will be expanded to a further six school clusters in five provinces. The DAC, with the support of UNICEF, will be assisting the Ministry of Education and four NGOs working in the field of disability to implement these new pilot programmes.

In-service teacher training course

Trainers' guide

**In-service teacher training on
disability and special needs issues
for primary school teachers**

Preface – using this training guide

EENET has redesigned the layout of these training materials so that our users across the world can benefit from the comprehensive work already carried out in Cambodia. We have not, however, altered the content of the training sessions.

We therefore ask readers to be aware that the materials were created for use in a specific place, and we would encourage you to be creative and flexible, and where necessary to adapt elements of the training to suit your own country and context.

For example:

- you may need to adapt the case studies or prepare your own case studies which convey the same messages but which are relevant to context in which your trainees live and work
- you may want to extend or reduce the time allocated to a certain section, depending on your trainees' needs and existing knowledge
- you may want to add or substitute activities if you have your own ideas for tasks that the trainees could do to achieve the objectives of a certain training module
- you may need to be prepared to expand on the suggested short presentations if your trainees require further explanations or information.

We have created a simple-to-use layout.

Within each module, the units and tasks are clearly labelled and numbered, for example



Handouts are presented on separate pages, to enable you to photocopy them easily. Look for this symbol



Sections which are to be given as presentations or demonstrations by the trainer are labelled with the following symbol



Sections which provide the answers to questions, or which suggest the type of answers you might expect from your trainees, are labelled with the following symbols



Introduction

The Disability Action Council (DAC) is the government mandated national co-ordinating and advisory body on disability and rehabilitation in the Kingdom of Cambodia.

In August 1999 the DAC began to co-ordinate 'The Project to Develop Education Opportunities to Meet the Specific Needs of Children with Disabilities' in partnership with the Cambodian Ministry of Education, Youth and Sport (MoEYS). A key component of the Project was the establishment of the first ever inclusive education pilot programme in that country. The following materials were written by the then Project Co-ordinator, Philippa Thomas in collaboration with staff and members of the DAC including representatives of special schools and local and international disability NGOs.

These materials are an in-service teaching training course for mainstream primary school teachers. The materials were first used to train teachers in the Project's pilot site and have subsequently been formally recognised by the Cambodian Ministry of Education, Youth and Sport. In developing its inclusive education programme the DAC and MoEYS learnt a great deal from the experience of Save the Children UK and the Ministry of Education in Laos. The DAC and MoEYS copied the Laotian model, where teachers are given a short intensive five-day training course followed up by regular support.

This course is based on the UNESCO 'Children with Special Needs Teacher Education Resource Pack', and materials developed by the Spastic's Society of Tamil Nadu in India, Voluntary Service Overseas and Kampuchean Action for Primary Education. In preparing the course it was deemed essential to simplify much of these materials as well as adapt them for the Cambodian context.

The inclusive education pilot programme was up-scaled in 2002 to a further six provinces. This in-service course is the standard training programme undertaken by teachers in all the schools in the programme. Information about the DAC is available at www.dac.org.kh

For information about the Cambodian inclusive education programme please contact vichetra@dac.org.kh. For information, comments and clarification about the training course please contact Philippa Thomas at philly_thomas@yahoo.co.uk.

Course outline

The course comprises six modules that can be taught independently or together over five days.

Module 1: Defining special needs

Aims to enable teachers to understand and identify children with special needs.

Module 2: Disability awareness

Focuses on developing teachers' understanding of disability.

Module 3: Education for children with special needs

Provides a summary of the international agreements and policies relating to children with special needs, stresses the importance of education and explores the barriers to education.

Module 4: Responding to diversity

Introduces eight golden rules for good teaching.

Module 5: Teaching children with special needs basic skills

Focuses on practical teaching techniques for helping children with special needs to communicate verbally, to read, write and do basic maths.

Module 6: Advice for teaching children with disabilities

Provides specific advice for teaching children with a variety of impairments through case study stories.

In developing these materials the DAC would like to acknowledge the support of UNICEF, UNESCO and the Nippon Foundation.

Module 1

Defining special needs



Case studies of children with special needs

Aims

- to explore what they understand by special needs
- to analyse some the difficulties faced by children.

Task 1

Brainstorm “Who are children with special needs?”



5 minutes

1. Write this question on the board: "Who are children with special needs?"
2. Trainees call out their ideas and the trainer writes their ideas on the board.

NOTE: The trainer must NOT correct the trainees' ideas or give them any answers.

Task 2

Case studies of children with special needs



25 minutes

1. Tell trainees to get into groups of four to five people.
2. Give each group a copy of the four case studies.
3. Tells the trainees to read the case studies and discuss this question in their groups: “What are the difficulties faced by this child?”
4. Monitor the trainees.
5. Call on one person from each group to come, in turn, to the front to tell the others the answer to the question for one case study.

6. Write notes on the board in the form of a table and check if the rest of the class agrees.

Eg:

Case study	Difficulties faced by the child
1	
2	
3	
4	

7. Ask the trainees if they know of any children who have difficulties like these children.
8. Listen to the trainees' stories of children they know with similar difficulties.
9. Asks the trainees: "Which of these children have special needs?"

Answer All of them.

Handout



Case study 1

Chan is seven years old. When Chan was younger his parents thought he was very clever, so they were anxious to send him to school. However they are disappointed with Chan. He has had to repeat Grade One. His teacher says that Chan is clever but that he is lazy and careless. He only concentrates when he likes the subject. So, for example Chan is very good at maths and drawing but he is always making mistakes in Khmer. He writes some letters back to front and his spelling is terrible. His teacher is often angry with Chan. He can't understand why Chan is so good at maths and so bad at Khmer. At the end of Grade One, Chan was still forgetting to put the sok on some letters.

Case study 2 A

Nguyen Thi Hong is seven and lives with his parents in Svay Pak in the northern outskirts of Phnom Penh. At home his parents speak mainly Vietnamese although Thi Hong does speak Khmer. His parents work hard to find the money to send Thi Hong to school, but in school Thi Hong is miserable. All he has to do is open his mouth and the other children make fun of his accent and his poor ability to speak Khmer. They don't play with him and the older boys pick fights with him too. Thi Hong knows how important it is to stay at school so at least one in his family will have the education to get ahead. But it is so hard for him to put up with the way the other children treat him. It is also really hard to keep up with his lessons. He wants to respect his parents by staying in school, he wants to speak Khmer properly, he wants to learn, but most days it is really very, very hard.

Case study 3

Soriya is 12 years old. She is in Grade One at the school in her village. Her family is poor, so Soriya didn't start school until she was nine. Her parents couldn't afford it. Her two brothers started school at six years old. They are now in Grades Three and Four. She likes school and she is clever. Soon after Soriya started school, her mother had another baby, so Soriya had to stay at home to help look after the house. She missed a lot of school so she had to repeat Grade One. Soriya still likes studying but it is hard. Her mother wants Soriya to help look after the baby so that she can be able to sell things in the market. So Soriya is still missing a lot of school and when she is at school she is very tired. She is worried that she'll have to repeat Grade One again. She wants to help her mother but she also wants to study. She is afraid that if she has to repeat again then her parents will decide it is not worth her going to school at all.

Case study 4

Boramey was born with a clubfoot and his right hand is weak. He is in Grade Two at school. Boramey has always been very bright and he wanted to go to school very much like the other children in his village. However, the school is very far from his house and because of his foot he can't walk there. His parents thought this would be a problem but in the end one of Boramey's friends gave him a lift on his bicycle. At first some of the students used to tease Boramey, but the teacher told them off. In class Boramey is the best student but because he can't run like the other children, he is sometimes left out of their games. This makes him sad.

- **NOTE: case study 2 can be changed with one of the following to suit different parts of the country**

Case study 2 B

Samir is ten years old. He lives in Rattanakiri. He comes from the Kreung people. His family used to live in the forest but they moved to Ban Lung because life was very hard. They live in a Kreung village near the lake. Samir has just started at school. His family wants him to learn Khmer so he can get a good job, perhaps even become a teacher. Samir does not like school very much. He finds it difficult to learn Khmer because at home everyone speaks the Kreung language. At school most of his friends are other Kreung children. Samir often misses school to go swimming in the lake.

Case study 2 C

Sosmach is ten years old. He lives in Kompong Cham. He is a Cham. He is miserable at school because the other children tease him. They laugh at his accent and the cap he wears. Sosmach is a clever boy and he used to like school. Last year he was top of his class. But this year two new boys started school. They told the other children all kinds of stories about Cham people. They have turned the other children against Sosmach and now he just wants to leave school.




 Answers

Case study	Difficulties faced by the child
1	Chan has problems with writing. He has a learning disorder. He is bright, particularly in maths but he has problem with writing. Children who consistently write letters the wrong way round may have a learning disorder called 'dyslexia'.
2 A	Thi Hong has problems because Khmer is not his native language and other children tease him because he is Vietnamese.
2 B	Samir is from an ethnic minority, the Kreung. They have their own language and culture. He has problems because he is unhappy moving to the city from the forest. He finds learn Khmer difficult because it is not his native language. He and the other Kreung children are isolated at school.
2 C	Sosmach is a Cham. He used to be happy at school until this year. Two new boys started telling stories about Cham people and now the other children tease him and his schoolwork suffers.
3	Soriya's problem is that she comes from a poor family and because she is a girl her parents don't think education is so important for her. Her mother keeps her away from school to help look after the baby.
4	Boramey's problem is that he has a physical disability. It doesn't affect his learning but it means that he is sometimes left out of games.



Reflecting on experience of children with special needs

Aims:

- to explore the reasons why children experience difficulties
- to identify children with special needs in their classes and discuss their experience of dealing with them.

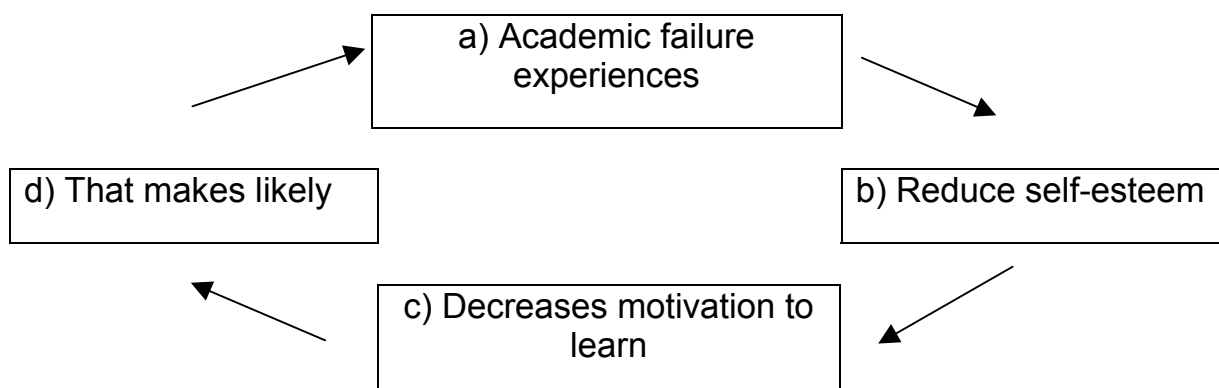
Task 1

The factors that cause children to experience difficulties in learning



30 minutes

1. Tell the trainees: "There are three important factors that can affect a child's learning. They are:
 - factors within the child (e.g., physical disability, native intelligence)
 - children's attitudes and motivation".
2. Ask the trainees: "Do you like doing something that you find difficult? Is it easy to keep doing things you find difficult if no one encourages you?"
3. Draw the diagram on the board and ask: "Does the diagram express how you feel?"



Home circumstances (e.g., problems at home, parents arguing, loss of a loved one, sudden poverty). These problems may affect the way a child learns directly by forcing a child to miss or drop out of school, or indirectly by changing the child's behaviour. If the home is violent the child may become withdrawn and depressed or alternatively may become violent with other children.

4. Tells the trainees to look at the case studies from the previous unit in groups. Trainees should discuss what are the main factors causing the problems for each child.
5. Trainees work in groups.
6. Collect the answers from the groups for each case study.


Answers

There will be a lot of discussion about this. The answers below are not the only right answers. Trainees can have different answers but they must give their reasons.

Case study	Factor
1 Chan	The main cause of the problem is a factor within the child . Chan has a learning difficulty. However, when the teacher gets angry with Chan and calls him “lazy and stupid” then this affects Chan’s motivation.
2 A Thi Hong	Home circumstances are the main problem. At home no one speaks Khmer and this affects Thi Hong’s learning. The problem is <i>not</i> because he is Vietnamese. It is because he can’t speak Khmer well. The attitudes of the other children are bad because they tease him.
2 B Samir	Home circumstances are the main problem. At home no one speaks Khmer and he is unhappy since leaving the forest. Attitudes of children are not good. Samir and the other Kreung children don’t try to mix with the Khmer children.
2 C Sosmach	Other children’s attitudes are the main problem. Two boys have arrived and now all the children tease Sosmach.
3 Soriya	Home circumstances are the main problem. Her parents don’t value her education. She has to miss school to look after the new baby.
4 Boramey	Factors within the child is the main problem. Boramey has a disability, but with a little help (e.g., getting to school) it does not affect his learning

Task 2**Helping children with special needs (1)****20 minutes**

1. Ask the trainees: "What could you do as a teacher to help these children?"
2. Trainees discuss in their groups.
3. Ask the groups to share their ideas.

Possible answers

Case study	Help
1 Chan	The teacher should not get angry with Chan; instead s/he should ask Chan why he finds writing difficult. Then the teacher should think of way to help him such as giving him more practice. The teacher should praise Chan when he does some writing well, not punish him for mistakes.
2 A Thi Hong	The teacher cannot do much to alter the home circumstances but s/he can stop the other children teasing Thi Hong. The teacher must be firm with the other children. If the teacher shows respect to Thi Hong then the other children will do so as well. If Thi Hong is happy at school he will study better.
2B Samir	The teacher could ask Samir to tell the class about Kreung culture and his life in the forest. The teacher could ask another clever student to help Samir with his Khmer and encourage him to be Samir's friend. The teacher should also talk to the whole class to encourage them to be friends with Kreung children.
2C Sosmach	The teacher should talk to Sosmach to find out why he is miserable at school and why he is no longer interested in studying. The teacher should ask Sosmach to tell the class about Cham culture and encourage the students to ask questions. The teacher should talk to the two boys who are teasing Sosmach and tell them to be kind. The teacher could also talk to the parents of the two boys to tell them about their son's behaviour. The teacher must stop any teasing when he hears it.

3 Soriya	The teacher could talk to Soriya's mother to tell her how important school is for all children, especially girls, and encourage her to send Soriya to school. The teacher could also talk to her older brothers and ask them to help Soriya with her lessons when she can't come to school.
4 Boramey	Boramey does not need much help. However, the teacher should try to include Boramey in all the school activities. Then the other children will see what Boramey can do and they will find ways to include him in their games.

Task 3**Helping children with special needs (2)****1 hour**

1. Tell the trainees: "In order to help a child who is experiencing difficulty there are three steps:
 - identify the difficulty
 - identify the cause of the difficulty
 - think of ways to help the child.

In the case studies you have done this. First you looked at the difficulties the children had. Then you looked at the causes of their difficulties. Finally you brainstormed ways to help the child."

Name: Soriya	
<i>Identify the difficulty</i>	Soriya misses a lot of school.
<i>Identify the cause of the difficulty</i>	Home circumstances: she misses school because she is looking after the baby, her parents don't value her education.
<i>Ways to help the child</i>	Talk to her parents, encourage them to keep her at school, ask her brothers to help Soriya with her lessons.

2. Tell the trainees to work in pairs.
3. Tell the trainees to think of a child they know who is experiencing difficulties at school. The trainees should try to identify the difficulties the child has, identify the causes of the difficulties and think of some ways to help the child. Trainees should copy the table and write down their ideas.

Name of Child:	
Age:	
Sex:	
Identify the difficulty	
Identify the cause of the difficulty	
Ways to help the child	

4. Monitor the trainees.
5. Ask five to eight trainees to explain to the group about the children they know.
6. Hold a plenary discussion.

☆ **IDEA!** Trainer could collect the completed tables from the trainees and get the best ones copied. Then each trainee would have many practical examples of how to help children with Special Needs.

Task 4

Consolidation



10 minutes

1. Tell the trainees to read the handout, '**Children with special needs**'.
2. Answers any questions the trainees have.

Handout



Children with special needs

Who are children with special needs?

Any child who is experiencing difficulties learning may have special needs. Children who often experience difficulties are:

- girls
- ethnic minority children
- children with disabilities
- very poor children (orphans, street children)
- gifted children (children who are extremely clever).

Helping children who are experiencing difficulties

There are three steps to helping a child who is experiencing difficulties:

- 1) identify the difficulty
- 2) identify the cause of the difficulty
- 3) think of ways to help.

Identifying the difficulty

Be specific. Look carefully at exactly what the child finds difficult, e.g.:

- a child who has difficulty with maths. Can the child do simple addition but not multiplication or subtraction?
- a child who behaves badly. Does the child behave badly all the time or just at certain times of the day or when studying certain subjects?
- a child who misses school a lot. When does the child miss school? Is there a pattern?

Identifying the cause of the difficulty

Again be specific. It is not helpful to say a child is lazy, is naughty, and is stupid.

- Identify the factors causing the difficulties:
 - factors within the child
 - children's attitude and motivation
 - home circumstances.
- Talk to the child. Ask why the child can't do multiplication. Ask why the child is naughty or misses school.
- Talk to other teachers.
- Talk to the child's parents.
- REMEMBER If you don't understand the problem and you don't know the cause how can you help the child?

Think of ways to help

Be creative. Talk to the child. Get advice from other teachers. Talk to the parents. Get other children to help the child.



Module 2

Disability awareness



What is disability?

Aims:

- to discuss what the trainees understand by 'disability'
- to give the trainees some definitions of 'disability'.

Task 1

Group discussion



10 minutes

1. Put the trainees into groups of four or five people.
2. Write the following questions on the blackboard.
 - Do you know anyone who is 'disabled'?
 - How are they 'disabled'?
 - What does 'disability' mean?
3. Trainees discuss their ideas.
4. Collect the ideas from the groups.

Task 2

Definitions of 'disability'



10 minutes

1. Give the trainees the handout or write the following on the board.
2. Tells the trainees to read handout '**Definitions of disability**'.
3. Answer any questions the trainees have.

Handout



Definitions of disability

It is not easy to say what 'disability' is.

The World Health Organisation (WHO) says:

- An **impairment** is any loss or abnormality of psychological, physiological or anatomical structure or function.
- A **disability** is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.

In Khmer culture:

- **Disability** is the loss of one or more of the senses.

What does this mean?

You have seen that some people in your community have difficulties which other people do not have. For example, you have seen some people have difficulty seeing. Some people have difficulty hearing, speaking, learning or moving around in the same way as other people. Some people show strange behaviour, or often have fits or have no feeling in their hands and feet. Such difficulties are called **disabilities**.



Task 3**Understanding disability: social v medical models****40 minutes**

1. Tell the trainees:

Presentation



In the past people used to believe that the reason people with disabilities had problems was because they had something wrong with their bodies or their minds. In order to help, doctors would try to correct what was wrong if they could. Often there was nothing the doctors could do. Then the person would feel very unhappy because it was their fault they couldn't do things like others. This old way of looking at disability is called the **medical model**.

Nowadays people don't think like that. Instead of looking at what is wrong with the person, they look at what is wrong with the social and physical environment that prevents someone participating fully. This is called the **social model** of disability.

For example, in the last module you studied the story of Boramey who had a clubfoot and a weak arm. The main reason Boramey didn't go to school at first was because the school was too far away for him to walk there. But when a friend offered to take Boramey to school on his bicycle then the problem disappeared.

It is often better to try and change the environment or people's attitudes than it is to try and physically change the person.

Just because someone may have something physically wrong with their bodies, doesn't mean they are disabled.

-
2. Tell trainees to get into groups and read the **case studies** in the next handout, and decide who is disabled.

Handout

Who is disabled?
Case study 1

Chantha was born with an extra finger. It doesn't stop him from doing anything. He can write as easily as other children. Sometimes others try to tease him about his extra finger, but he ignores them.

Case study 2

Sisovann is not very clever. He didn't develop intellectually like other children, but he is very strong. He left school after only one year. He wasn't learning much. Instead he helped his family on the farm. He is an excellent farmer. He is so strong that he can work much harder than many people can. He is also very clever at making things. He makes beautiful, strong fish traps. People from villages all around come to buy his fish traps.

Case study 3

Sopheap lives in Phnom Penh. When she was small she fell into the fire and her face was badly burned. She was scarred for life. At school she was the brightest student in her class. She passed the Grade 12 examination three years ago. However she hasn't got a job. She has tried many times but when employers see her face they don't want her to work for them. One person told her she would frighten the customers. Nowadays she is very sad. She doesn't believe she will ever get a job and she is sure no one will marry her because she is so ugly.

Case study 4

Vuthy is ten years old. He has something wrong with his eyes so he has to wear glasses. When he wears his glasses he can see as well as everybody else.



3. Listens to the ideas from the groups.



Possible answers

It is not easy to say who is disabled. All the people have impairments, but only in case study 3, Sopheap, has this badly affected her life. Her problem is not her scarred face but people's attitudes towards her.

When you look closely at people it is not so easy to label some as disabled and some as able-bodied. Everyone is different. Everyone can do some things better than other. We are all individuals.

Unit 2

Attitudes towards disability in Cambodia**Aim:**

- to discuss and explore the different attitudes and feelings people have about disability.

Task 1**Case study and group discussion****30 minutes**

1. Put the trainees into groups of four or five people.
2. Give the trainees the handout '**Khun's story**' and tell them to read the story.
3. While the trainees are reading, write the following questions on the board.
 - How do you feel when you read this story?
 - Who is to blame for Khun's disability?
 - Why do you think Khun's mother abandoned him?
 - When Khun arrived at the orphanage he didn't speak for six months. Why?
 - Why didn't Khun ask someone to help him wash his arm?
 - Why did the other children at the orphanage tease Khun?
4. Trainees discuss their answers in groups.
5. Elicit the answers from the groups.

Handout



Khun's Story

Khun is 11 years old now, but when he was nine his life changed.

Khun was born into a poor family in Kompong Spue. He has two older brothers and two younger sisters.

Khun was a clever child and although it was difficult to afford he started school when he was seven. He was easily the cleverest in his class. His teachers were very pleased with him and he enjoyed school. When he was eight years old, his father ran away with another woman and his mother found it very hard to support her five children. She couldn't afford to send Khun to school anymore. Khun was very upset and he started to behave badly at home. He would not do what his mother told him.

One day when he was nine he climbed a tree. His mother called to him and told him to come down but Khun just climbed higher up the tree. His mother was shouting at him, but Khun just laughed and climbed higher. Suddenly he slipped and fell to the ground. His mother rushed over to him. He was alive but screaming in pain because his arm was badly broken.

His mother took Khun to the local hospital. The doctors said he had broken his arm in five places. They would have to amputate. They told his mother that the operation would cost \$30. His mother started to cry. She didn't have \$30. The doctors told her they could do the operation more cheaply if they didn't use any anaesthetic. Khun's mother didn't like the idea but she was poor and she had no choice.

The doctors amputated Khun's arm and his mother waited outside listening to his screams. After the operation she visited her son. He was in a lot of pain and crying all the time. For the next week Khun's mother looked after him every day in the hospital, she couldn't afford to pay the nurses. Khun didn't get better. He got an infection. Khun's mother was very worried. There was no one looking after her other children while she was with Khun in the hospital and she wasn't able to earn any money either. One day she just stopped coming to the hospital.

Khun never saw his mother again. The doctors contacted the local orphanage and they paid for medicine and when Khun got better he went to live there.

There were 30 children at the orphanage. For the first three months Khun didn't speak at all. He would sit on his own. He didn't want to eat or play. The other children kept away from him most of the time. Sometimes though they would tease him, but they soon gave up when Khun didn't respond at all. The carers were very worried about him; they thought he must be mentally disabled as well as physically. Some of them thought Khun should be sent away because he was so difficult. There was one carer though called Sopheap.

Sopheap was very patient with Khun. She talked to him, she played with him and she hugged him. Gradually Khun started to speak again. Sopheap encouraged one of the

other children, Dara to play with Khun. Slowly Khun came back to life. He learned to dress himself and he started to laugh and play again.

After about a year Sopheap noticed that Khun's arm was covered in sores. She took him to see a doctor. The doctor said that the sores were because Khun's arm was never washed. Sopheap suddenly realised that although Khun could dress and feed himself, he couldn't wash his one arm. She said to Khun, "Why didn't you ask someone to help you wash your arm?" Khun just looked away. Now Dara washes Khun's arm for him everyday.

This year Khun started school again. There was already one disabled child at the school, so the school principal was not worried about accepting Khun.

Khun started in Grade One. After just two months he was moved to Grade Two. Khun could remember everything he had learned at school before his accident. He is near the top of the class and has many friends. When he has to do copying or writing the teacher allows Khun some extra time because he writes more slowly than the others. You see Khun was right handed but when he lost his arm he had to learn to write again with his left hand.

When he grows up, Khun wants to be a teacher.

(This is a true story)



Possible answers

“How do you feel about this story?”

- Shocked, sad, angry, pity etc.

“Who is to blame for Khun’s disability?”

- Khun because he disobeyed his mother.
- Khun, because in a past life he did bad things and now he is being punished.
- The government because Khun and his mother could not receive proper medical care and support.
- No one is to blame; it was just an accident.

“Why do you think Khun’s mother abandoned him?”

- Because she was ashamed of him.
- Because he would be a burden.
- Because she was frightened that she wouldn’t be able to cope with a disabled child.

“When Khun arrived at the orphanage he didn’t speak for 6 months. Why?”

- Because he was traumatised.
- He had lost his arm, his mother and had been in great pain.
- He was grieving.

“Why didn’t Khun ask someone to help him wash his arm?”

- Because he was proud, he wanted to be independent.
- Because he was embarrassed that he needed help to do such a simple thing.

“Why did the other children at the orphanage tease Khun?”

- Because he was different.
- Because they were nervous and frightened of him.

Task 2**Role plays****1 hour**

In this section, all the trainees or volunteers from each group will experience what is it like to have a disability through a series of role-plays.

After each role-play the trainer asks:

- a) how they felt
- b) what they found difficult to do
- c) what things would help them.

Role play 1: seeing difficulties**20 minutes**

1. Tell the whole group to take a piece of paper and make a small hole in it using a pen or pencil.
2. Tell everyone to use one hand to hold the paper over his or her eyes. They can only see through the small hole.
3. Tell them to copy what he writes on the board.
4. Write on the board for 5 minutes.
5. Tell the class to stop copying.
6. Ask the class about the experience.
7. Explain that this role play simulates what it is like for someone with a seeing difficulty such as tunnel vision.

Role play 2: learning difficulties**20 minutes**

1. Tell the whole group to take a piece of paper.
2. Tell the trainees to listen carefully and follow the instructions exactly.
3. Give the following instructions. Read the instructions rapidly. Do NOT repeat any instructions. After each instruction count to three silently in your head and then give the next instruction.
 - Write your family name in the lower left-hand corner of the paper and your other name in the upper right hand corner.
 - Write your age on the middle of the bottom edge.
 - Divide your age by half and write that in the upper left-hand corner.
 - Draw eight circles across the middle of the page.
 - Draw a triangle inside the middle of the second, fourth and seventh circles.
 - Make a cross in the first and sixth circle and put your pen down.
 - Exchange papers with the person sitting next to you they will mark your paper.
 - Listen to the instructions again. Take off 5 marks for every mistake.
 - (TRAINER reads the instructions again but more slowly)
 - Subtract the mistakes from 100 and write the score on the paper.
 - Give the paper back to the person.

4. Ask the trainees about the experience.
5. Explains that this role play simulates what it is like for people with learning difficulties and mental retardation.

Role play 3: mobility/movement difficulties



20 minutes

NOTE: For this role play you will need some rope to tie peoples ' limbs and two sticks.

1. Ask for five or six volunteers to come to the front.
2. Use rope to physically handicap the volunteers, e.g.,
 - Two volunteers have one arm tied behind their back to simulate amputation of an arm.
 - Two volunteers have one leg tied up to simulate amputation of a leg at the knee.
 - Two volunteers put a stick behind their backs and loop their arms over it; this simulates restricted arm movement.
3. Give each volunteer a bag with books in (borrow these from other trainees). Put it on the floor.
4. Tell the volunteers that you are going to give them some instructions to follow. These are:
 - Pick up the bag.
 - Go outside the classroom then come in again, one by one, and shut the door behind you.
 - Sit down at your desk.
 - Take out your books.
 - (For amputee volunteers only): Stand up and hand out the books to different people in the class.
 - (For volunteers with restricted arms only): Come to the front and write your name, place of birth and nationality on the board.
6. Ask the volunteers about their experiences.

Task 3

Causes and types of disability



15 minutes

1. Ask trainees to brainstorm different types of disability.
2. Write their ideas in a list on the board.
3. Then ask trainees to name some of the causes of the disabilities they mentioned. Writes them on the board.
4. Ask trainees to read the handout '**Types of disability**'.

Handout



Name of disability	Cause(s)	Age	Contagious	Can prevent	Hereditary	Affects what part	Complications
Amputation	Landmines, accidents, diabetes, cancer, amputation of birth deformities	All	No	Caution and awareness when involved in hazardous activities. Diabetes - sometimes	No	Limbs. fingers	Tetanus, pain, phantom pain, hygiene, poor fit of artificial limbs
Blind	Measles, various types of infections, poor nutrition, accidents where eye is damaged, sometimes nerve damage	All	Infectious diseases that are the cause of blindness	Some, by vaccination and care from accident	No	Eyes, sometime nerves	Activities where sight is needed or necessary
Bone tuberculosis	Bacteria	All	No	Vaccine	No	Spine, arms and legs	Bone infections, fracture, gangrene, painful, swelling/ inflamed

Name of disability	Cause(s)	Age	Contagious	Can prevent	Hereditary	Affects what part	Complications
Cerebral palsy	Mother having various infections during pregnancy, high fever, lack of oxygen at birth, injury, infection. Many causes unknown	At, before or after birth	No	Some	Rarely	Whole body, speech, sometime intelligence	Eyes (sometimes), eating, hearing problems, heart problems, drooling, mobility, needs caretaker, social difficulties
Cleft palate/lip	Many times cause is unknown, mother malnutrition / exposure to toxins / measles during pregnancy, genetic	Birth	No	Some	No	Mouth, sinus/nose, teeth	Eating, breathing, drinking, cosmetic/ social

Name of disability	Cause(s)	Age	Contagious	Can prevent	Hereditary	Affects what part	Complications
Club foot	Many times unknown, genetic, feet were in this position while mother was pregnant	Birth	No	Sometimes/sometimes correctable	Can be but this is rare	Foot/feet	Ability to walk
Deaf	Mother has infections or takes wrong medicines during pregnancy or has lack of iodine, ear infections, accidents, loud noises, genetic	All	Infectious diseases that are the cause of deafness	Some	Sometimes but this is not a common cause	Hearing, sometimes speech	Sometimes unaware of dangerous circumstances, difficulty in communication, social interaction
Dwarfism	Mother malnourished during pregnancy, genetic	At birth or very young	No	Some	Some	Entire body, normal size head with disproportionately (short) limbs and fingers	Hip and back problems, club feet, eye, heat and ear problems

Name of disability	Cause(s)	Age	Contagious	Can prevent	Hereditary	Affects what part	Complications
Epilepsy	Neurological, brain damage, genetic, meningitis, malaria, high fever, trauma, unknown causes	Begins in childhood or as an adult	No	Yes	Yes	Whole body when in seizures	Accidents after many seizures, brain damage, hard to treat correctly
Hip problems	Accident or at birth, dislocation of hips, tuberculosis, necrosis	All	No	Yes	No	Hip	Difficulty in walking, painful
HIV/AIDS	Virus	Born with or any time after	Yes, baby born from infected mother, through sexual intercourse, drug users sharing needles of infected person, unscrined blood transfusions, others	Yes	No	Immune system	Neurological, dramatic weight loss, common to get pneumonia

Name of disability	Cause(s)	Age	Contagious	Can prevent	Hereditary	Affects what part	Complications
Leprosy	Bacteria	All	Yes, from person who has untreated leprosy to another with 'low resistance' through skin contact, sneezing or coughing	Yes	No	Skin tissue	Osteomyelitis and loss of feeling linked to disfigurement, loss of limbs, sores, social isolation
Mental illness	Largely unknown, chemical imbalance in brain, trauma, genetic	All	No	Sometimes/ sometimes there is treatment	It can be	Brain	Social interaction, communication, numerous others

Name of disability	Cause(s)	Age	Contagious	Can prevent	Hereditary	Affects what part	Complications
Mental retardation	In many cases it is unknown, malnutrition of mother during pregnancy, poor prenatal care (drinking alcohol/smoking during pregnancy), brain damage before/during/after birth, genetic	From birth or in early childhood. Becomes evident when a child	No	Nutritional – yes Genetic - no	Can be – but people with MR can give birth to ‘normal’ children. Parents can pass it on to their children	Brain	Some people have associated physical problems, behaviour disturbances, poor health
Muscular dystrophy	Some not known, other genetic	Mainly 3-5 years, but can occur at any age	No	No	Thought to be genetic. Mostly affects girls, rarely boys	Muscles, entire body, sometimes mentally	Mobility, speech, communication, social interaction
Paralysis	Accident, a result of an illness (nerve damage)	All	No	Yes/no	No	Most common are arms and/or legs. Many other parts of the body can be affected	Low control of that part of the body, nerve damage, loss of feeling, mobility

Name of disability	Cause(s)	Age	Contagious	Can prevent	Hereditary	Affects what part	Complications
Paraplegia	Accident – lower spinal cord injury below chest/upper back	All	No	Yes, caution in hazardous activities, car seat belts, tree harness, proper handling of victim immediately after accident	No	Mid-chest down, internal organs, nerves	Pressure sores, loss of bowel/bladder control, mobility, reproduction, sexual pleasure, spasticity
Polio	Virus (infection)	Generally 3 months to 5 years. Any age if exposed and not vaccinated	Passed from fecal-oral, coughing and sneezing, irritation due to injection. After illness it cannot be passed	Vaccine	No	Limbs, muscles, joints, brain	Body imbalance, back problems, respiratory, post-polio syndrome, paralysis, contractor of joints, Death if brain is infected

Name of disability	Cause(s)	Age	Contagious	Can prevent	Hereditary	Affects what part	Complications
Quadriplegia	Accident – broken neck	All	No	Yes, caution in hazardous activities, car seat belts, tree harness, proper handling of victim immediately after accident	No	The higher the injury the higher the body is affected – arms and internal organs	Affects use of arms, reduced sweating to remain cool, internal organ problems due to lack of movement, pressure sores, breathing
Speech impairment	Damage to the brain before/ during/ after birth, prenatal care, trauma, due to deafness or accident	All	No	Sometimes	Sometimes	Brain, vocal cords	Communication, social interaction



Module 3

Education for children with special needs

Unit 1

Education for children with special needs

Aims:

- to inform the trainees about the international agreements and policies that relate to children and children with special needs
- to educate the trainees about the importance of education for children with special needs
- to explore the reasons why some children with special needs don't go to school in Cambodia.

Task 1

Brainstorm the rights of children



15 minutes

1. Put the trainees into groups of four or five people.
2. Says to the trainees: “Cambodia has signed the **International Convention on the Rights of the Child**. This Convention outlines the basic rights that *all* children, wherever they live, should have.”
3. “In your groups write down as many rights that children have as you can. For example: every child has the right to a name; every child has the right to play. You have 5 minutes.”
4. Collects the answers from the groups but do not write them on the board.
5. Ask the trainees: “What rights do children with disabilities have? What rights do children from ethnic minorities have? What rights do girls have?”

Answer

The same rights as other children.

Task 2

The right to education for children with disabilities



20 minutes

Presentation



1. Present to the whole group a short summary of the international and national agreements that relate to the right to education for children with disabilities.
 - Convention on the Rights of the Child
 - UN Standard Rules on the Equalization of Opportunities for People with Disabilities (1993)
 - Salamanca Statement and Framework for action (1994)
 - Cambodian Constitution(See handout '**The rights of children with disabilities**' for details.)
-

2. Answer any questions the trainees may have.

Handout



The rights of children with disabilities

The Convention on the Rights of the Child (1989)

- Article 2** states that all rights shall apply to all children without discrimination on any ground and specifically mentions disability
- Article 3** states that in all actions the child's best interests "shall be the primary consideration"
- Article 23** states the right of disabled children to enjoy a full and decent life, in conditions, which ensures dignity, promotes self-reliance, and facilitates the child's active participation in the community. It also states the right of the disabled child to special care, education, health care, training, rehabilitation, employment preparation and recreation opportunities
- Article 28** states the child's right to education on the basis of equal opportunity
- Article 29** states that a child's education should be directed at developing the child's personality and talents and mental and physical abilities to their fullest potential.

Cambodia has signed the Convention on the Rights of the Child.

The UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993)

These rules set an international standard for policy making and action covering people with disabilities.

On **education** the rules state:

- countries should recognise the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings. They should ensure that the education of people with disabilities is an integral part of the education system
- special attention should be given to very young disabled children, pre-school children with disabilities, and adults with disabilities, especially women.

The World Conference on Special Needs Education (The Salamanca Statement 1994)

In June 1994 representatives of 92 governments and 25 international organisations came together for the World Conference on Special Needs Education in Salamanca in Spain. They agreed on a statement and a framework for action on the education of children with disabilities. The Salamanca Statement says:

We believe and proclaim that:

- every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning
- every child has unique characteristics, interests, abilities and learning needs

- education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs
- those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting those needs
- regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all, moreover they provide effective education to the majority of children and improve the efficiency and ultimately the cost effectiveness of the entire education system.

The Cambodian Constitution

Chapter 6, article 74 states:

- the government shall support disabled people and the families who have devoted themselves to the nation.

Draft Legislation on 'The Rights of Persons with Disabilities'

Draft legislation to support, protect and promote the rights of people with disabilities has been formulated and will be presented to the Council of Ministers. Chapter five deals specifically with the education of children and adults with disabilities.



Task 3**The importance of education for children with special needs****25 minutes**

1. Ask the trainees: “Why is it important for children to go to school?”
2. The trainees brainstorm their ideas. Write the main reasons on the board.
3. Ask the trainees: “Why is it especially important for girls, children with disabilities and children from ethnic minorities to go to school?”
4. Tell the trainees to work in groups to answer this question.
5. Listen to the ideas from the groups and write the main ideas on the board.

Answers**Reasons why it is important for children with disabilities to go to school**

Schooling and education helps all children learn about the world around them and to become useful members of the community.

Some children with disabilities cannot learn to read, write and count like other children, but it is important that these children go to school for the following reasons:

- Education helps children to become independent adults.
- Education prepares children to be able to work and earn a living.
- Education teaches children how to get along with others, how to behave, and how to work with others.
- Education develops the abilities children have.
- Education helps children to accept rules and take responsibility.
- Education helps children to form friendships and gives them the feeling of belonging to a group.
- Education teaches children the activities that will help them to be useful members of a family and the community.

All this helps to make up for the disabilities children have. Also other children see how much children with disabilities can do in spite of their disabilities. When they see this, they gain from the experience of being with children with disabilities. They learn to accept children with disabilities.

Some children with disabilities may only be able to complete a few years schooling. Some children with disabilities are able to complete all their schooling and go on to higher education. Find out each child’s ability. Help each child to reach his or her potential.

Reasons why it is important for girls to go to school

Many parents think it is more important to educate their sons than their daughters because it is boys who mainly go out to work.

However it is important that girls go to school because:

- being educated will help them to be good mothers. A woman who is educated is much more likely to have a healthy baby and healthy children
- it will help them contribute to the family income. In Cambodia most women work. They run most small businesses, stall in the market, etc. Education can help them to be more effective
- girls who have received a basic education are less likely to be exploited. For example, a girl who can read and write probably won't be tricked into prostitution.

Reasons why it is important for ethnic minority children to go to school

Children from ethnic minorities often are prevented from participating fully in society because of prejudice, language and cultural barriers. Going to school will help these children to become more integrated in the main society. They may learn the national language. Also other children can learn about their ethnic culture. So prejudice is broken down.

Task 4

Reasons why children with disabilities don't go to school in Cambodia



30 minutes

1. Ask the trainees to discuss the following question in their groups: "Why do you think many children with disabilities do not go to school in Cambodia?"
2. The trainees discuss their ideas.
3. Collect their ideas.
4. Ask the trainees: "In your experience, which is the most important reason why children with disabilities don't go to school? What are the most important reasons why girls don't go to school or drop out early? Why don't ethnic minority children go to school?"

Answers**Some reasons why children with disabilities don't go to school**

- poverty – the family cannot afford to send the child to school
- parents think that their child with disabilities does not need an education
- parents think it is more important to send the other children in the family to school than their child with disabilities
- parents are ashamed or embarrassed by their child with disabilities
- the child with disabilities does not want to go to school
- the parents are afraid that their child with disabilities will be teased at school
- the school is too far away from the family home
- the child with disabilities can't walk to school
- parents feel their child with disabilities won't be able to go to school
- the school principal or the teacher doesn't want the child with disabilities in their school
- other parents at the school don't want the child with disabilities to join the school because they are afraid the education of the other children will suffer.

Reasons why girls don't go to school or drop out early

- poverty
- parents think it is more important to educate boys
- girls are needed to care of other children in the family or help with household chores.

Reasons why ethnic minority children don't go to school

- lessons are taught in Khmer which they don't speak
- education is not seen as relevant or important by parents
- parents are worried their children may be teased.



Inclusive education

Aims:

- to introduce the trainees to the idea that the education system is the problem not the disabilities children have
- to explain to the trainees what 'inclusive education' means
- to explain the advantages of 'inclusive education'.

Task 1

The child is not the problem



20 minutes

1. Tell the trainees to read the following opposing views on their own and decide (on their own) which view they agree with the most (see handout on next page).
2. Tell the trainees to get into pairs and compare their ideas with their partner.
3. Ask some trainees to give their opinions.
4. Note - the trainer should not give his or her opinion.

Handout



Read these two viewpoints. Which one do you agree with more?

Viewpoint A

In every society across the world there will always be some children who have special needs. These children have particular problems that prevent them from learning and developing like other children. These children need special teaching in response to their problems. It is best to teach children with similar problems together. Separate special schools are the best places to meet the special needs of these children. Teachers need extra training to be able to teach these children.

Viewpoint B

Every child has different learning needs. Any child may experience difficulties in school. Such difficulties can point to ways in which teaching can be improved. These improvements lead to better learning conditions for all children. The child is not the problem. The education system is the problem. Every child is an individual. Teachers need to be flexible so they can meet the needs of every child in their class, whatever difficulties they have.



Task 2

What is inclusive education?



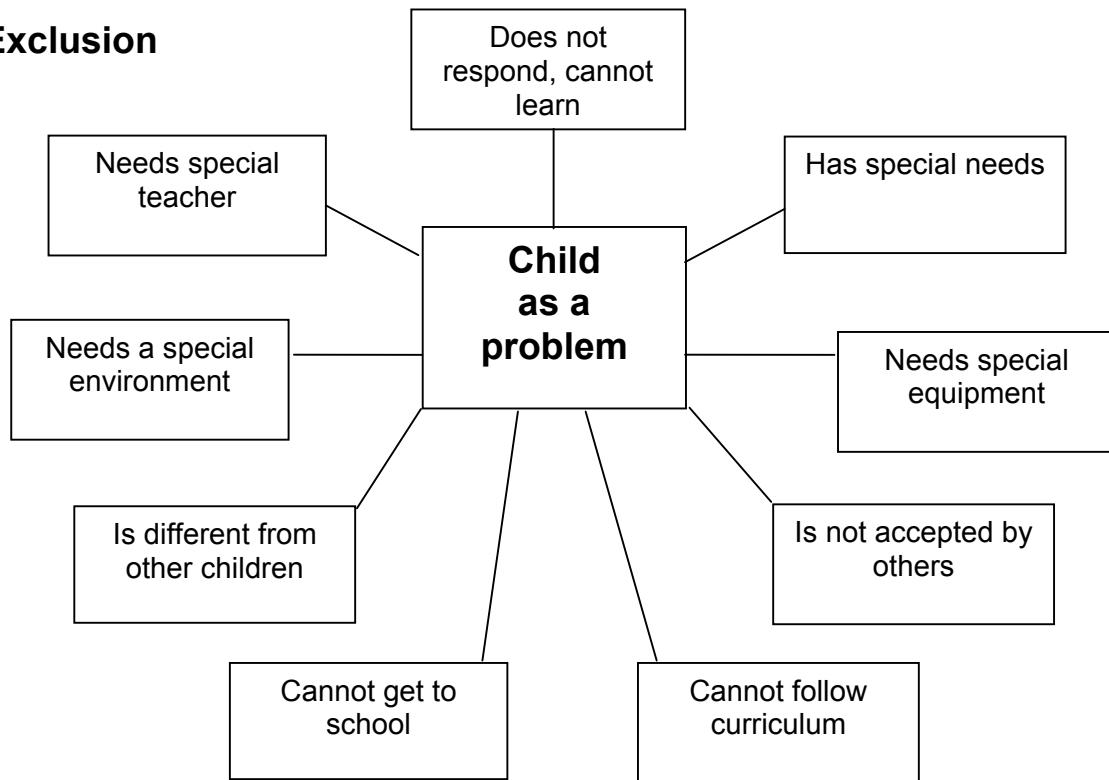
25 minutes

1. Tell the trainees to look at the **'Exclusion v Inclusion'** diagram
2. Explain the diagram and what is meant by 'inclusive education.'
3. Answer any questions.

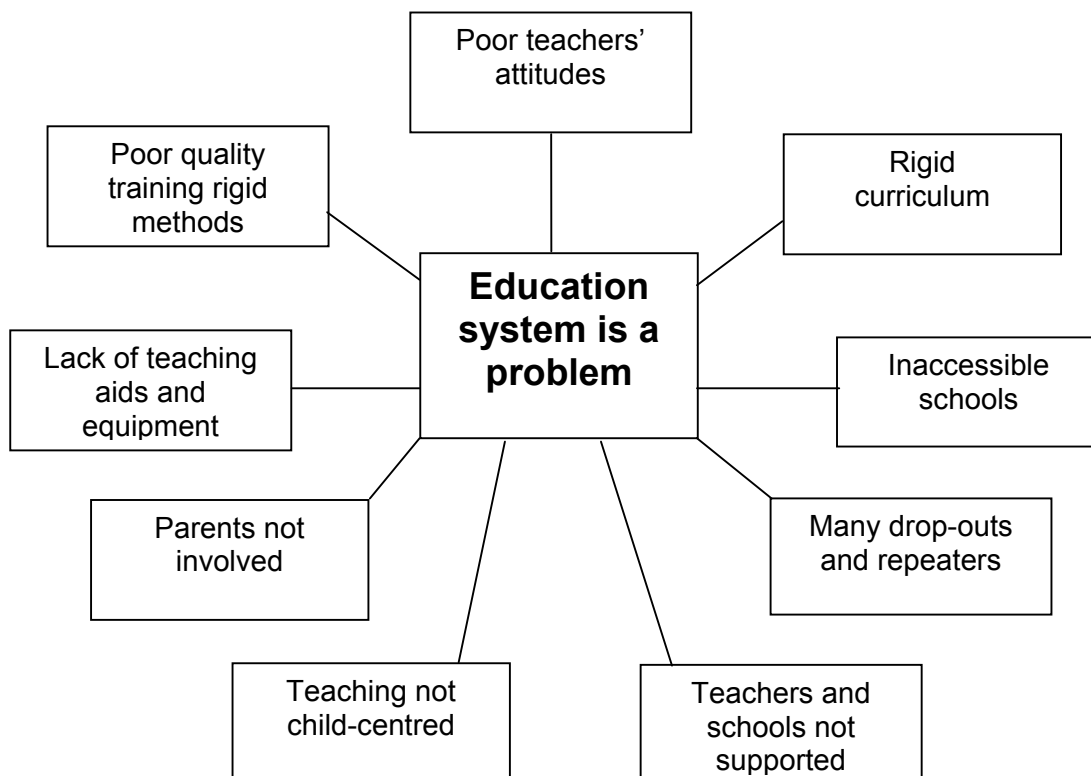
Handout



Exclusion



Inclusion



 Presentation



Inclusive education

In the last few years there have been three important international conferences on education:

- 1990 World Conference on Education for All (Jomtien, Thailand)
- 1994 World Conference on Special Needs Education (Salamanca, Spain)
- 2000 World Education Forum (Dakar, Senegal).

In Dakar, the participants agreed that:

"Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries...The basic learning needs of all can and must be met as a matter of urgency".

Dakar Framework for Action 2000

In order to achieve Education for All we

- need to ensure equal opportunities for children who are the most vulnerable, marginalised and excluded
- need to ensure not only access to education, but access to **quality** education.

At the World Conference on Special Needs Education the participants agreed that:

"Experience in many countries demonstrates that the integration of children and youth with special educational needs is best achieved **within inclusive schools that serve all children** within a community. It is within this context that those with special educational needs can achieve the fullest progress and social integration."

Salamanca Framework for Action, 1994

Children with special needs include:

- children with disabilities
- girls
- children from remote regions
- children from ethnic minorities
- street children
- working children.

An inclusive school

- recognises that every child is different. Every child has unique learning needs
- celebrates differences
- responds to the individual educational needs of all children
- provides equal opportunities to education for all
- provides education that promotes quality of living for oneself and others
- promotes quality in learning and teaching.

Inclusive education is not only about integrating children with special needs. It is about whole school transformation.

Inclusive schools benefit all children.

An inclusive school is flexible, it recognises that the school system not the child is the problem. In an inclusive school teachers try to adapt the school system to help the child.

The advantages of Inclusive schools are:

- they are much cheaper than building a lot of separate schools for children with special needs
- they encourage the integration of children with special needs which helps to build an inclusive society
- they allow other children in the school to learn about the abilities of children with disabilities
- they encourage the involvement of parents and the community
- they improve teaching.

All across the world organisations such as UNESCO, UNICEF and Save the Children have been helping countries to develop inclusive education. Developing countries like Lao PDR, India, Papua New Guinea and Malawi are leading the way.

Task 3**Discussion****30 minutes**

1. Tell the trainees to get into groups of four or five people.
2. Write the following questions on the board:
 - Should every child with a disability go to the regular, local school?
 - If not, which children with disabilities shouldn't go the local school?
 - Children with which kind of disabilities would be the easiest to include in the local school?
 - Have you ever taught any children with disabilities?
 - If yes, what were their difficulties, how did you overcome them?
3. The trainees discuss their answers.
4. Collect the ideas from the groups.

Answers***Should every child with a disability go to the regular, local school?***

- Most children with disabilities can go to the local school, but each child must be looked at on a case by case basis.

If not, which children with disabilities shouldn't go the local school?

- Children who have severe physical and learning difficulties will need to be educated at home or in a special school or class. Their education should concentrate on basic self-help skills such as feeding and dressing themselves.
- Children who are totally deaf or blind will need separate schooling in the beginning so that they can learn Braille and sign language.
- Deaf children are often very difficult to include in regular classrooms. Often a school has a special classroom for deaf children within the regular school. Outside of lessons the deaf children join the others for the rest of the school activities.

Children with which kind of disabilities would be the easiest to include in the local school?

- Children with mild or moderate physical or learning disabilities are the easiest to include.

Module 4

Responding to diversity



Responding to diversity: eight golden rules

Aim:

- to introduce the eight golden rules for good teaching.



Introduction



5 minutes

1. Give the following short presentation

_____ Presentation _____



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

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

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



Unit 2

Good communication



45 minutes

Aim:

- to enable the trainees to communicate more effectively.

Task 1

What is communication?

1. Tell the trainees:

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

Communication = the sending and receiving of messages.

For example, the message could be:

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

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

What are the reasons teachers talk to children?”

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



Answers

What are the reasons teachers talk to children?

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

Task 2 How we communicate

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

Answers

Ways to communicate

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

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

Task 3

Clear, effective communication

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

Task 4

Review

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



Communication

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

Communication = the sending and receiving of messages.

For example, the message could be:

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

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

What are the reasons teachers talk to children?

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

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

Ways to communicate

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

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

Clear communication

Clear communication is essential for effective teaching. You should:

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

Teacher’s tip:

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





Classrooms



30 minutes

Aim:

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

Task 1

Effective classrooms

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

Task 2

Thinking about your classroom

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

Handout

**Classrooms**

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

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



Unit 4

Individual education plan



1 hour 30 minutes

Aims:

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

Task 1

What is an individual education plan?



5 minutes

1. Give the following short presentation:

_____ Presentation _____



What is an individual education plan (IEP)?

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

An IEP includes:

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

Task 2

Looking at an IEP



15 minutes

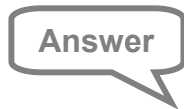
1. Tell the trainees to get into groups of four or five people.
2. Tell the trainees to listen to the following story of a girl called Rany who has special needs.

3. Read out the following case study.

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

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

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



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

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

7. Explain the different sections of the IEP.

8. Ask the trainees:

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

Handout



Rany's individual education plan

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

Name: Heng Rany Age: 6 Class level: Grade 1 Date of assessment: 5 th April 2001		Description of learning difficulty Rany does not participate in Maths lessons. She is falling behind her classmates. She may have a visual impairment.
Goals Rany will participate in Maths lessons	Plan of action <ol style="list-style-type: none"> Rany will sit at the front of the class Teacher will write larger numbers on the board and say the problems aloud Rany will be given small objects that she can touch to use to count with (e.g. small stones) Teacher will talk to Rany's parents and suggest they take Rany to the IRIS Eye Clinic that happens every two months in the town to see if she has problems with her eyes Teacher will sit Rany next to a student who is good at Maths. That student will say the problems aloud 	Target date In three months time Rany will participate in Maths lessons (by 5 th July)
		Evaluation 15 th May – Rany had an eye examination and the doctor said she has a visual impairment and needs glasses 10 th June – Rany's parents buy her glasses 20 th June – Glasses are helping Rany. She no longer bumps into furniture 5 th July – Rany participating in Maths lessons but is still behind her classmates. She may need extra help.



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

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

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

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

NOTE: This could be done for homework.

3. Listens to some of the trainees' IEPs.

Case studies

Mony

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

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

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

Sovanna

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

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

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

Sopha

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

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

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

The other students are afraid of Sopha.

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

Handout



Possible answer: individual education plan – Mony

<p>Name: Hok Mony Age: 10 Class level: Grade 2 Date of assessment:</p>	<p>Description of learning difficulty Mony does not learn like other students. He has great difficulty with writing. Mony may have an intellectual disability.</p>
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	Plan of action	Target date	Evaluation
<p>Goals</p> <ol style="list-style-type: none"> 1. Mony will stop wandering around the class. 2. Mony will be more included in class. 	<ol style="list-style-type: none"> 1. Teacher will talk to the class and tell them not to tease Mony. 2. Mony will sit at the front. 3. Teacher will make the tasks Mony has to do simpler. 4. Teacher will ask Mony to tell a story instead of writing it. 5. Mony's parents will send him to school with a spare pair of shorts so he can change if he wets himself. 6. Teacher will set time limits for Mony to stay seated. If he does this then he can have a reward. 7. Teacher will ask a clever student to help Mony. 8. Teacher will praise Mony a lot. 		

Possible answer: individual education plan – Sovanna

<p>Name: Ouk Sovanna Age: 7 Class level: Grade 1 Date of assessment:</p>	<p>Description of learning difficulty Sovanna cannot walk well or hold her pencil well. She finds writing very difficult. It is difficult to understand what she says. Other children do not play with her. She often does not participate in class. She may have <i>cerebral palsy</i>.</p>
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Goals	Plan of action	Target date	Evaluation
<p>1. Sovanna will be more included in class. 2. Sovanna will hold her pencil.</p>	<p>1. Teacher will talk to the class and tell them to be kind to Sovanna. 2. Teacher will ask the class if there are any students who want to be Sovanna's friends 3. Teacher will wrap some tape around Sovanna's pencil to make it easier to hold. 4. Two students who have volunteered to be Sovanna's friend will help her in class. 5. Teacher will simplify writing tasks concentrating on writing individual letters. 6. Sovanna will sit at the front of the class 7. Teacher will give Sovanna lots of encouragement</p>		

Possible answer: individual education plan – Sophal

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

	Plan of action	Target date	Evaluation
<p>Goals</p> <ol style="list-style-type: none"> 1. Sophal will behave appropriately in class. 2. Sophal will go to play with the other students in playtime. 	<ol style="list-style-type: none"> 1. Teacher to talk to Sophal and ask why he does not go out to play and why he behaves badly 2. Teacher to talk to Sophal's parents 3. Teacher to talk to the class and encourage them to be kind to Sophal 4. Sophal to sit at the end of the row where can get out easily 5. When Sophal finishes his work before the others Sophal is given a book to read 6. Sophal is given a reward of a piece of fruit if he behaves well all day 		





Assistive aids

Aim:

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

Task 1

What is an assistive device?



5 minutes

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

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

Task 2

Looking at assistive aids



25 minutes

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

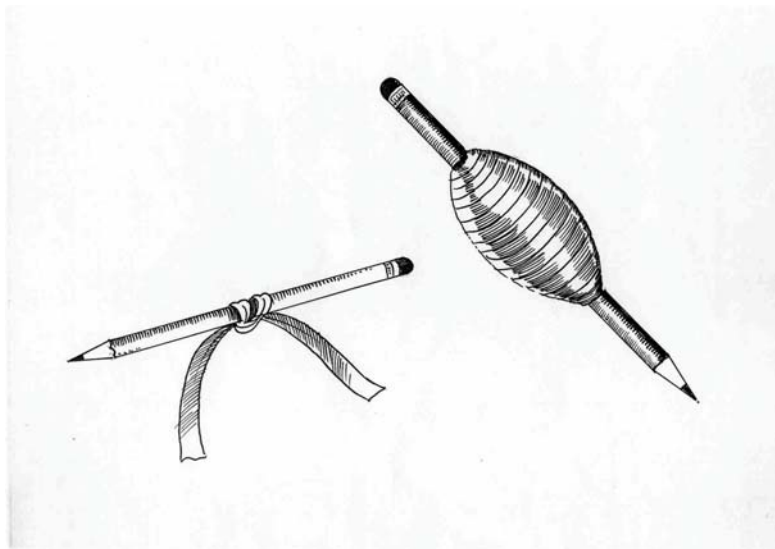
Handout



Assistive aids



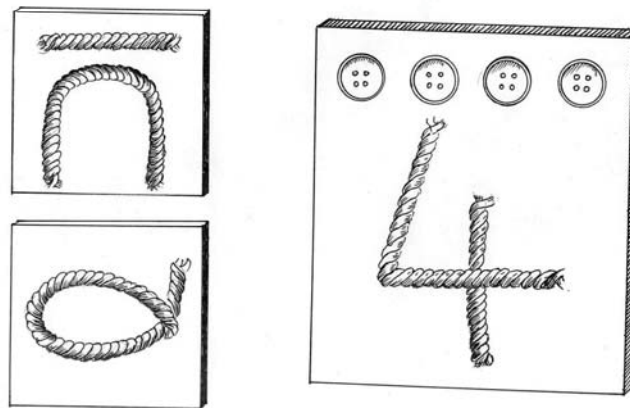
Picture 1



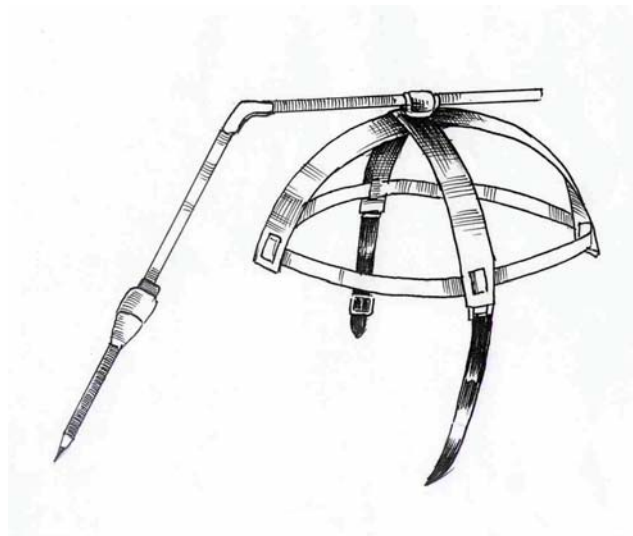
Picture 2



Picture 3



Picture 4



Picture 5




Answers

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

6. Ask the trainees:

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

7. Listen to trainees' ideas.

8. Tell the trainees:

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



Lesson planning



50 minutes

Aims:

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

Task 1



50 minutes

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



Lesson planning

What is a lesson plan?

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

What things does a lesson plan cover?

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

Why is a lesson plan important?

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





Individual help



45 minutes

Aims:

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

Task 1

Monitoring



15 minutes

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

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

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

Handout



Monitoring

To monitor means:

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

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

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



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

1. Tell the trainees:

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

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

Handout


Individual help

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

The first step to giving individual help is good monitoring.

To monitor means:

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

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

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

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

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

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

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



**Unit 8****Managing behaviour****1 hour 30 minutes****Aims:**

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

Task 1**Reflecting on experience****20 minutes**

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

Task 2**Reasons for bad behaviour****20 minutes**

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



Presentation / handout

Causes of bad behaviour

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

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

Reasons for bad behaviour

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



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

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

Case study 1: Siren

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

Case study 2: Leakhena

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

Case study 3: Pheareth

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


Answers
Case study 1

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

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

Case study 2

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

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

Case study 3:

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

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

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

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

Possible answers

Case study 1

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

Case study 2

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

Case study 3

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

Handout



Managing behaviour

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

Ways to manage bad behaviour

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

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

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

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





Including all children



30 minutes

Aims:

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

Task 1

Reflection



10 minutes

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

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

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

Task 2

Ideas for including all children



20 minutes

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

Handout**Including all children**

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

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

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



Module 5

Teaching basic skills to children with special needs



The importance of talk



1 hour 30 minutes

Aims:

- to stress that children learn in different ways
- to stress the importance of talk in the classroom
- to provide some ideas how to help children who have difficulty talking
- to provide some ideas how to promote talk in the classroom.

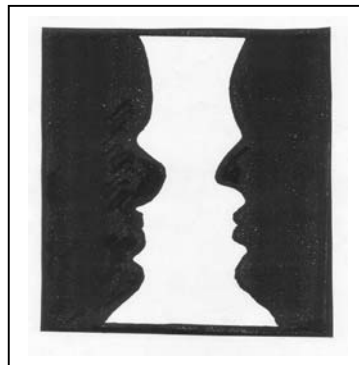
Task 1

Warm up



15 minutes

1. Put the following picture on the board.



2. Ask the trainees: "What do you see?"
3. Listen to their ideas. Some people will see a vase; some people will see two people looking at each other. Who is right? Who is wrong? It depends on how you look at the picture.
4. Ask the trainees: "Do people learn in the same way?"
5. Listen to their answers.

Answer

Do people learn in the same way?

No. Everyone learns differently. Some people remember things if they see them written down, other people prefer to listen rather than read. Children who cannot hear well learn more through sight. Children who cannot see well rely on hearing and touch.

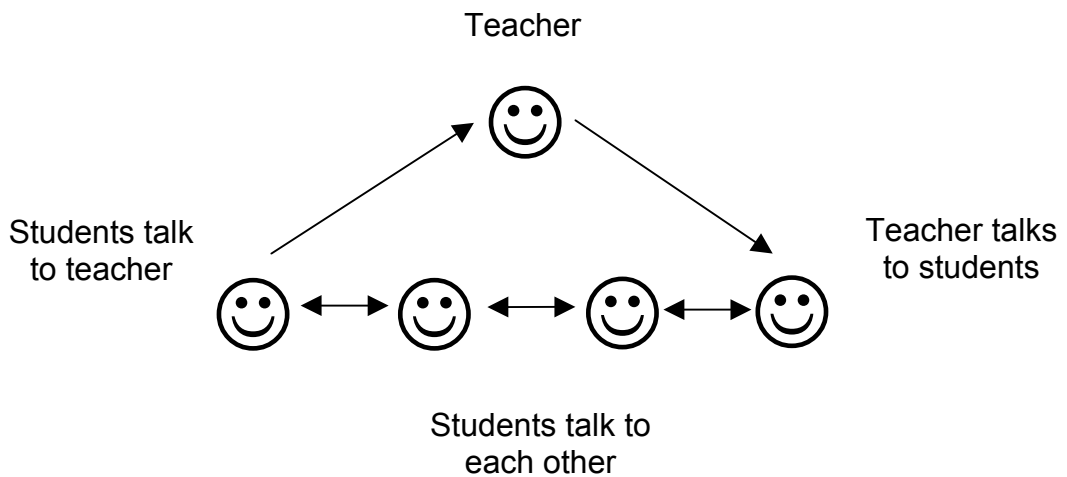
Task 2

The importance of talk in the classroom



20 minutes

1. Draw the following diagram on the board and present the information given below:



Presentation



Talk is very important for learning. In the classroom, about 70% of the teaching and learning is done through talking. The teacher can talk to the students. The students can talk to the teacher. The students can talk to each other.

Good teaching and learning depends on a balance between these interactions. If the teacher talks all the time it is not good. It is important for the students to talk to the teacher, to ask and answer questions. It is also very important for the children to talk to each other by working in pairs and in small groups.

2. Ask the trainees:

“In your lessons, how much time do you spend talking? How much time do the children spend talking to you? How much time do the children spend talking to each other?”

3. Listen to the answers from a few trainees.

4. Inform the trainees:

“It is very important for a child's development that they learn to talk about their ideas and feelings. Good teaching encourages children to talk to their teacher and each other. In groups of four or five people think of ways that you could promote the use of talk in your lessons.”

5. Trainees brainstorm their ideas.

6. Listen to their ideas and write them on the board.

Task 3**Ways to promote talk in the classroom****30 minutes**

1. Explain and demonstrate to the trainees some ideas for promoting talk in the classroom:

- correcting mistakes
- talking about experiences
- describing what they see
- games eg, Show and Tell, Story Chain, Picture Sequencing

(See handout, ‘**Promoting talk in the classroom**’ for details)

2. Answer any questions the trainees have.

3. Ask the trainees: “Which of these ideas could you use in your lessons? Which ideas do you like the best?”

4. Listen to the trainees' ideas.

Task 4**Helping children who have difficulty talking****25 minutes**

Presentation



Some children have difficulty talking in class. This may be caused by a physical impairment such as a cleft lip or a child may have a hearing problem, which will affect how they learn to talk. Some children have an intellectual problem, which delays their development of speech and will affect how they express their thoughts. Some children may have a speech impediment they may stammer or it may be difficult to understand what they say. Other children are shy and nervous.

1. Ask trainees: “How can you help these children to be included in talking activities?”
2. Trainees discuss their ideas in groups.
3. Listen to the trainees' ideas.
4. Tell the trainees to read the handout, ‘**Promoting talk in the classroom**’
5. Answer any questions the trainees have.



Promoting talk in the classroom

Talk is very important for learning. In the classroom, about 70% of the teaching and learning is done through talking. The teacher can talk to the students. The students can talk to the teacher. The students can talk to each other.

Good teaching and learning depends on a balance between these interactions. If the teacher talks all the time it is not good. It is important for the students to talk to the teacher, to ask and answer questions. It is also very important for the children to talk to each other by working in pairs and in small groups.

In your lessons, how much time do you spend talking? How much time do the children spend talking to you? How much time do the children spend talking to each other?

It is very important for a child's development that they learn to talk about their ideas and feelings. Also, by encouraging talk in the classroom a teacher can then assess the progress of the student. If a child is having difficulty, a teacher can then adapt the teaching methods to help the child improve. Good teaching encourages children to talk to their teacher and each other.

Ways to promote talk in the classroom

- **Correcting students mistakes**

When a child makes a mistake, don't just say, "That's wrong" and give the correct answer. Point out the mistake and see if the child can correct it. A lot of mistakes are simple ones. If they can't, see if other children can give the correct answer. Try to explain to the child *why* something is wrong.

For example a child has written the word "dae" like this:

Most teachers would say that this is wrong and tell the child the right way. A few teachers would ask why the child wrote "dae" in this way. Perhaps the child thought that the vowel sound "ay" comes after the consonant sound "d" because that is the way it is spoken. The better teacher will explain that the vowel "ay" is always written before the consonant. He might then ask the child if they know any other vowels that were always written before the consonant, such as "sra ei".

- **Encouraging students to talk about their experiences**

Weekly news

On a Monday spend a few minutes to talk about what happened at the weekend. The children can talk to each other in pairs or small groups first, then the teacher can ask a few children to tell the class what happened.

Daily news

Encourage the children to tell you and the rest of the class any exciting news they have. It could be that one child has a new brother or sister, or their father bought a new cow. Tell the children your news too. Every day you should ask, "Has anyone

got any news to tell?" Encourage other children to ask questions when they are listening to someone's news.

- **Encourage children to describe what they see**

There are a lot of pictures in the school textbooks. When you start a new lesson in the textbook ask the children to look at the pictures and talk about them. You can use questions to prompt the children (eg, What is the man doing? How many cows are there? Are the people happy?).

If the children draw any pictures get them to describe their drawings to each other.

- **Talking games**

There are a lot of games you can play to encourage talk.

Show and Tell

In this game you ask the child to bring in something to school that means a lot to them. It could be a toy, a photograph, or a necklace. The child must tell the class about the object. They should describe what it looks like, how they got it and why it is important to them.

Story Chain

In this game the children make up their own story, sentence by sentence. The teacher gives the children the first sentence of the story (eg, A long, long time ago there was a lonely elephant). The teacher then points to a child who must add a sentence to the story (eg, The elephant was lonely because he had no one to talk to.) Children take it in turns to add another sentence to the story. This game works best if the children work in groups of 6 -8 children.

Picture Sequencing

In this activity the teacher shows the children 4-6 pictures in a sequence, which tell a story. The children must describe what they see in the pictures to make up the story. In a variation the teacher can put the pictures on the board in the wrong order. The children must try to put the pictures in the correct order to tell the story.

Identifying children who have difficulties with spoken language

Some children have difficulties talking. Many children who have difficulty producing speech are easily identified because they have physical impairments or hearing impairments. Other children may have difficulties translating thought into speech.

Indicators of a child with spoken language difficulties

- may show poor use of grammar
- unable to express himself in complete sentences; gives one word answers
- difficulty remembering words
- may repeat words
- may talk too loudly or softly
- may use gestures, mime and facial expressions to communicate
- has difficulty describing things
- reads better silently than orally

- may use abbreviated speech eg, “Me - go- house”

Helping children with speech difficulties

- Use small group work. Children who are shy or who have difficulties speaking find this less intimidating.
- Look to see which other children in the class the child with a speech difficulty talks to. Let the child with a difficulty work with friends.
- Provide a good speech model.
- Use simple words that the child knows.
- Be cautious about always correcting the child's speech.
- Avoid competitive games that require spoken answers.
- If asking the child questions in front of the class, the answers should be simple short phrases or one word.
- Give plenty of encouragement.
- If a child has a stammer who has difficulty saying a word don't supply the word or complete the sentence for them.
- Describe activities as you do them eg, "I am writing the answers on the board".





Unit 2

Teaching reading



1 hour 30 minutes

Aims:

- to explain the reasons why some children have difficulty reading
- to demonstrate some techniques to help children to read.

Task 1

Reflection



15 minutes

1. Tell the trainees: “There are many different ways teachers use to teach children to read. What techniques do you use?”
2. Listen to trainees' ideas and makes a short list on the board.
 - matching words and pictures
 - teaching the letter sounds
 - learning to read by reading
 - learning to recognise words by sight.

Task 2

Learning to read and to understand what you read



30 minutes

Presentation



No one really knows how children learn to read. It seems to be different for each child. Even when you think back to how you learnt to read it is hard to remember exactly when and how you acquired the skill. For slow learners it must be very discouraging to watch their friends learning to read while they are still struggling to learn the secret. As they realise they are falling behind they can become discouraged. The more they fail to read, the more discouraged they become and they feel embarrassed. A teacher must take care to avoid the child falling into a cycle of failure.

Sometimes teachers make the situation worse because they confuse reading the sounds of words and sentences for reading for meaning. It is essential children understand what they read.

1. Demonstrate what is meant by understanding what you read.
2. Put the Japanese word "watashi" on the board.

わたし

3. Point to the individual letters in the word and the trainees repeat.

wa	ta	shi
----	----	-----

4. Ask some trainees to 'read' the word.
5. Ask the trainees: "Can you read this now?"
6. Point out that they can decipher the sounds of the word but they don't know what it means. Only when they know the meaning can they really be said to be reading.
7. Trainer tells the trainees:

"Here are some important things you should remember when teaching children to read:

- Don't let children become discouraged when they do not learn to read as easily as other children in the class.
- Keep reading meaningful by putting it in a context which is relevant (eg, reading the labels on cans, reading instructions and then acting them out).
- Use a variety of techniques in teaching reading.
- Remember that simply reading aloud without understanding is not meaningful reading."

Task 3

Techniques for successful reading



40 minutes

1. Explain and demonstrate different activities (see next page):
 - pre-reading
 - matching words and pictures
 - topic words
 - matching sentences
 - sequencing sentences
 - reading commands
 - reading without vowels.
2. Answer any questions the trainees have.



Demonstration

- **Pre-reading**

Pre-reading are simple activities the teacher does before the children start reading a piece of text. It is hard to read and understand a text if you have no idea what it is about. Before the children read talk about the pictures that accompany the text, this will help to give some context to what the children are going to read.

- **Matching words and pictures**

Put some pictures on one side of the board. On the other side write the words that accompany the pictures in the wrong order. Children take it in turns to come to the board read a word and point to the picture of the word.

- **Topic word**

The teacher writes three topics on the board (eg, colours, animals, vegetables) in three large circles. Around the board are written words in those topics. The children have to read a word and put it in the correct circle.

- **Matching sentences**

Write the first part of some sentences on one side of the board; write the end of the sentences on the other side of the board in the wrong order. Children have to match the sentences. This can be done individually, in pairs or as a whole class activity.

Eg:

I clean my teeth	→	at 7 o'clock
We start school		with a brush
My sister is		in Svay Rieng
My school is		7 years old

- **Sequencing sentences**

The teacher writes some sentences on the board. The children have to read the sentences and put them in the correct order.

Eg:

Teachers writes:

I wash my face
I get up at 6 o'clock
I walk to school
I eat baw baw for breakfast
I put on my clothes.

Children rearrange into this order

I get up at 6 o'clock
I wash my face
I put on my clothes
I eat baw baw for breakfast
I walk to school.

- **Reading commands**

Teacher writes some commands onto pieces of paper. One child comes to the front and reads the command and all the other children do the action. You can increase the difficulty of the commands:

Eg:

Stand up Pick up your pen Put your left hand on your head and your right finger on your nose.

- **Reading without vowels**

In this technique children work in pairs. Each member of the pair is given a different piece of text; a couple of sentences are enough. The children rewrite their text but they miss out all the vowels.

Eg:

Th ct st dwn n th chr nd flf slp. Th ms rn crss th flr nd t th brd.

The pairs then exchange their texts and try to read them at first individually and then later in discussion with their partner.

This exercise forces the reader to look ahead in the text for context clues to help them understand. Using context to understand what we read is an important skill. The activity also makes the children more aware of the importance of vowels.

Task 3**Consolidation****10 minutes**

1. Tell the trainees to read the handout, **'Teaching reading'**
2. Answer any questions the trainees have.



Teaching reading

There are many different ways teachers use to teach children to read.

- matching words and pictures
- teaching the letter sounds
- learning to read by reading
- learning to recognise words by sight etc.

No one really knows how children learn to read. It seems to be different for each child. Even when you think back to how you learnt to read it is hard to remember exactly when and how you acquired the skill. For slow learners it must be very discouraging to watch their friends learning to read while they are still struggling to learn the secret. As they realise they are falling behind they can become discouraged. The more they fail to read, the more discouraged they become and they feel embarrassed. A teacher must take care to avoid the child falling into a cycle of failure.

Sometimes teachers make the situation worse because they confuse reading the sounds of words and sentences for reading for meaning. It is essential children understand what they read.

Here are some important things you should remember when teaching children to read:

- Don't let children become discouraged when they do not learn to read as easily as other children in the class.
- Keep reading meaningful by putting it in a context which is relevant (eg, reading the labels on cans, reading instructions and then acting them out).
- Use a variety of techniques in teaching reading.

Remember that simply reading aloud without understanding is not meaningful reading.

Activities to teach reading

- ***Pre-reading***

Pre-reading are simple activities the teacher does before the children start reading a piece of text. It is hard to read and understand a text if you have no idea what it is about. Before the children read talk about the pictures that accompany the text, this will help to give some context to what the children are going to read.

- ***Matching words and pictures***

Put some pictures on one side of the board. On the other side write the words that accompany the pictures in the wrong order. Children take it in turns to come to the board read a word and point to the picture of the word.

- **Topic word**

The teacher writes three topics on the board (eg, colours, animals, vegetables) in three large circles. Around the board are written words in those topics. The children have to read a word and put it in the correct circle.

- **Matching sentences**

Write the first part of some sentences on one side of the board; write the end of the sentences on the other side of the board in the wrong order. Children have to match the sentences. This can be done individually, in pairs or as a whole class activity.

Eg:

I clean my teeth	→	at 7 o'clock
We start school		with a brush
My sister is		in Svay Rieng
My school is		7 years old

- **Sequencing sentences**

The teacher writes some sentences on the board. The children have to read the sentences and put them in the correct order.

Eg:

<i>Teachers writes:</i>	<i>Children rearrange into this order</i>
I wash my face	I get up at 6 o'clock
I get up at 6 o'clock	I wash my face
I walk to school	I put on my clothes
I eat baw baw for breakfast	I eat baw baw for breakfast
I put on my clothes.	I walk to school.

- **Reading commands**

Teacher writes some commands onto pieces of paper. One child comes to the front and reads the command and all the other children do the action. You can increase the difficulty of the commands:

Eg:

Stand up Pick up your pen Put your left hand on your head and your right finger on your nose.

- **Reading without vowels**

In this technique children work in pairs. Each member of the pair is given a different piece of text; a couple of sentences are enough. The children rewrite their text but they miss out all the vowels.

Eg:

Th ct st dwn n th chr nd flr slp. Th ms rn crss th flr nd t th brd.

The pairs then exchange their texts and try to read them at first individually and then later in discussion with their partner.

This exercise forces the reader to look ahead in the text for context clues to help them understand. Using context to understand what we read is an important skill. The activity also makes the children more aware of the importance of vowels.




Unit 3

Teaching writing



1 hour 30 minutes

Aims:

- to analyse some of the difficulties children have in writing
- to demonstrate techniques to help children write.

Task 1

Components of writing



20 minutes

1. Tell the trainees the following information and demonstrate, with examples, the different components of writing.

Presentation



Talking, reading and writing are closely linked. A child learns to talk first. Most children learn to talk by listening to family and people around them. They do not need to be taught talking formally. However most people only start to learn reading and writing when they go to school. Reading and writing need to be taught. Usually reading and writing are taught together.

The ability to write involves several things:

- physical ability to hold and move the pen (motor skills)
- ability to recognise letters and differentiate between different letters
- ability to recall the letter and reproduce it (visual memory)
- ability to distinguish different sounds (auditory perception and categorisation)
- ability to associate the sound with the letter (spelling)
- appreciation of the relationship between shapes
- ability to follow instructions and organise thoughts

Writing is a complex activity. Many children have difficulties learning to write.

2. Tell the trainees to get into groups of four or five people.
3. Ask the trainees: “What are some of the difficulties children have with writing?”
4. Trainees discuss in groups.

5. Listen to the trainees' ideas and makes a list on the board.
- poor spelling
 - poor handwriting
 - writing letters the wrong way round.

Task 2

Ways to help difficulties with spelling



20 minutes

1. Write the following words on the board and ask the trainees, "What is the difference between these two sets of words?"

cat

pigeon

pen

knife

jump

climb

near

neighbouring

Answer

The first set of words are spelt as they are pronounced. The second set are not.

2. Tell the trainees the following information:

_____ Presentation _____



Spelling = the matching of sounds to the letters they represent

Children who have difficulty spelling may not be able to:

- distinguish between different sounds
- distinguish between different letters
- recognise the link between a sound and the letter that represents it.

Children who have difficulties speaking or hearing will often have difficulties spelling. In Khmer words are not always spelt how they are pronounced. The spelling of some words has to be specially memorised.

Guidelines for helping children with spelling

- ***Always teach a letter with the sound it represents***

Make sure the children have plenty of practice saying the sound before they learn to write the letter.


- **Encourage children to sound out new words when reading**

Don't tell a child how to say a new word when reading, encourage the child to sound it out letter by letter. Likewise encourage children to guess at the spelling of new words by sounding out the words.

- **If children are having difficulty spelling try to find out the cause**



Check that the child can hear the difference between sounds. Check they can tell the difference between letters. Check that they know which sound is represented by which letter.

- **Teach children spelling rules**

For example in Khmer  is always silent at the end of a word, and some

vowels always go before the consonant, above the consonant, below the consonant, etc.

- **Don't just correct mistakes give explanations**

Some children often write letters or words the wrong way round. For example in Khmer the child might write:  instead of 

In English the child might write **b** instead of **d**

Show the child the correct way and the wrong way. Ask the child to compare the two. This will help the child to recognise the difference.

- **Make spelling fun**

Use games and songs and give lots of encouragement.

3. Ask the trainees: "What things do you do to help children with spelling?"

4. Listen to their ideas.

Task 3

Helping children with their handwriting



20 minutes

1. Ask: "What are some of the problems children have with handwriting?"

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

- writing slants
- letters too small or too big
- letters not uniform, some letters bigger than others
- children can't write in a straight line

- children press too hard or too softly
- taking up too much space

3. Give the following presentation:

_____ Presentation _____



- **Posture**

Check the child is sitting correctly. They should sit with their back straight; their shoulders should be relaxed and bent slightly forward. Their head should not be too close to the book.

- **Pencil grip**

Show children how to hold their pencil correctly. Children should use the tripod grip (the index and middle finger and thumb hold the pencil. The wrist should rest on the paper. Children who have difficulty gripping a pencil can be helped by wrapping tape around the pencil stem.

- **Paper position**

For a right-handed person slant the paper to the left. For a left handed person slant the paper to the right. Hold paper in place with the free hand.

- **Learning to form letters**

Children should first practice copying simple patterns. For example:

- Children can practice letters by drawing them in the sand or tracing them in their air with their fingers or writing the letter on each other's backs with their finger. This will give the children a tactile or physical memory of the shape of the letter.
- Make special worksheets to help children who are having particular difficulties. On these worksheets children can write letters by joining up dots. If you cover the worksheet in plastic and give the child a white-board marker to use, then it is easy to wipe away what the child has written and the worksheet can be used again and again.

Common handwriting problems and what the teacher can do

- **Letters are slanted**

Correct the position of the paper.

- **Very large letters**

Give the child practice tracing over smaller letters. Check the position of the wrist and arm. The child may be moving the whole arm to write, or the wrist may not be resting on the paper.

- **Very small letters**

Correct the hand movement, the child may be gripping the pencil too tightly or the wrist may be too rigid.

- **Not writing on the line**

Draw thick lines for the child to write between.

- **Taking up too much space**

Check the child's arm movement.

- **Letters not uniform (some bigger than others)**

Draw guiding lines for the child to use.

- **Improper pressure, the child presses too hard or too softly**

Check the child's pencil grip.

Task 4

Helping children with expressive writing



20 minutes

1. Tell the trainees: "Write three sentences."
(The trainer must NOT help the trainees by telling them why they are writing the sentences or what their sentences should be about.)
2. After two minutes ask a trainee to read his/her sentences.
3. Ask the trainees: "How did you feel? Was it easy to write the sentences?"
4. Give the following presentation:

Presentation



It is not easy to write something if:

- you don't know what you should write about
- you don't know why you should do the writing
- there is not enough time.

Good preparation is essential if you want children to write sentences or short stories on their own.

Before children start to write:

- explain why you want them to do the writing
- talk about the subject you want the children to write about. For example, if you want children to write about their family, ask them questions first. Get children to work in pairs to tell each other about their families.
- ask the children to list useful words they will need and write them on the board

- tell the children clearly how much they should write and give them enough time.

Expressive writing activities

- **Parallel writing**

In this activity the teacher gives the children a model to follow. Children change individual words or sentences.

Eg,

Model

My name is Chanthorn. I am 7 years old

I live in Beoung Thom village.

I have two older brothers.

My father is a teacher.

I like drawing.

Child writes

My name is Sok. I am 6 years old.

I live in Samroang village.

I have one older sister and three brothers.

My father is a farmer.

I like to look after the cows.

This activity is very good for mixed ability classes. Clever children will make more changes and write more. Weaker children can follow the model closely only changing individual words.

- **Unfinished sentences**

The teacher writes an incomplete sentence. The children must finish the sentence.

Eg,

Yesterday I went to the market and I bought

At the weekend I will

- **Hidden stories**

In this game the children work in groups of 6-8 people. The teacher gives each group a piece of paper with a sentence written at the top. The first child in the group reads the sentence silently and writes another sentence to follow it. Then they fold over the paper so the first sentence written by the teacher cannot be read. Other children must not see the sentence the child writes. The child passes the paper to the next child in the group. They read the last sentence written but not the first sentence written by the teacher. They write their own sentence and fold the paper over the previous sentence as before. This goes on until every child has written a sentence. The first child in the group unfolds the paper and reads all the sentences that make up the story.

The stories are often very funny because the children have only been able to read the sentence written by the person before them and not all the sentences. The teacher can ask different groups to read their stories to the class.

Task 5

Consolidation



10 minutes

1. Tell the trainees to read the handout, '**Teaching writing**'.
2. Answer any questions.



Teaching writing

Talking, reading and writing are closely linked. A child learns to talk first. Most children learn to talk by listening to family and people around them. They do not need to be taught talking formally. However most people only start to learn reading and writing when they go to school. Reading and writing need to be taught. Usually reading and writing are taught together.

The ability to write involves several things:

- physical ability to hold and move the pen (motor skills)
- ability to recognise letters and differentiate between different letters
- ability to recall the letter and reproduce it (visual memory)
- ability to distinguish different sounds (auditory perception and categorisation)
- ability to associate the sound with the letter (spelling)
- appreciation of the relationship between shapes
- ability to follow instructions and organise thoughts

Writing is a complex activity. Many children have difficulties learning to write.

Spelling

Spelling = the matching of sounds to the letters they represent

Children who have difficulty spelling may not be able to:

- distinguish between different sounds
- distinguish between different letters
- recognise the link between a sound and the letter that represents it.

Children who have difficulties speaking or hearing will often have difficulties spelling. In Khmer words are not always spelt how they are pronounced. The spelling of some words has to be specially memorised.

Guidelines for helping children with spelling

- ***Always teach a letter with the sound it represents***

Make sure the children have plenty of practice saying the sound before they learn to write the letter.

- ***Encourage children to sound out new words when reading***

Don't tell a child how to say a new word when reading, encourage the child to sound it out letter by letter. Likewise encourage children to guess at the spelling of new words by sounding out the words.

- **If children are having difficulty spelling try to find out the cause**

Check that the child can hear the difference between sounds. Check they can tell the difference between letters. Check that they know which sound is represented by which letter.

- **Teach children spelling rules**

For example in Khmer: ្រ្រ is always silent at the end of a word or that some

vowels always go before the consonant, above the consonant, below the consonant etc.

- **Don't just correct mistakes give explanations**

Some children often write letters or words the wrong way round. For example in Khmer the child might write: ្រ្រ instead of ្រ្រ

In English the child might write b instead of d

Show the child the correct way and the wrong way. Ask the child to compare the two. This will help the child to recognise the difference

- **Make spelling fun**

Use games and songs and give lots of encouragement.

Helping children with handwriting

- **Posture**

Check the child is sitting correctly. They should sit with their back straight; their shoulders should be relaxed and bent slightly forward. Their head should not be too close to the book.

- **Pencil grip**

Show children how to hold their pencil correctly. Children should use the tripod grip (the index and middle finger and thumb hold the pencil. The wrist should rest on the paper. Children who have difficulty gripping a pencil can be helped by wrapping tape around the pencil stem.

- **Paper position**

For a right-handed person slant the paper to the left. For a left handed person slant the paper to the right. Hold paper in place with the free hand.

- **Learning to form letters**

Children should first practice copying simple patterns. For example:

- Children can practice letters by drawing them in the sand or tracing them in their air with their fingers or writing the letter on each other's backs with their finger. This will give the children a tactile or physical memory of the shape of the letter.
- Make special worksheets to help children who are having particular difficulties. On these worksheets children can write letters by joining up

dots. If you cover the worksheet in plastic and give the child a white-board marker to use, then it is easy to wipe away what the child has written and the worksheet can be used again and again.

Common handwriting problems and what the teacher can do

- **Letters are slanted**

Correct the position of the paper.

- **Very large letters**

Give the child practice tracing over smaller letters. Check the position of the wrist and arm. The child may be moving the whole arm to write, or the wrist may not be resting on the paper.

- **Very small letters**

Correct the hand movement, the child may be gripping the pencil too tightly or the wrist may be too rigid.

- **Not writing on the line**

Draw thick lines for the child to write between.

- **Taking up too much space**

Check the child's arm movement.

- **Letters not uniform (some bigger than others)**

Draw guiding lines for the child to use.

- **Improper pressure, the child presses too hard or too softly**

Check the child's pencil grip.

Helping children with expressive writing

It is not easy to write something if:

- you don't know what you should write about
- you don't know why you should do the writing
- there is not enough time.

Good preparation is essential if you want children to write sentences or short stories on their own.

Before children start to write:

- explain why you want them to do the writing
- talk about the subject you want the children to write about. For example, if you want children to write about their family, ask them questions first. Get children to work in pairs to tell each other about their families.
- ask the children to list useful words they will need and write them on the board

- tell the children clearly how much they should write and give them enough time.

Expressive writing activities

- **Parallel writing**

In this activity the teacher gives the children a model to follow. Children change individual words or sentences.

Eg,

Model

My name is Chanthorn. I am 7 years old
I live in Beoung Thom village.
I have two older brothers.

My father is a teacher.
I like drawing.

Child writes

My name is Sok. I am 6 years old.
I live in Samroang village.
I have one older sister and three brothers.
My father is a farmer.
I like to look after the cows.

This activity is very good for mixed ability classes. Clever children will make more changes and write more. Weaker children can follow the model closely only changing individual words.

- **Unfinished sentences**

The teacher writes an incomplete sentence. The children must finish the sentence.

Eg,

Yesterday I went to the market and I bought
At the weekend I will

- **Hidden stories**

In this game the children work in groups of 6-8 people. The teacher gives each group a piece of paper with a sentence written at the top. The first child in the group reads the sentence silently and writes another sentence to follow it. Then they fold over the paper so the first sentence written by the teacher cannot be read. Other children must not see the sentence the child writes. The child passes the paper to the next child in the group. They read the last sentence written but not the first sentence written by the teacher. They write their own sentence and fold the paper over the previous sentence as before. This goes on until every child has written a sentence. The first child in the group unfolds the paper and reads all the sentences that make up the story.

The stories are often very funny because the children have only been able to read the sentence written by the person before them and not all the sentences. The teacher can ask different groups to read their stories to the class.





Unit 4

Teaching maths



1 hour 30 minutes

Aims:

- to analyse some of the problems children have in maths
- to demonstrate ways to help children with maths.

Task 1

Difficulties in maths



10 minutes

1. Ask the trainees: “What are some of the difficulties children have in maths?”
2. Trainees brainstorm their ideas. Make a list on the board, eg:
 - don't remember the rules for different mathematical operations taught in class (like carrying and borrowing)
 - can't remember number facts (such as tables)
 - can't remember the sequence of things to do in solving problems
 - have difficulty relating different concepts together (eg, multiplication is an extension of division)
 - can't understand the terms (eg, multiplication, division, remainder, divisor etc).

Task 2

Why children have difficulties in maths



30 minutes

1. Write the following questions on the board:
 - Do you frequently ask children to recite number facts in class (eg, times tables)?
 - Do you think most children have seen addition and subtraction signs before starting school?
 - Do your students spend most of their time solving number problems (eg, $12 + 5 =$) instead of word problems (eg, Sok has 12 pens. He buys 5 more. How many pens has he got)?
 - If your students do not understand something do you reteach it in the same way?
 - Do you always use formal mathematical terms (eg, multiply, denominator, addition etc)?

2. Tell the trainees: "Think back to how you teach maths. Answer these questions about how you teach. Answer "yes" or "no" to each question."
3. Trainees answer the questions individually.
4. Trainees discuss their answers in pairs.
5. Listen to some trainees' answers.
6. Give the following presentation:

Presentation



Maths is often taught in school in an abstract way, which does not seem to be connected with everyday life. Children often fail to understand maths because:

- they don't understand the technical language
- they can't see what maths means in terms of real life.

If you answered, "yes" to all, or nearly all, of the questions then you may be teaching maths in an abstract way which children find difficult.

How do you know if a child really understands a mathematical concept or fact? If a child can recite perfectly his 3 times table, does he understand it?

It is very important to make sure the children understand maths and have not just learnt a set of facts. One way to check if a child has really understood is to see if they can transform one kind of problem into another kind.

For example:

The teacher writes the following question on the board:
Chanthorn has 5 chickens but one died. How many chickens does Chanthorn have left?

The teacher asks the children to represent this problem using numbers:

$$5 - 1 = 4$$

Transformation: *Language to symbols*

If the children can make this transformation it shows that they understand the concept of subtraction.

Here's another example:

Teacher writes on the board:

$$3 \times 3 = 9$$

Teacher asks if the children can write the sum in another way:

$$3 + 3 + 3 = 9$$

Transformation: *multiplication to addition*

If the children can do this then they understand that multiplication is an extension of addition.

And another example:

Teacher writes on the board:

$$6 - 2 =$$

Children answer. Teacher asks one child to come to the front and show the sum using pencils.

The child holds pencils and says: "I have six pencils, if I take two away, I have 4 pencils left."

Transformation: *symbols to concrete objects*

Task 3

Helping children with special needs in maths



40 minutes

1. Tell the trainees to get into groups of four or five people.
2. While the trainees are getting into groups write the following maths problems on the board:

$$6 \div 3 = 2$$

$$10 - 5 = 5$$

$$3000 + 500 + 100 = 3600$$
3. Tell the trainees:

"Children with special needs often have difficulties in maths. It is very important to make sure maths problems are presented in a concrete way that reflects their experience. Look at these maths questions. How could you make them less abstract?"
4. Trainees discuss in groups.
5. Listen to their answers

Possible answers

$6 \div 3 = 2$

Teacher has six sweets. Teacher calls two students up to the front. Teacher asks the class: "I want to share these equally between us. How many sweets do we each get?"

$10 - 5 = 5$

Teacher writes the question as a word problem. "Sok has 10 chickens. He sells 5 at the market. How many chickens does Sok have left?"

$$3000 + 500 + 100 = 3600$$

Teacher makes some fake money on pieces of paper. The money is in 100, 500, 1000 Riel notes. Teacher has some pictures of things to buy in the market with the prices written on them. Teacher goes shopping and buys a shirt for 3000R, a notebook for 500R and a cake for 100R. Teacher asks the children how much he has spent. Children practice shopping in groups.

Task 4 Consolidation



10 minutes

1. Tell the trainees to read the handout, '**Teaching maths**'.
2. Answer any questions.



Teaching maths

Some children who are very clever in other subjects find maths difficult. A lot of children struggle to understand maths. Common maths difficulties are that children:

- don't remember the rules for different mathematical operations taught in class like carrying and borrowing
- can't remember number facts such as tables
- can't remember the sequence of things to do in solving problems
- have difficulty relating different concepts together (eg, multiplication is an extension of division)
- can't understand the terms (eg, multiplication, division, remainder, divisor etc.)

Reasons why children have difficulties understanding maths

Maths is often taught in school in an abstract way, which does not seem to be connected with everyday life. Children often fail to understand maths because:

- they don't understand the technical language
- they can't see what maths means in terms of real life.

If you answered, "yes" to all, or nearly all, of the questions that the trainer put on the board, then you may be teaching maths in an abstract way which children find difficult.

How do you know if a child really understands a mathematical concept or fact? If a child can recite perfectly his 3 times table, does he understand it?

It is very important to make sure the children understand maths and have not just learnt a set of facts. One way to check if a child has really understood is to see if they can transform one kind of problem into another kind.

For example:

The teacher writes the following question on the board:

"Chanthorn has 5 chickens but one died. How many chickens does Chanthorn have left?"

The teacher asks the children to represent this problem using numbers:

$$5 - 1 = 4$$

Transformation: *Language to symbols*

If the children can make this transformation it shows that they understand the concept of subtraction.

Here's another example:

Teacher writes on the board:

$$3 \times 3 = 9$$

Teacher asks if the children can write the sum in another way:

$$3 + 3 + 3 = 9$$

Transformation: *multiplication to addition*

If the children can do this then they understand that multiplication is an extension of addition.

And another example:

Teacher writes on the board:

$$6 - 2 =$$

Children answer. Teacher asks one child to come to the front and show the sum using pencils. The child holds pencils and says: "I have six pencils, if I take two away, I have 4 pencils left."

Transformation: *symbols to concrete objects*

Guidelines for helping children to understand maths

The most important thing when teaching maths is to make it real and to check that the children really understand.

- **Use real objects**

Help children to understand about numbers by using real objects. Pebbles, bottle tops sticks, etc, can be used to help children learn. This is especially important for children with intellectual or seeing difficulties. A simple abacus can be made from bottle tops.

- **Use real situations**

Practising shopping is a great way to let children practice number work.

- **Use word problems as well as number problems**

- **Use simple terms instead of technical words**

For example:

multiplication = times

subtraction = less than

addition = altogether

division = shared between/each



MODULE 6

Advice for teaching children with disabilities in the classroom

Aims:

- to let the trainees explore different ways to help children with mobility, hearing, seeing, learning and behaviour difficulties in the classroom.

Task 1 Case study analysis and discussion



40 minutes

1. Put the trainees into five groups.
2. Give each group a different case study to read.
3. Tell each group to read their case study.
4. While the trainees are reading, write the following questions on the board.

In your case study:

- What difficulties did the child face?
 - What things were done to help the child overcome these difficulties?
 - Can you think of any other things that could be done to help a child with similar difficulties?
5. Tell the groups to discuss the answers to these questions. One person in each group should be a secretary and take notes on the group's ideas.

Task 2 Feedback



40 minutes

1. Call on the secretary in each group to come to front and tell the rest of the class their answers to the questions, in turn.
2. Highlight important points and answer any questions.



Case study 1: A child with mobility problems

Vatthanna is 9 years old. She lives in Vientiane in Laos. She has a disease that has made her bones very weak, meaning that she has not grown like other children. She is very short for her age. She is about as tall as a 4-year-old. She cannot walk. She cannot stand on her own. She cannot go to the toilet on her own either. However she is very clever. She has good coordination in her hands and she has a lively personality.

Vatthanna has just started school. She lives near the local school and every day her grandmother or her sister carries her on their backs to school.

In class, Vatthanna sits at the front so she can see the board easily. She is too small to sit at the usual desks (she also needs some support for her back) so she sits in a special chair and table, which is designed for 3-4 year olds. Vatthanna is very good at maths and all her school work is neat. She loves to learn. If she wants to go to the toilet she asks her teacher to help.

In the breaks between the lessons Vatthanna's friends carry her outside the classroom. She can't run about like them but they usually include her in their games.

Before Vatthanna started school, the teachers were nervous. They were worried about how the other children would treat Vatthanna. The head teacher had a good idea. First of all she spoke to the whole school and told all the children about Vatthanna. Then when the children went back to class, their teachers did some games with them to help them understand about Vatthanna's difficulties. For example, in one class the teacher brought in some rope and tied up some of the children's legs, so they couldn't walk. Children took it in turns to see what it was like not being able to walk.

When Vatthanna started school no one teased her.

Case study 2: A child with hearing problems

Sandun lives in India. He is 12 years old. He had been going to school for years. He was taught the regular curriculum but he did not learn much and had to repeat many times.

The fault was not his though. The school had never identified or addressed his special needs.

Last year a new teacher, Mr Moga, arrived at the school who had learned about disabilities on his pre-service course. Mr Moga quickly realised that Sandun had a problem. He asked a local NGO for help. The NGO paid for Sandun to see a doctor. The doctor discovered that Sandun had difficulty hearing high or low pitched sounds especially when he couldn't see the person or thing that was making the noises. The doctor prescribed a hearing aid and this helped Sandun's hearing a great deal.

However Sandun's school was by a busy road and the classroom was very noisy. The hearing aid made every sound louder and Sandun found it too noisy to wear his hearing aid all the time at school.

Mr Moga made sure Sandun sat at the front of the class. In order to help him understand Mr Moga used a lot of gestures when explaining things. He would often write instructions on the board.

Mr Moga also realised that the first years spent in school had been rather of a waste in Sandun's case. He took time to find out just what Sandun had learned and what he hadn't. He focused on Sandun's strong points and used them to overcome his weak points.

In class Mr Moga asked one of the cleverest boys in class to sit next to Sandun and help him. They became good friends and the other boy really enjoyed teaching Sandun things.

Every lunchtime, Mr Moga spends a few minutes with Sandun. They go and sit under the tree far away from the road. Sandun wears his hearing aid and Mr Moga checks he has understood what they studied today.

This case study was taken from India. When these materials were produced DAC had no examples from Cambodia. There was no public access to hearing aids in Cambodia and DAC did not know any deaf children in mainstream classes at the time of writing these materials (1999).

Case study 3: A child with seeing difficulties

Sithath is 14 years old. He is in his first year at a lower secondary school in Vientiane. He is the best student in his class even though he is blind.

He lost his sight in an accident at home when he was 9 years old. Before the accident he went to primary school and was one of the cleverest students. After the accident he stayed at home, his parents didn't know how to help him.

One day they heard about the special school for the blind in Vientiane. They took Sithath to the school at he started studying there. At the special school, Sithath learned Braille, a system where letters are represented by bumps made in paper using a simple slate and a pin called a stylus. The blind person can read by feeling the bumps with their fingers.

Sithath learned Braille quickly, and because he was clever he could remember nearly everything he had learned before his accident. After three years at the school it was decided he was ready to go to secondary school.

One of the teachers at the secondary school learned how to use Braille. He now marks Sithath's work and his exams. Otherwise the regular teachers just like the other students teach Sithath.

In class Sithath sits near the front so he can clearly hear the teacher. Sithath has developed an excellent memory to compensate for his lack of sight. Another boy, Sithath's friend helps him. The school textbooks have not been translated into Braille so his friend reads aloud to Sithath.

The teachers also adapt teaching aids to help Sithath. They have stuck pieces of string onto a wooden protractor so that Sithath can feel the angles in maths. In geography, the teacher has stuck string over all the lines on the map and used buttons to mark the cities now Sithath can feel what Laos looks like.

Outside of class, the other children help Sithath to make sure he doesn't fall down when moving around the school. They have also learned that it is important for them to touch him gently when they start to speak to him and to say their name. If they do this, Sithath knows who is talking to him and he can look at them.

When Sithath finishes school he wants to be a teacher, so he can help other blind children.

Case study 4: A child with learning difficulties

Keo is 10 years old and is now in Grade 3 at primary school. Keo has difficulty learning. His intelligence is average but he just doesn't learn things the same way as others. He didn't start to talk until he was five. He is a cheerful boy and gets on with other children and can run and play like them. At school though he was always at the bottom of the class and he had to repeat Grade 1 twice.

When he was in Grade 2, he had a new teacher, Mrs Setha. She realised that Keo had special problems and that he was never going to learn like the other children. She tried using different ways to teach Keo.

First of all she tried appealing to all his senses. She brought in pictures of the things she was teaching about and sometimes the real thing, which she let him touch. All the children liked her visual aids. Keo was very bad at maths, so she gave him small stones, which he could use to count with. Keo began to understand about maths, but it also meant that he was much slower doing his sums than the other children. Mrs Setha thought about this and decided that she needed to reduce the work that Keo had to do. For example in maths he only has to do three sums while the other children have to do six. Keo finds writing difficult, so Mrs Setha let him answer the questions orally. Keo often writes his letters the wrong way round and he really can't spell, so Mrs Setha gives him extra time to copy things from the board or he doesn't have to copy everything.

Keo sits at the front of the class next to one of the clever students who can help him. Mrs Setha would also check that he understood all the instructions. She is also very careful to praise Keo a lot and encourage him.

Keo really improved in Grade 2 but towards the end of the year Mrs Setha realised that he would not be able to reach the required standard to go into Grade 3. She went to talk to the school principal. She explained about his difficulties. The principal listened and said that they should talk to Keo's parents as well.

Mrs Setha told Keo's parents that Keo would find it very difficult to progress from Grade 2 to Grade 3 and then to Grade 4 because every year the work got harder. Keo's parents still wanted him to go to school. There were still many things he could learn, they thought. The principal listened carefully and then he suggested that each year Keo should move up a grade like the other children even though he didn't meet the standard. Special allowances would be made for Keo. The principal was afraid that if Keo stayed in Grade 2 for another year he might get bored and then misbehave.

Now Keo is doing well. He is also happier because he can continue to study with his friends.

Case study 5: A child with behavioural difficulties

Sokha is 7 years old. She is in Grade 2 now. When she started school last year she was very badly behaved. She wouldn't sit still. Her concentration span was very short. After about ten minutes she would get up and walk around the class. She would call out answers without putting up her hand and sometimes she would throw things. Outside of class she didn't have many friends because she was bad tempered and would hit the other children.

Her teacher, Mrs Lay, was very worried about her. She knew Sokha's aunt so first she went to talk to her. Sokha's aunt agreed that Sokha was a very naughty child. She told Mrs Lay that Sokha had 6 older brothers and sisters and her mother had just had another baby. No one had much time for Sokha in the family.

Mrs Lay thought about this. She had an idea that Sokha might be behaving badly to get attention. At school Mrs Lay started to ignore Sokha if she called out answers or got up from her desk. At first things got worse, Sokha would shout more loudly until Mrs Lay had to do something. Then she would send Sokha out of the class for ten minutes to calm down.

Mrs Lay also started using rewards instead of punishments. She would tell Sokha that if she managed to sit still and study for 20 minutes then she could take a five-minute break. Mrs. Lay gradually increased the time week by week. She also told Sokha that on days when she was good she would give her a sweet. Sokha began to learn that good behaviour, not bad, got her attention and rewards.

Mrs Lay also went to talk to Sokha's parents. Sokha came from quite a wealthy family. Her mother said that Sokha was always wanting things, so usually they gave them to her because if they didn't she would cause trouble. However since she had the baby, Sokha's mother didn't have as much time for Sokha, nowadays she was often angry with Sokha and she smacked her regularly.

Mrs Lay told Sokha's mother why she thought Sokha was behaving badly and what she had been doing at school to help her. She said that Sokha was behaving better at school but it was difficult if at home she was being treated differently. Mrs Lay said that the most important thing was to be consistent. She suggested that it might help if Sokha could help care for the baby with her mother. Sokha's mother thought this was a good idea. She also tried not to smack her and instead give her a piece of fruit when she was good.

The changes at home made a big difference. Sokha's behaviour quickly improved.




 Answers

Case study 1: a child with mobility problems

What difficulties did the child face?

- Her bones are very weak.
- She has not grown like other children. She is very short for her age.
- She cannot walk, stand on her own or go to the toilet on her own.

What things were done to help the child overcome these difficulties?

- Someone carries her to school.
- She sits in a special chair and table at the front of the class.
- The teacher helps her go to the toilet.
- Other children carry her around the school.
- The head teacher explained to the other children about her difficulties and the teachers played some games with the children so they could understand about Vathanna's difficulties and not tease her when she started school.

Can you think of any other things that could be done to help a child with similar difficulties?

- provide assistive devices (eg, wheelchairs, crutches, leg supports)
- build ramps so the child can get around school easily.
- in sports lessons adapt the games so the child can join in whatever way they can
- be aware of the child's difficulties, but don't over protect them, try to include them in every activity.

Case study 2: a child with hearing difficulties

What difficulties did the child face?

- hearing high or low pitched sounds especially when he couldn't see the person or thing making the noises
- his early schooling had been a waste of time.

What things were done to help the child overcome these difficulties?

- He saw a doctor and had a hearing aid fitted but the school was too noisy so his hearing aid didn't work well.
- The teacher made him sit at the front.
- The teacher used gestures and wrote instructions on the board.
- The teacher asked a clever boy to help Sandun.
- The teacher gave him some extra help every lunchtime by checking he had understood what they studied in a quiet place where Sandun could use his hearing aid.
- The teacher adapted what he taught Sandun to focus on his strong points and that way it helped him to overcome his weak points.

Can you think of any other things that could be done to help a child with similar difficulties?

- teacher should try to let the child see their face as much as possible
- avoid speaking and writing on the board at the same time
- speak clearly at all times
- teacher learns some basic sign language
- check that the child understands often
- give the child lots of written exercises to check they understand
- if the child has not understood, rephrase what you say, don't keep repeating the same words over and over.

Case study 3: a child with seeing difficulties

What difficulties did the child face?

- He is blind.

What things were done to help the child overcome these difficulties?

- He studied at a special school for the blind where he learned Braille.
- One of the teachers at the secondary school learned Braille and he marks Sithath's work and exams.
- Sithath sits near the front so he can hear the teacher clearly.
- Another student helps Sithath by reading to him.
- Teachers adapt teaching aids so Sithath can feel them and understand.
- Other children look after Sithath so he doesn't fall down.
- Everyone touches Sithath and says their name before talking to him.

Can you think of any other things that could be done to help a child with similar difficulties?

Some children are not completely blind like Sithath but they do have difficulty seeing. To help them:

- sit the child at the front
- make special worksheet in large letter; write in large letters on the board
- check frequently that the child has understood.
- tell the other students what they can do to help the child
- see if glasses help
- read aloud as you write on the board.

Case study 4: a child with learning difficulties

What difficulties did the child face?

- He doesn't learn things in the same way as other children.
- He has a poor memory, he can't solve problems, he writes letters the wrong way round and he can't spell.

What things were done to help the child overcome these difficulties?

- The teacher tried teaching to all of his senses, she used visual aids and real objects which Keo could touch eg, small stones for maths.

- She reduces or simplifies the work he has to do.
- She gives him extra time to do things.
- Keo sits at the front next to clever boy who helps him.
- The teacher checks Keo understands often.
- The teacher praises Keo often and encourages him.
- The school principal agreed to adapt the rules so that Keo could move up a grade.
- The school and parents realise that Keo will always have difficulties but they will try and teach him as much as he is able to learn.

Can you think of any other things, which could be done to help a child with similar difficulties?

- know the student's strengths and weaknesses; teach using their strengths
- give simple, clear instructions
- help the student gain practical skills
- guide the child to the important things he/she needs to learn, eg, underline the important parts in a text for reading
- talk to the parents, they know more about their child than the teacher.

Case study 5: a child with behaviour difficulties

What difficulties did the child face?

- badly behaved, short concentration span, won't sit still, calls out answers, throws things, sometimes hits other children.

What things were done to help the child overcome these difficulties?

The teacher:

- spoke to the child's aunt and her parents to find the reason for the child's bad behaviour
- ignored the bad behaviour if it was not too bad
- used rewards instead of punishments
- set simple targets, like sitting still for 20 minutes and then rewarding the child when she achieved these targets
- would send the child out of class for 10 minutes to calm down ('time out')
- was consistent.

Can you think of any other things that could be done to help a child with similar difficulties?

- set clear, simple rules with the child
- be fair, be consistent
- don't make a threat unless you are sure you can carry it out
- be patient, and persevere
- try to find out what things trigger the child's bad behaviour, then try avoid those situations.

Task 3

Consolidation



40 minutes

1. Tell the trainees to work in their groups. They should brainstorm 5 ideas on how to help children with visual problems, 5 ideas to help children with hearing problems, 5 ideas to help children with learning problems, 5 ideas to help children with behaviour problems and 5 ideas to help children with mobility problems.
2. Trainees brainstorm their ideas.
3. Listen to ideas from different groups.
4. Answer any questions.

Conclusion and review

Aims:

- to review the main ideas of the course
- to conclude the course.

Task 1

Review



30 minutes

1. Tell the trainees: “In your groups write down the five most important things you have learned on this course.”
2. Trainees discuss in groups.
3. Ask two or three groups to present their ideas to the whole class.

Task 2

Individual reflection and conclusion



30 minutes

1. Tell the trainees to work on their own for this task. Write the following on the board:
 - On your own, think about the way you teach. Think about what you have learned on the course. Think about the difficulties children that you teach have.
 - Think about the changes to your teaching that you will make to help children with special needs.
 - If you can, put these changes in order of priority, starting with the most important.
 - Write your ideas on the ‘**Individual action plan**’ handout.
2. Trainees work individually.
3. Monitor the trainees.
4. Tell the trainees to share their ideas with a partner.
5. Listens to some trainees' ideas.

Task 3

Supporting each other (school action plans)



1 hour

NOTE: For this task all the trainees from one school must sit together. If you are only training staff from one school then this is a plenary session.

1. Tell the trainees:
 - “You have written individual action plans. Now I want you to write together a school action plan.
 - Think about the changes you will make as a school to help children with special needs.
 - Think about how you as teachers will help and support each other to make these changes.
 - Write out your school action plan.”
2. Trainees work together; monitors them.
3. Listen to the school action plans from each group.

Handout



Individual action plan	
To:	Help children with special needs
Name:	
	I will make the following changes to my teaching to help children with special needs:

Ideas for warm up activities



A warm up activity is a short, fun game which a teacher or trainer can use with students. The purpose of a warm up is to:

- encourage the students
- wake them up – first thing in the morning and after lunch people are often a little sleepy
- prepare them to learn by stimulating their minds and/or their bodies.

Warm ups should last about 5 minutes.

Warm ups are particularly useful:

- to help new students or trainees to get to know each other
- to mark the shift when students have finished learning about one topic before starting on a new topic

Warm up activities are essential teaching techniques for good teacher and trainers.

Activities to help students to get to know each other

Find the lie

Materials

- small pieces of paper, one for each student

Procedure

1. Give each student a small piece of paper.
2. Tell them to write three pieces of information about themselves on the piece of paper. Two of these bits of information must be true, one is a lie.
 - My name is Sophal (True)
 - I am married (False)
 - I visited Japan in 1999 (True)
3. Tell the students to stand up and to hold their pieces of paper in front of them.
4. They should walk around the classroom, read the information about people and see if they can guess which statement is a lie.

Name circle

Materials: none

Procedure

1. Get all the students to stand in a large circle.
2. Each student must say his or her name clearly.
3. One student points to another student, calls out his name and the two students change places. The second student calls points, calls out the name of another student and they change places.

Variation

- The students stand in a circle. One student calls out someone's name and throws a ball to that person. They call out someone else's name and throw the ball to them.

Find someone who...

Materials

- paper and pens

Procedure

1. Before the class the trainer or teacher prepares game sheet.
Eg, find some one who...
 - ... likes fishing
 - ... comes from Battambang
 - ... has two older brothers
 - ... can ride a motorbike
 - ... is married
 - ... has two children
2. The trainer or teacher writes the game sheet on the board and the students copy it.
3. The students then stand up and have to ask each other questions to find someone who "likes fishing" or "is married". When they find someone they must write their name on the game sheet. They should find a different person for each statement.

Find some one who...

Sophal likes fishing

Thary comes from Battambang

Tivea has two older brothers

Sopheap can ride a motorbike

Sokheng is married

Chetra has two children

4. The first person to complete their game sheet is the winner

Circle games

Change places

Materials: none

Procedure

1. Get all the students to sit in chairs in a circle except one person who does not have a chair. This person stands in the middle of the circle.
2. The person in the middle calls out one instruction.
eg, "Change if you are wearing a white shirt."
3. All the people wearing a white shirt must stand up and change places. The last person left standing without a chair, calls out another instruction.
eg, "Change if you live in Phnom Penh."
4. All the people living in Phnom Penh now change places and the person left standing calls out another instruction.
eg, "Change if you are married."
5. Keep playing for a few minutes.

Pass the sound

Materials: none

Procedure

1. All the students stand in a circle
2. One person chooses a short, sharp sound, then putting his/her hands together points to the person next to them and makes the sound. The next person puts their hands together, points to the person next to them and makes the sound.
3. Pass the sound around the whole circle.
4. Then tell the students then can change the direction of the sound by pointing to someone across the circle or sending the sound back to the person who gave it to them.
5. This game needs to be played at a fast speed.

Drawing games

Guess the picture

Materials

- blackboard

Procedure

1. One person comes to the front and starts to draw a picture.
2. The students must try to guess what the picture is before the person has finished drawing it.
3. The person who guesses correctly comes to the front to draw another picture.

Memory games

- **Shopping bag**

Materials: none

Procedure

1. Put the students in groups of 8-10 people.
2. The first person in the group starts by saying the following sentence: "Yesterday I went to the market and I bought some fish."
3. The next person in the group repeats the first sentences and adds another thing that they bought. eg, "Yesterday I went to the market and I bought some fish and some bananas."
4. Each person in turn repeats the sentence and adds another item. The students have to concentrate hard to remember all the things in the correct order.

Kim's game

Materials:

- 15-20 small objects and a cloth to cover them, paper and pencils

Procedure:

1. The teacher or trainer collects 15-20 small objects, eg, a pencil, a leaf, a rubber, a book, a paper clip, a stone, etc.
2. The teacher picks one object up at a time and holds them up and the students call out what it is.

3. When the teacher has shown all the objects he/she cover them with a cloth.
4. The students must write down all the objects they can remember. The one who has remembered the most objects is the winner.

Additional information

**Report of a baseline survey
Cambodia
2001**

Baseline survey

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A. Background

The Project to Develop Education Opportunities to Meet the Specific Needs of Children with Disabilities in Cambodia began in 1999 and has a three-year implementation schedule. The objectives of the Project are:

- policy development
- awareness raising
- teacher training.

In the original project framework, the Project planned to operate two pilot projects, one in Phnom Penh and one in a rural location. The Phnom Penh pilot was started in March 2000 with a baseline survey. The baseline survey conducted in Svay Rieng marks the start of the rural pilot project.

B. Pilot project location

The Project has chosen the K'Cheay school cluster, in Svay Teab district in Svay Rieng as the site for its rural pilot project.

Svay Rieng was chosen over other provinces because there are few NGOs supporting people with disabilities and, at least before the floods, the province was easily accessible from Phnom Penh.

The K'Cheay cluster was chosen because:

- the school principals were extremely supportive and interested in the aims of the project
- the cluster is currently receiving no support from NGOs
- the cluster is located away from the main road from Svay Rieng town and Bavet
- within the cluster there are four pre-schools
- nearby are three pagodas, a health centre and a lower secondary school
- the head of the cluster is also the village achar and thus has strong links with the community
- K'Cheay's village chief has a daughter who is disabled and attends the local lower secondary school.

The K'Cheay school cluster comprises nine primary schools located across three communes in Svay Teab district.

Table 1. K'Cheay school cluster

School	Commune
K'Cheay	Romeing Thakaol
Samaki*	Sanghour
Po Toteung*	Svay Rumpear
Kor Sang Chrum	Sanghour
Chunpuh Preuksaa	Sanghour
Preah Tonle*	Sanghour
Ong Svay*	Svay Rumpear
Keo Mom Nuon Mut	Romeing Thakaol
Poplea Aw Neak	Sanghour

* School with pre-school attached

C. Survey methodology

The purpose of the survey was to gather **quantitative** information on:

1. the number of children with disabilities and types of disability in the villages that surround the schools in the K' Cheay Cluster
2. the number of children with disabilities attending schools in the cluster and **qualitative** information on the knowledge of disability and attitudes towards disability and education for children with disabilities among the people living and working in the communities around the school cluster.

The survey employed a mixture of individual semi-structured interviews and focus group discussions to gather the qualitative data. Structured interviews and form completion were used to collect the quantitative data.

In total, 98 people were interviewed individually or took part in focus group discussions. The nine school principals of the schools in the cluster completed a form on the number of children with disabilities and 30 village chiefs were interviewed to gather information on the number of children with disabilities living in their village.

Table 2. Interviews

Individual interviews	
<i>Target group</i>	<i>Number of interviews</i>
Parents of children with disabilities	10
Health workers	5
Village chiefs	3
Villagers (K'Cheay Cluster Area)	14
Villagers (Svay Rieng Town)	3
TOTAL	36

Focus Group Discussions		
<i>Target group</i>	<i>Number of focus group discussions</i>	<i>Total number of participants in focus group discussions</i>
School principals	1	9
Teachers	3	19
Children without disabilities	4	22
Monks	1	8
Village chiefs	1	3
TOTAL	10	61

Individual interviewees were chosen by random sampling. The nine principals of the schools in the cluster invited one or two teachers from each of their schools to take part in the focus group discussions. The children were randomly selected from the primary schools of K'Cheay, Preah Tonle, Ong Sway and Samaki. Monks from K'Cheay pagoda took part in the focus group discussion.

The survey was conducted over three days from January 24th -26th 2001.

D. Survey team and training

The survey team comprised 13 people. Four persons from the Project team in Phnom Penh took part along with nine local people drawn from the provincial education office, the provincial office of MoSALVY and staff at INGOS and LNGOS working in Svay Rieng.

The Project team provided the local members of the team with a two-day basic training in baseline survey basic principals and techniques (see annex for training details).

E. Survey constraints

The Survey attempted to provide as accurate a picture as possible of the knowledge and attitudes about disability of the people in the pilot area and to determine the number of children with disabilities in and out of school.

However the following factors may have influenced the results.

- The school principals of each school and the village chiefs of the 30 villages around the schools collected data on the number of children with disabilities in and out of school. They are not disability specialists so their categorisation of type of disability needs to be viewed with caution.

- The survey team was instructed not to reveal the purpose of the survey before conducting the interview but it is possible that some respondents expressed positive attitudes to disability that they perhaps privately do not fully endorse.
- The school principals were aware of the nature of the Project and it is possible that they exaggerated their support for children with disabilities and possibly the number of children with disabilities attending their schools. It is also possible that they communicated the nature of the project to the teachers who took part in the survey and the teachers in turn may have informed the children.

All surveys that attempt to analyse qualitative data are influenced by subjective attitudes, there is no reason to believe that the above factors have seriously affected the results.

F. Survey results

The number of children with disabilities in and out of school

The survey revealed that there are 158 children with disabilities living in the 30 villages around the nine schools in the cluster. Eighty-three of those children are attending school, (29 girls) a surprising rate of almost 50%.

Table 3. Statistics of children with disabilities along K'Cheay cluster schools, Svay Teap, Svay Rieng Province

N°	Schools	Attending school	Female	Not attend school	Commune
1	K'Chay	10	3	18	Romang Thkaol
2	Keomom Nguon Mut	7	2	5	Romang Thkaol
3	Ang Svay	11	7	5	Svay Rompear
4	Po Tantim	14	2	9	Svay Rompear
5	Samaki	7	3	5	Sang Khor
6	Prah Tonle	5	3	1	Sang Khor
7	Po Phlea Okneak	10	2	10	Sang Khor & Svay Chek
8	Krasang Chrum	11	4	9	Sang Khor
9	Chompo Preksa	8	3	13	Svay Teu
	Sub-Total	83	29	75	
	Total no children with disabilities =				158

I. Knowledge about disability

All target groups defined disability using the common Khmer expression, "a loss of one or more sense". All target groups qualified this by giving examples of different types of disability. Teachers and principals had the best understanding of what disability meant defining it in terms of physical, sensory and mental / intellectual impairments which prevented an individual doing something in the same way as others. Children and perhaps alarmingly, health workers appeared to only define disability in terms of physical impairments. Monks and villagers concentrated more on physical impairments but both groups mentioned strange behaviour as a type of disability.

II. Causes of disability

All target groups displayed a good understanding of the main causes of disability. No respondent thought that karma or sins from a past life were a cause of disability. Again teachers and principals had the best understanding of the causes of disability. The survey conducted three interviews with people from Svay Rieng town to act as a small control group. The sample was tiny but suggested that villagers in the rural pilot site had a better understanding of the causes of disability than their urban counterparts. Injections were cited by several respondents as being a cause of disability. One respondent said that injections given in the wrong place could cause disability; a health worker remarked that the wrong medicine could be a cause and nine people cited a lack of vaccinations as a cause. There would appear to be some confusion over the risks of injections and the value of vaccinations. Two school principals (all male) cited failed abortions as a cause of disability.

Table 4. Causes of disability

	Principals	Teachers	Children	Health workers
Accidents	2	12	6	4
Mines	5	6	12	
Polio	4	8		
Other illnesses	2	5		1
Some people born disabled	3	9	7	2
Sins from past life				
Old age		4		
Poverty	2	3	5	
War	6	5	3	4
Others				
- No vaccinations			1	1
- injections				
- failed abortions	2			
- malnutrition	2			

Monks	Village Chief	Villagers	Town people	Total
4	6	11	3	50
4	4	6		37
		2		14
	1	4	1	14
3	6	6	2	38
				0
		1		5
				10
4		1	2	25
		8		9
	1	1		3
				2
				2

III. Prevention of disability

All the target groups understood the main causes of disability. The school principals and teachers had the highest level of understanding. Six principals commented that some kinds of disability could not be prevented revealing quite a sophisticated level of knowledge. The health workers showed the lowest level of understanding. Nearly all the respondents felt that they might become disabled in later life.

Table 5. Methods of disability prevention

Ways to prevent disability	Number of respondents
Immunisations	48
Avoid accidents	41
Never touch bombs or mines	21
Some disability cannot be prevented	6
Good care during pregnancy and birth	6
Good nutrition	6
Good sanitation	6

IV. Attitudes towards disability in general

The most commonly cited response was pity amongst all the target groups. However the next highest response was a desire to help. On further questioning many respondents displayed a level of empathetic understanding remarking on how hard people with disabilities struggle and revealing a respect for their efforts. The Khmer word for pity is "anit" but it is probable that it has a wider meaning and use than its English translation. Therefore the fact that pity is the most widely held response to disability must not be taken in a necessarily negative light.

Table 6. *Emotions towards the disabled*

When you see someone with a disability what emotion do you feel?	
Emotion	Number of Respondents
Pity	76
Want to help	62
Want to protect them	29
Relieved I am not disabled	14
Want to encourage them	2

V. Education for children with disabilities

All the respondents felt it was important for children with disabilities to go to school. Reasons given ranged from recognition that it was their fundamental human right ('They are human like us') to the importance of education in being able to find a job and lead an independent life. Several children stressed that education enabled a child to help their parents and contribute to the nation.

Teachers, school principals, monks and children with disabilities were asked what factors prevented children with disabilities from starting school and caused them to drop out early. Poverty was the most common cause of children with disabilities not attending school or dropping out followed by the fact that the school is often too far away and there is no transport. The third highest reason cited for lack of enrolment was that parents didn't feel it was important for their child with a disability to go to school. The third most commonly cited cause of dropping out early was that the teachers didn't know how to teach the child. This seems to suggest that more work needs to be done to improve the teaching skills of the teachers than in explaining the value of education to parents of children with disabilities. Five respondents remarked that the children with disabilities drop out of school because they are ashamed of their disability and another five cited teasing as a reason. Eight people felt that parents were ashamed of their children and so didn't send them to school and another six respondents felt that parents were afraid that their child would be teased. Teachers and principals also remarked on the poor roads and lack of support services as a reason why children with disabilities don't enrol.

The school principals and teachers all expressed their willingness to have children with disabilities in their classrooms in the focus group discussions. One teacher said that having a child with a disability in his class "made the non-disabled children study harder." Another teacher said that he felt that including children with disabilities in school could help to solve problems in society. They were comfortable in teaching children with physical disabilities but were concerned that they lacked the skills to teach children with severe disabilities or children who were blind or deaf. When asked "What help would you need to include children with disabilities in your class or school? " the following things were listed:

- access to assistive devices, wheelchairs, crutches, etc
- teaching aids

- training courses
- accessible school buildings
- additional teaching hours.

Ten teachers and three school principals said that they had some experience of teaching a child with disabilities. The disabilities the children had were quite diverse including deafness, brain damage, blind in one eye, speech impaired, cleft lip, polio and an amputee. When asked what things they did to help the child with disabilities to learn most responded that they treated them like all the other children but tried to encourage them and their parents. In general the teachers had not adopted any special teaching techniques to help these children. However one teacher said that he tried to help by giving the child extra practice at writing and another teacher said that he tried to explain things by giving lots of examples.

VI. Interviews with parents of children with disabilities

Ten interviews with the parents of children with disabilities were conducted and the children themselves if they were present. Of the ten parents interviewed, two classed themselves as very poor, two as poor and the rest said their economic situation was medium.

All the parents said they would be willing to send their child to school but two of them thought that their child couldn't learn much because they were too disabled. Two of the children with disabilities were currently attending school.

The parents showed a limited understanding of the cause of their child's disability, which reflected their limited access to information about disability and support services. It would appear that "Polio" is synonymous with any physical disability, even types of disability caused by accidents. Only one parent had had any contact with an organisation working in disability and this had been one visit by CDPO. Two of the parents had heard about the Rehabilitation Centre run by Veteran's International in Prey Veng. One parent said she had heard there were organisations to help people with disabilities but she never paid attention to them. All the others said that they didn't know of any organisations or services to help them and their child. The parents' sources of information about disability largely came from radio broadcasts. One parent said she had received information from CDPO. All the parents said they knew about vaccinations.

Table 7. Children with Disabilities

Name of Child	Age	Sex	Type of Disability	Attends school	Parents want child to go to school	Child wants to go to school
Mom Rachana	11	F	Visual impairment	Yes	Yes	Yes
Soam Para	11	M	Brain damaged	No	Yes	Yes
Teap Chanty	6	F	Cerebral Palsy	No	Yes ¹	Yes
Chan Thoeun	8	F	Polio, right leg	No	Yes	Yes
Seng Pheakdey	2	F	Left eye blind	N/A	Yes	Yes
Mok Kanha	12	F	Cerebral Palsy	No	Yes ²	-
Tith Sarun	11	F	Mental disability	No	Yes	Yes
Sam Savoan	10	F	Right arm polio ³	No	Yes	Yes
In Chanda	13	M	Mental disability	No	Yes	Yes
Rath Chandra	12	M	One finger withered, emotional/ learning disability ⁴	Yes	Yes	Yes

NOTES:

¹ Teap Chanty's mother felt she would like her daughter to go to school but thought it would be very difficult as she would have to go with her and she thought her daughter couldn't learn.

² Mok Kanha's mother felt her daughter could not learn because she has a poor memory but she would be willing to send her to school.

³ Sam Savoan's mother gave the cause of her daughter's disability as "right arm polio, she fell down from a buffalo when she was a child".

⁴ Rath Chandara's mother gave the following description of her son's disability. "He has polio in one finger after his finger was hit by glass and it became smaller. Another situation he fell from a pile of hay and was unconscious. He is easy to get angry. He cannot learn."

VII. Sources of information

Interviewees were asked where they got information from about disability and other messages such as about AIDS.

Table 8. Sources of information

Sources of information	No. of Respondents
Television	30
Radio	32
Billboards	4
Posters	21
Village Chief	8
School	8
Village meetings	23
Friends and neighbours	9
Newspapers and magazines	6
Leaflets	9
Calendars	9
Prayer	3

The most popular television station was TVK and the most popular newspaper was the Reaksmei Kampuchea.

G. Conclusions

The survey, although small in scope, has revealed an interesting snapshot of the situation of children with disabilities and the attitudes and knowledge of a rural community regarding disability.

Most respondents had a fair understanding of what disability is and were aware that it is not confined to physical impairments. Health workers showed an alarming lack of knowledge. The health workers interviewed lived largely in Svay Rieng town and their lack of knowledge along with the three interviews conducted with townspeople suggest that knowledge of disability may be lower in urban populations. It is possible to speculate on the reasons for this. The DAC has discovered that no organisation conducting disability awareness activities are targeting urban populations, their efforts are almost solely directed at rural people.* Health workers currently receive little or no training on disability issues. In rural areas community bonds are much stronger. It is likely that everyone in a village will personally know at least one person with a disability and that economic necessity may ensure that these people are included to some degree in the activities of the village, thus helping to counteract negative stereotypical attitudes. It was surprising that none of the respondents, including the Buddhist monks, mentioned karma or sins from a past life in connection with disability. The survey has revealed generally positive attitudes towards disability.

The importance of education was recognised by all respondents and teachers, principals and other children unanimously expressed their willingness to have children with disabilities in their classrooms and to help them. It is very encouraging that almost 50% of the children with disabilities are already

attending school. This statistic is all the more surprising because the school cluster is not receiving any financial or technical support from outside organisations. In addition, although Veterans International is working in Svay Rieng its activities are not largely focussed on the communes in Svay Teab district where the school cluster is located. Indeed none of the parents of children with disabilities had accessed any support services to help their child and most were not aware that any were available.

The parents of children with disabilities revealed a poor or confused understanding of the causes of their child's impairments. This is to be expected given the low level of understanding and knowledge of disability revealed at the local health centre and their lack of contact with organisations working in disability.

The disabilities of children currently attending school were not confined to physical impairments and included sensory and intellectual impairments. Given that the classification of the type of disability was done by the school principals, it will be necessary to assess each child. The teachers and principals stressed that although they were willing to have children with disabilities in their schools they also needed training and resources. Most of the teachers who had experience of teaching a child with a disability said that they taught the child in the same way as the others. It will be important to investigate what experience of inclusion the children are having. They may be physically present at school but are they benefiting from the education and are they really being included in the school's activities?

** DAC has been investigating awareness raising activities as part of its work to develop a national awareness raising strategy. All organisations working in disability were contacted about their awareness raising activities.*

H. Recommendations

In the light of the survey's findings the following actions are recommended.

Children with disabilities attending school

- ✓ Each child should be initially assessed by the Project team to establish if the original classification of the type of disability given by the principal is correct. The child should be referred to Veterans International or other appropriate organisations where the classification is difficult to make or where the child could benefit from treatment, assistive devices, etc.
- ✓ The Project team should investigate the experience of school the children with disabilities are having. This could be done by observation of lessons and discussions with the classroom teacher and the child themselves.
- ✓ The large number of children with disabilities already at school and the limited human resources of the project means that assessment of children

will have to be done on a school by school basis over an extended period of time.

Children with disabilities not attending school

- ✓ All the data collected on children with disabilities should be shared with Veterans International, the local branch of CDPO and with the UNICEF Seth Koma / CNSP Programme which will be starting operations soon. It is beyond the scope of the Project to attempt to help these children directly.

Awareness raising

- ✓ The Project's awareness raising activities should concentrate on specific messages for target groups and not on generalised messages on the rights of children to receive and education
- ✓ The Project team should provide basic disability awareness training for the health workers at the local health centre
- ✓ The Project should liaise with other organisations working with disability in Svay Rieng (VI and CDPO) and others (HI CABDIC) to gain materials about the causes and prevention of disability for use in more targeted awareness raising campaigns.

Teacher training

- ✓ Initially all the school principals and one teacher from each of the nine schools in the cluster should attend the National Workshop on Education for Children with Disabilities, which will be held in April.
- ✓ Training given to teachers in the first place should be focused on the teachers who are currently teaching children with disabilities and should address the specific needs and concerns of those teachers in helping the child.
- ✓ Training should be developed in response to the information gathered from observations and the assessments outlined above.
- ✓ All training materials that are developed should be shared with the UNICEF Education Programme in Svay Rieng.
- ✓ The Project should explore links with the UNICEF Education Programme.

Overall

- ✓ The Project should work closely with UNICEF and organisations working in disability in the implementation of the pilot project
- ✓ The Project should initially concentrate on providing support to the children with disabilities attending school and their teachers. If the schools are seen to be educating children with disabilities well then this will encourage more parents to send their child with a disability to school.

- ✓ The Project should recognise its limitations in terms of time and human resources and target its interventions carefully.