Screening and Identification of Learning Needs

Refresher Session for Module 4

Refresher activities for teacher trainers

Prepared for:
Ministry of Education and Vocational Training, Revolutionary Government of Zanzibar
The Norwegian Association of Disabled
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Module 4: Screening and Identification of Learning Needs refresher session

A teacher training resource for teacher trainers

Version 1

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Introduction

This Refresher Session for Module 4 is devised to help teacher-trainers refresh their understanding of the module before training schools.

The aim of Module 4 is to support teachers to move away from a 'special needs' approach to identifying the needs of learners with additional needs, including those with special educational needs and/or disabilities, and other learners who may need extra help. Instead, teachers and other relevant stakeholders will be helped to focus on identifying barriers to learning and development for all learners, moving from a 'medical' model towards a 'social' model approach.

Module 4 covers these main topics:

- Identifying barriers to education and learning.
- How barriers can exclude learners.
- The additional support needs of learners facing extra barriers.
- Ways for teachers to research, record and share information on learners who need extra help.

Materials and facilities needed for the refresher workshop

Each participant needs a copy of Module 4 to refer to whilst undertaking this Refresher Session. Further useful reference information is also contained in the Supplementary Module on **Including Learners with Additional Needs**.

The workshop also requires a white screen/wall, laptop and projector for PowerPoint presentations, illustrated by the symbol:

Further materials needed include a flipchart stand, flipchart paper, flipchart pens in various colours, packs of felt tip colouring pens and Bostick/Sticky stuff/blue tac for sticking sheets of paper/flipchart paper on walls.

The room should be large and airy, and accessible to all participants, with fire exits and toilets close by. There should preferably be large circular tables, with a couple of tables for the facilitators at the front for resources, etc.

Duration of training

Trainers should adapt this training to suit the local context and the time available to them for training. Trainers may decide not to use all of the activities, or to shorten some activities if time is limited, or to expand activities if participants need more support with understanding a particular topic.

If all activities are used, without significant adaptation, shortening or lengthening, this refresher session requires approximately **5 hours** of training.

Useful words for Module 4

Use this **Glossary** to check what key words in this module mean. Here are some quick definitions on important words and phrases for Module 4.

(1) Screening:
In the context of an **educational setting, screening is where a school or teachers check their learners and** identify which learners are at risk of not achieving expected learning goals, or will check for additional needs.

(2) Identification of learners with additional needs:
This means noticing and recording that someone is struggling with any part of learning. If teachers cannot help the learners they need to tell others, by referring, who can help.

(3) Referral:
Referring learners **who need help** to specialists **who can help**, is one of the most important roles teachers play in building an inclusive society.

(4) Assessment:
A range of actions to identify what is causing a learner's problems, and how to help them. It checks how a learner performs learning and doing tasks, to see what specific challenges they have. Teachers always need to assess learners. They can help by differentiating the learning tasks. If a learner needs extra help, experts can do a more detailed assessment. For example, if a teacher identifies that a learner cannot hear well, an educational audiologist might assess them to find out what the specific hearing problems are, and advise the teacher on how to help. Healthcare specialists can check to find out whether health issues are causing problems, and whether the learner needs to get medical treatment or rehabilitation.

Refresher Session for Module 4 (R4): Screening and Identification of Learning Needs

Activity R4.1: Introduction

20 minutes

Welcome the participants and explain that this Refresher Session for Module 4 is devised to help teacher-trainers refresh their understanding of the module before training in schools.

Ask participants what the aim of Module 4 is, and take one or two answers.

PPT 4.1 Introduction to Module 4 and Inclusive Education recap – slides presentation (6 slides)

PPT 4.1 slide 1

Remind participants that the aim of Module 4 is to:

- help teachers use an inclusive approach to (1) **screening** and (2) **identifying** learners who may need additional support, and sometimes (3) **referring** these learners to specialists leading to (4) the **assessment** of their needs;
- support teachers to **move away** from a 'special needs' approach to identifying the needs of **all learners** with additional needs;
- encourage teachers and other relevant stakeholders to focus on **identifying barriers to learning and development for all learners**, moving from a 'medical' model towards a more holistic and learner-centred 'social' model approach.

PPT 4.1 slides 2 – 6

Show **PPT 4.1 slides 2 – 6**. Module 4's main topics and school in-service training (INSET) itinerary, and the main points to make when, at the start of

their school INSETs, participants recap about inclusive education, the barriers to inclusion that learners face and the twin-track approach. Remind participants that an inclusive approach recognises that the education system, rather than the learner, is the problem; and it's the system that needs to be changed. We need to identify some of the barriers to inclusion, and then start to identify solutions by looking at why learners are being prevented from being present, participating and achieving. By using action research, talking to the families and local communities, talking to the learners, and listening to what the schools identify as barriers to inclusion, we can begin the process of becoming more inclusive.

Ask everyone if there are any questions.

Activity R4.2: Warm-up and recap

25 minutes

Ask everyone to stand up, move around the room and find a partner – each pair then nominate themselves as A and B. **They will be talking and listening to each other.**

- Ask them to introduce themselves to each other.
- Shout out a question (see below) that A has to answer first. After 30 seconds shout it out again for B to answer. Then they do the same again with question 2. The pairs are listening to one another. For questions 3 to 7, B should expand on, or add additional points to those mentioned by A.
- The questions start with general ones, to help the participants relax and focus; they then relate more specifically to the training they received when they undertook Module 4.
- The activity is pacey and the trainer needs to be strict about only allowing 30 seconds for each participant to answer the question, even if participants protest that they need more time!

Here are the questions in the order they are asked:

1. How do you feel about today's training?
2. Are you looking forward to visiting and training your school again?
3. Give an example of the way in which a learner who needs support is identified could harm the learner.

4. If a teacher notices a learner is having problems, who should they talk to find out about the learner?
5. What is a word picture?
6. What is ecosystem analysis?
7. After a teacher has recorded information on a learner who needs support, who should they share this information with?

Then ask each pair of participants to join the pair nearest them and form a group. It may be that, if there are large numbers of participants, three pairs join to make groups of six. Each group then sit together and work together when undertaking any group tasks throughout this Refresher Session.

PPT 4.2 Pictures from the ToT workshops – slides presentation

Show **PPT 4.2 slides presentation** (28 slides), a presentation of pictures taken of the previous Module 4 training that was undertaken in Zanzibari Training of Trainers (ToT) workshops. This can assist participants' recollection. **The slideshow should be pacey, no more than a few seconds per slide.**

Finally, in plenary, ask the group if there are any questions.

Activity R4.3: What is screening, identification, referral and assessment?

10 minutes

Discuss with participants the importance of defining and having a shared understanding of the terms that we use. Terms like screening, identification, referral and assessment will be used throughout Module 4, therefore, it is very important that we discuss and develop our understanding of these terms and what they look like in a school-based context.

Resource R4.1 **What is screening, identification, referral and assessment?**

Give out **Resource R4.1** and read and discuss the terms with participants. Remind them that in this module we are thinking deeply about how screening, identification, referral and assessment terms are used in a school-based setting.

Activity R4.4: Identification practices – which are discriminatory?

10 minutes

PPT 4.4 Identification practices (3 slides)

Resource R4.2 **Identification practices – are they discriminatory?**

Give out **Resource R4.2**.

PPT 4.4 slide 1

Ask participants, **in pairs**, to review the table of five examples of identifying learning needs in **Resource R4.2**, and rate each as one of the following:

1 – Discriminatory

2 – Could be discriminatory

3 – Not discriminatory

Give the pairs 5 minutes to do this task.

Then ask participants to shout out answers quickly. Each time, ask them why they chose their answer.

PPT 4.4 slide 2

The table below, and **PPT 4.4** slide 2, provide the **probable answers**.

Identification practices	1, 2, or 3?
1. A teacher gives a task to the whole class, e.g., a mathematics test. All learners who score less than 50% are identified as weak at mathematics and must stay after school for extra lessons.	**2**
2. A mother takes her baby for his regular check-up and vaccinations. She is informed that he is a slow developer, but no information is given on how or where to find help.	**1**
3. Learners who have been diagnosed with special needs by a psychologist or a doctor are referred to a special school or a special care centre.	**1**
4. Psychologists use standardised tests to assess learners who cannot talk or whose mother tongue is not that of the tester. They score low, and only what they cannot do is noted.	**1**
5. Learners identified as having complicated support needs (e.g., needing Braille) are not accepted in ordinary schools because the schools cannot give the necessary support or learning material.	**1**

PPT 4.4 slide 3

At the end of the activity participants were given information about inclusive principles.

Activity R4.5: Learning styles and multiple intelligences

20 minutes

PPT 4.5 Learning styles and multiple intelligences (3 slides)

PPT 4.5 slide 1

Remind participants about the learning styles they previously identified.

Resource R4.3 **Multiple intelligences**

PPT 4.5 slide 2

Give out **Resource R4.3**. Introduce participants to Howard Gardner's theory of multiple intelligences by asking them to read the handout; highlight the link to inclusive education and respect for diversity. In pairs, have participants practice administering the Multiple Intelligence Survey to one another.

PPT 4.5 slide 3

Finally, remind participants that it is better to consider a learner's multiple intelligences rather than a psychometric IQ score. IQ tests have a strong language and cultural bias – they do not suit everyone.

Activity R4.6: Barriers to learning

15 minutes

PPT 4.6 Barriers to Learning (2 slides)

Resource R4.4a **Barriers to learning scenarios 1**

Give out **Resource R4.4a** to the participants before the activity begins.

PPT 4.6 slide 1

Ask groups to discuss each case study, and identify the barriers to learning in each scenario. (10 minutes).

Resource R4.4b **Barriers to learning scenarios 2**

Then give out **Resource R4.4b** and give groups 3 minutes to write each learner's name next to the correct list of barriers in the table. (The table below, and **PPT 4.6** slide 2 provide the answers for the trainer.)

PPT 4.6 slide 2

Note: Change the names of the learners to suit the local context, if required.

Learner's name	Possible barriers to learning and development
Ali	Physical impairment Teacher and head-teacher attitude Lack of inclusive education policy in school Inaccessible infrastructure
Halima	No early childhood development services Poor fine-motor skills Insufficient support from family on education Insufficient support and training to teacher Lack of human resources
Juma	Learning difficulties Language Different standards in rural and city school Poverty and addiction in family Poor socio-economic circumstances in the area Community prejudice
Zahra	Hearing problem Poor healthcare in the community Teacher attitude Parents lack information and skills Low muscle-tone School ethos and culture negative, discriminatory

Draw the participants' attention to how all the learners in the scenarios had challenges participating and hence faced barriers to learning. Remind them that assessment for learning always starts with participation.

Activity R4.7: Roles and responsibilities

20 minutes

PPT 4.7 Roles and responsibilities (4 slides)

RECAP: Quickly ask participants: What is screening?. What is identification? What is referral? Ask what types of assessment of learners might happen after initial screening, identification and referral. Record these answers.

PPT 4.7 slide 1

Remind them of **Resource R4.1** and show **PPT 4.7** slide1.

Ask what different screening processes might be used for different types of barriers faced by learners. For example, how would a teacher identify and support learners who cannot come to school because they lack shoes and clothes? (Take one or two answers.)

Ask if that will be a different process to identifying learners who have additional needs? How will it be different? (Take one or two answers).

PPT 4.7 slide 2

Now, ask participants to brainstorm a list of the roles of those currently involved in learner screening, identification, referral and assessment processes.

Give each group of participants two minutes to note their suggestions on one sheet of paper, before getting up and moving to the next sheet on the next table. No ideas should be repeated. Groups should move around all tables and finish when they return to their table. Or the sheets can be passed around the tables, if space is limited.

PPT 4.7 slide 3

Show **PPT 4.7** slide 3, which lists possible role-players.

Resource R4.5 **Roles and responsibilities**

Give out **Resource R4.5**, which offers answers to role-players' possible responsibilities.

Role-player	Role and responsibility
Teacher	Screen, observe learner, be reflective, activate other role-players, engage parents/caregivers and learner, identify strengths and barriers to learning.
Parents/caregivers	Provide information on birth, medical and development history, home circumstances, their child's strengths, interests, abilities, fears and challenges. Advise on useful strategies to handle their child.
Learner	Explain their experiences and feelings, provide ideas for improvements and help they would like.
Head teacher	Inform on school development plan, policies, ethos and culture, human resource needs. Link with school district and other key role-players.
Parent-teacher association	Evaluate effect of school culture, ethos and policies. Inform on socio-economic status and other challenges of parents/caregivers within the school community.
School inclusion team	Evaluate effect of school culture, ethos and policies. Inform on socio-economic status and other challenges of school communities and problem-solve around barriers to presence, participation and achievement.
School Inclusive Education Coordinator	Problem-solve around barriers to learning, review current teaching and learning practices, advise teachers. Work with SIT
Teacher support team	Problem-solve around barriers to learning, review current teaching and learning practices, advise teachers.

Role-player	Role and responsibility
School district	Advise on next steps, coordinate support with different pillars within the district e.g., curriculum experts, school management and development, inclusive education/special education needs department and departments responsible for physical infrastructure and material resources. Link with health service providers.
Special schools / education resource centres	Provide advice, detailed assessments and support from speech-therapists, audiologists, physiotherapists, occupational therapists, psychologists, educational psychologists and other health professionals. Perhaps provide capacity-building on screening to teachers.
Health professionals	Do detailed assessments. Advise on screening and identification. Provide capacity-building and additional human resources.
Community structures	Inform about situation of family and wider community. Link with social workers.
ECD practitioners	Do early identification and intervention. Give information on learning and development, successful strategies.

PPT 4.7 slide 4

A plenary discussion can be used to sum up the answers that groups have given.

Activity R4.8: Collecting information and using the 'Word Picture' tool

20 minutes

PPT 4.8 Word Picture diagrams (3 slides)

Ask participants if they remember the different ways of collecting information to help screen and identify learners who have extra barriers to learning.

PPT 4.8 slide 1

Show **PPT 4.8** slide 1 and remind them of these answers:

Methods of collecting information

- detailed observations;
- on-going teacher reflection;
- parent/caregiver interview;
- learner interviews;
- home visits.

Now ask participants what a 'Word Picture' [1] is.

(Answer: it is a simple tool used to create a holistic picture of a specific learner who is under-achieving.)

Ask how many blocks a Word Picture has, and ask if people can name them.

PPT 4.8 slides 2 – 3

Give out **Resource R4.6** for participants to check their answers and review.

Resource R4.6 **Word picture**

Ask everyone to think of a learner they know who is under-achieving. This can be someone they know in their personal lives, or in their teaching life.

[1] Devised by Ekin Kench from Cape Mental Health, South Africa.

Ask everyone individually to put together a short Word Picture about this person, using the template in **Resource R4.6**. (10 minutes)

Ask two or three people to read out their Word Pictures.

Activity R4.9: Interviewing

20 minutes

Say that, once you have a Word Picture, you can use it to start finding out more information. For this you will need to interview people close to the learner.

In groups, give participants 10 minutes to brainstorm what they remember from Module 4 about good and bad interviewing practice. Ask for **dos and don'ts** when conducting:

- interviews with parents/caregivers;
- home visits;
- interviews with learners;
- consultations with professionals/specialists.

Ensure the dos and don'ts stress the importance of respectful and constructive communication.

PPT 4.9 Interviewing (2 slides)

To summarise, show **PPT 4.9 Interviewing** slides 1 – 2.

The groups' lists can be displayed on the wall and groups can move around to review them during a short break.

Activity R4.10: Ecosystem analysis

40 minutes

Ask participants what an ecosystem analysis is, and why it is useful. Take a few answers.

Give out **Resource R4.7** for participants to refer to.

Resource R4.7 **Ecosystem analysis**

PPT 4.10 Ecosystem analysis (2 slides)

Show **PPT 4.10** slides 1 – 2. Ask participants to look again at **Resource R4.4a.**

Give each group one of the four case studies in **Resource R4.4a**. Give them 20 minutes to produce an ecosystem analysis document about their chosen learner, on flipchart paper, using the information from **Resource R4.4a** and some of the questions from **Resource R4.7**, and others they may consider appropriate.

Text and pictures can be used. Groups can create as much information as they like, or can base the analysis on similar examples of real learners whom they know about.

After the activity, ask groups to stick their ecosystem analysis on a wall for everyone to walk around and review (5-10 minutes).

Activity R4.11: Responding to information you have discovered

40 minutes

Ask participants: 'What should be done with information collected about learners with additional needs, and with whom should this information be shared?'

Record answers on a flipchart.

PPT 4.11 Responding to information you have discovered (4 slides)

Hand out **Resource R4.8** and give participants 5 minutes to read it.

Resource R 4.8 **Identifying support**

PPT 4.11 Responding to information you have discovered slides 1 – 2

Then show **PPT 4.11** slides 1 – 2.

Ask groups to do either Task A or Task B. For example, if there are six groups, three will do Task A and three will do Task B. Allow 15 minutes for discussion and note-taking:

Task A. Ask one half of the groups to come up with recommendations on what **teachers** should do in their **teaching practice,** once they have collected and shared information on learners with additional needs. Identify several step-by-step tasks teachers can do.

Task B. Ask the other half of the groups to come up with recommendations on what **other people/organisations** should do to support learners with additional needs, once they have received information from teachers or schools about the learner. Name as many roles as possible, especially from outside schools. Say how each person/organisation should support a learner who has been identified.

Take several recommendations from each Task group and put them on flipchart.

PPT 4.11 Responding to information you have discovered slides 3 – 4

Finally, show **PPT 4.11** slides 3 – 4.

Activity R4.12: Action research tasks

10 minutes

Resource R4.9 **Action research tasks and supporting resources**

Remind everyone that the end of Module 4 involves giving Action Research homework tasks for teachers and SITs to conduct in their schools.

Hand out **Resource R4.9**. Ask participants to review it in their groups and discuss any questions they are unsure of together.

Ask for any questions or anything people are unsure of about the action research tasks.

Activity R4.13: Papering the walls with our wisdom

30 minutes

PPT 4.13 Practice and provision review and closing session (4 slides)

PPT 4.13 slide 1

The following is an activity to reinforce the learning from this refresher session; it is not an activity that is in Module 4.

Before the activity, prepare 7 pieces of flipchart paper, writing the following statements, each in the middle of a separate sheet (leaving room for comments to be written by participants around each statement):

1. **What is discrimination, screening, identification and referral?**

2. **Give examples of the roles and responsibilities in learner screening, identification, referral and assessment processes?**
3. **What are the methods for collecting and organising information?**
4. **Describe Word pictures?**
5. **How should a good interview be facilitated?**
6. **What is ecosystem analysis?**
7. **Who should respond to information about learners inside and outside of school?**

Place the pieces of flipchart paper on tables around the room, one on each table, or on the floor at a distance from each other. Each participant then walks around the room and writes something in response to each statement on each sheet of paper. **They should try and avoid repeating anything already written** on the sheet by other participants. However, they can write something that further develops or responds to another participant's point.

Participants should use felt tip pens and add their points in the style of a mind-map.

Make sure participants keep moving so they visit each sheet in the time given (10 minutes), and also allow for others to access the statements.

Ask participants to "paper the walls with their wisdom" by displaying the sheets on the walls. Participants walk around to familiarise themselves with all the points on the displays and discuss them with each other.

Finally, emphasise how this refresher session is no substitute for participants reading **Module 4** and its accompanying training materials thoroughly before delivering their school INSETs. However, having done this refresher session, they should find re-familiarising themselves with the content much easier.

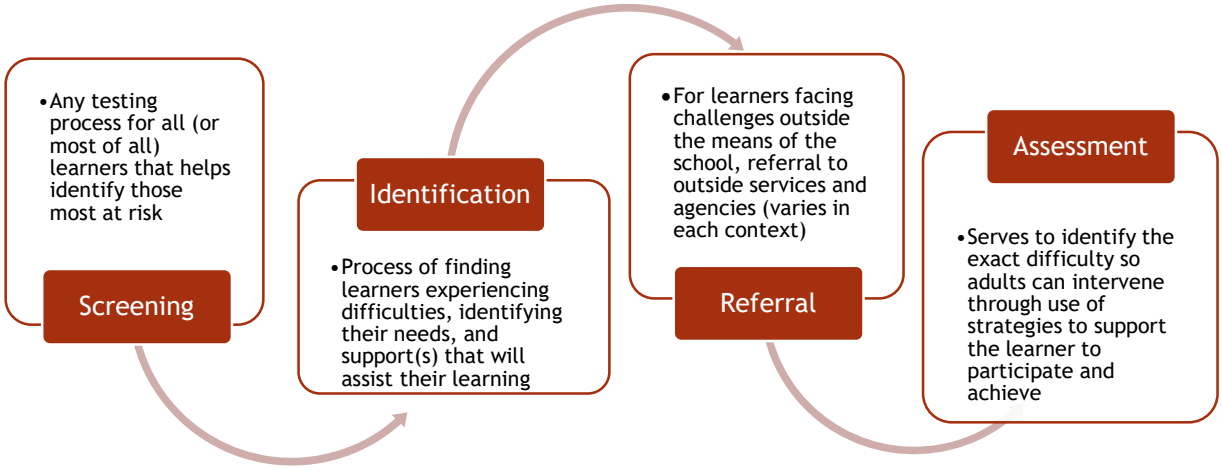
PPT 4.13 slides 2-4

Go through the materials participants need to have to prepare and deliver their school INSETs.

Resources

Resource R4.1: What is screening, identification, referral and assessment?

School-based Process of Screening, Identification, Referral and Assessment



What is Screening?

- In the context of an **educational setting**, **<u>screening is any testing process</u> that is undertaken for all (or most of all) learners in a classroom and/or school** that helps teachers identify which learners are at risk of not achieving expected learning goals.
- Teachers conduct learning or knowledge screenings, like in reading, to check if there are warning signs that a learner might be at risk of reading difficulties. Teachers use the results of the screening to inform the next steps in teaching for the learner. Even though all learners may be given screening tests, only the learners who show risk by having lower scores on the screening are then investigated further to find out what may be causing their difficulties.
  - For example, at the beginning of every school year, a reading test is given one-on-one by the classroom teacher to every learner in her class. In this one-on-one test the learner is asked to identify letters and letter sounds, read simple words, read short sentences, read a paragraph, and then answer oral questions about the paragraph. The teacher records the

learner's responses. The teacher then uses the results of this test of her whole class as a screening tool to see which learners are most at risk and take appropriate steps forward.

- Results from screening do not identify which learners have delays and which ones do not. Screening tells us whether or not an investigation is needed.
- Screening tools may be completed by educators, parents, and/or through parent interviews. It is very important to include the parents because by engaging them in the process, the teacher learns much more about the learner, like background information.
- Screening **sometimes** involves the use of a standardised validated instrument to document the clinical, behavioural, or functional status of learners in relation to established developmental milestones. These types of standardised validated tools for screening are used by specialists and are more common in health and medical settings. For example, screening for hearing and vision problems, as well as developmental delays in early childhood are common in most health centres and clinics.

What is Identification?

- **School-based identification** is the process of finding learners who are experiencing difficulties in learning in or outside the classroom, identifying their needs, and identifying the support(s) that will assist them in learning.
- **In a school setting**, once issues are identified, parents/caregivers should be notified. Data is gathered (e.g., using screening tools and school-based assessments (quizzes and tests) by adults who work directly with the learner).

What is Referral?

- When a learner faces challenges that are outside the means of what the school can support or provide, referral to outside services and agencies is necessary.
- The types of services and agencies that are available will vary in each context.
- It is important that the school is aware of the services and agencies that are available in the community. By knowing the services and agencies that are available, the school can referral the learner and their family to these outside services and agencies.

What is Assessment?

- Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of learners.
- Assessment is an integral part of the ongoing identification of learners with diverse needs. Assessment in this case is done so that it rules out or confirms the difficulties that have been found in the learner during the screening process. In other words, assessment serves to identify the exact difficulty the learner has so that the adults supporting that learner can intervene through use of strategies that will help the learner to participate and achieve in the school setting.
- Specialists can assess the clinical, behavioural, or functional status of learners. For example, their hearing, vision or mobility problems, as well as developmental delays in early childhood are common in most health centres and clinics.

Resource R4.2: Identification practices – are they discriminatory?

Rate each identification practice as follows:

1 – Discriminatory
2 – Could be discriminatory
3 – Not discriminatory

Identification practices	**1, 2, or 3?**
1. A teacher gives a task to the whole class, e.g., a mathematics test. All learners who score less than 50% are identified as weak at mathematics and must stay after school for extra lessons.	
2. A mother takes her baby for his regular check-up and vaccinations. She is informed that he is a slow developer, but no information is given on how or where to find help.	
3. Learners who have been diagnosed with additional needs by a psychologist or a doctor are referred to a special school or a special care centre.	
4. Psychologists use standardised tests to assess learners who cannot talk or whose mother tongue is not that of the tester. They score low, and only what they cannot do is noted.	
5. Learners identified as having extra support needs (e.g., needing Braille) are not accepted in ordinary schools because the schools cannot give the necessary learning material.	

Resource R4.3: Multiple intelligences

In 1983, Howard Gardner developed the theory of Multiple Intelligences which explains the presence of nine different Intelligences. According to Gardner, every individual has more than one type of intelligence, which they often use at the same time. These are:

- Bodily / Kinaesthetic Intelligence.
- Existential Intelligence.
- Interpersonal Intelligence.
- Intrapersonal Intelligence.
- Logical/Mathematical Intelligence.
- Musical Intelligence.
- Naturalistic Intelligence.
- Verbal/Linguistic Intelligence.
- Visual/Spatial.

The following are the personal learning styles based upon the nine Multiple Intelligences.

1. Bodily/Kinaesthetic Intelligence is the proficiency of using the entire body to express ideas and feelings and the competence of using the body to produce or transform things (Gardner, 1983, pp. 205-236).
2. Existential Intelligence is the appreciation of spirituality and understanding questions about life. This intelligence relates to exploring human existence in the universe (Gardner, 1999, p. 115).
3. Interpersonal Intelligence is the proficiency of an individual in perceiving the moods, aims, motivations and emotions of others (Gardner, 1983, pp. 237-276).
4. Intrapersonal Intelligence is having a positive self-concept and life direction which is intrinsically grounded. The competency in knowing oneself and acting to modify oneself based on that knowledge (Gardner, 1983, pp. 237-276).
5. Logical-Mathematical Intelligence involves the elevated skill of manipulating and understanding numbers and the ability to reason effectively (Gardner, 1983, pp. 128-169).
6. Musical Intelligence is the ability to appreciate, distinguish, compose and perform in various musical forms (Gardner, 1983, pp. 99-127).
7. Naturalistic Intelligence is the ability to appreciate, categorize, classify, explain and connect to things encountered in nature (Gardner, 1999, p. 115).

8. Verbal/Linguistic Intelligence is the ability to understand, use and manipulate written or spoken words productively (Gardner, 1983, pp. 73-98). 9. Visual/Spatial Intelligence is characterized by being able to see an image or situation and quickly assess areas that could be changed to transform or improve the appearance (Gardner, 1983, pp. 170-204).

Higher education and modern work often require people to have skills across different intelligences, especially in social areas.

Intelligence relating to social skills

Individuals with a strong **interpersonal intelligence** are:

- concerned with understanding the intentions, motivations and desires of others;
- able to encourage people to work effectively with each other.

Individuals with a strong **intrapersonal intelligence** are

- good at understanding themselves;
- very self-aware and reflective;
- sensitive to their own feelings, fears and motivations;
- able to regulate emotions in order to achieve a particular goal.

For learners with some impairments, improving different types of intelligence may be important for participation in education. For example, if someone has a developmental disorder such as autism, they may show weaker skills related to interpersonal intelligence. To reduce conflict or disruptive behaviour, their teachers may want to give them extra practice in understanding and communicating with others. Such learners may also need more breaks from activities requiring strong interpersonal intelligence, because they may find these stressful. [2]

One way to begin having a conversation with a learner about their different intelligences can be by using a Multiple Intelligence Survey. Using this type of tool, you ask the learner different questions about themselves and have the learner rate the degree to which they strongly agree or strongly disagree with the statement. For example, you might ask a learner how much they agree with the following sentence: “I enjoy singing and I sing well”. If the learner does not

[2] For additional reading on multiple intelligences see this website: http://infed.org/mobi/howard-gardner-multiple-intelligences-and-education/

agree at all with this sentence because they do not enjoy singing and they do not sing well, we can say that the learner disagrees. In this case, you would tell the learner that on a scale of 1 to 5, this statement might be a 1 because they strongly disagree. The statement is not at all true about them. Below is an example of the different numbers on this scale from strongly disagree to strongly agree.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Multiple Intelligences Survey

Directions:

Read each statement below to the learner. Have them rate each statement from 1 to 5 according to how well the description fits them (1 = Strongly disagree/Not at all true; 5 = Strongly agree/Very true). Next transfer each number over to the outlined block on the same row. Finally, add the numbers in each column to find the total score for each multiple intelligence area. The highest possible score in one area is 15.

Which of the following are true about you? Rate each statement from 1-5.
1 = Strongly disagree/Not at all true.
5 = Strongly agree/Very true

		Naturalistic	Mathematical-Logical	Verbal-Linguistic	Musical	Visual-Spatial	Bodily-Kinaesthetic	Interpersonal	Intrapersonal
I enjoy singing and I sing well.									
I love crossword puzzles and other word games.									
I like spending time by myself.									
Charts, maps, and images help me learn.									
I learn best when I can talk over a new idea.									
I enjoy art, photography, or doing craft projects.									
I often listen to music.									
I get along well with different types of people.									
I often think about my goals and dreams for the future.									
I enjoy learning about the earth and nature.									
I enjoy caring for pets and other animals.									
I love projects that involve acting or moving.									
Written assignments are usually easy for me.									
I can learn new math ideas easily.									
I play a musical instrument (or would like to).									
I am good at physical activities like sports or dancing.									
I like to play games involving numbers and logic.									
My best way to learn is by doing hands-on activities.									

I love painting, drawing, or designing.									
I often help others without being asked.									
I enjoy being outside in all types of weather.									
I love the challenge of solving a difficult math problem.									
Having quiet time to think over ideas is important to me.									
I read for pleasure every day.									
Totals ➔									

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

EXAMPLE COMPLETED Multiple Intelligences Survey

Directions:

Read each statement below to the learner. Have them rate each statement from 1 to 5 according to how well the description fits them (1 = Strongly disagree/Not at All True; 5 = Strongly agree/Very True). Next transfer each number over to the outlined block on the same row. Finally, add the numbers in each column to find the total score for each multiple intelligence area. The highest possible score in one area is 15.

Which of the following are true about you?
Rate each statement from 1-5.
1 = Strongly disagree/Not at all true.
5 = Strongly agree/Very true

		Naturalistic	Mathematical-Logical	Verbal-Linguistic	Musical	Visual-Spatial	Bodily-Kinesthetic	Interpersonal	Intrapersonal
I enjoy singing and I sing well.	1				1				
I love crossword puzzles and other word games.	4			4					
I like spending time by myself.	3								3
Charts, maps, and images help me learn.	4					4			
I learn best when I can talk over a new idea.	4							4	
I enjoy art, photography, or doing craft projects.	5					5			
I often listen to music.	3				3				
I get along well with different types of people.	3							3	
I often think about my goals and dreams for the future.	4								4
I enjoy learning about the earth and nature.	4	4							
I enjoy caring for pets and other animals.	3	3							
I love projects that involve acting or moving.	2						2		
Written assignments are usually easy for me.	4			4					
I can learn new math ideas easily.	5		5						
I play a musical instrument (or would like to).	1				1				
I am good at physical activities like sports or dancing.	4						4		
I like to play games involving numbers and logic.	4		4						

My best way to learn is by doing hands-on activities.	3						3		
I love painting, drawing, or designing.	4					4			
I often help others without being asked.	2							2	
I enjoy being outside in all types of weather.	2	2							
I love the challenge of solving a difficult math problem.	5		5						
Having quiet time to think over ideas is important to me.	4								4
I read for pleasure every day.	5			5					
Totals ➔		8	14	13	5	13	9	9	11

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Resource R4.4a: Barriers to learning scenarios 1

NOTE TO TRAINER: Before handing this out, cut up each scenario into separate cards

Scenario 1

Zahra is in Standard 3. Her teacher complains that she is very disruptive and disobedient. She never listens to instructions and disturbs the class during story and music time. She only pays attention to you when you stand right in front of her and talk in a stern, loud voice. She does not really talk to the other learners and prefers playing on her own. The learners are afraid of being associated with the teacher's obvious dislike for her. Zahra's balance is poor and she is not fond of outside sport activities. She often has colds and runny ears. Zahra's parents have taken her to the clinic several times but the doctors just prescribe more antibiotics. They avoid Zahra's teacher because the teacher is sometimes abrupt and makes them feel like bad parents.

Which barriers to learning is Zahra experiencing?

What do you think is the main barrier?

Scenario 2

Juma is 14 years old and has recently been placed in a special school. He has a learning disability. Both his parents are unemployed and his father developed a gambling problem. The neighbours have reported that Juma and his younger brothers and sisters are often out of school and play around the beach during the day. There have been complaints of stealing and hooliganism. His mother said the real problem was that Juma did not want to go to school because of bullying on the bus and in the class. The other learners teased Juma about his accent and his clothes.

What are the real barriers to Juma's learning and development?

Scenario 3

Ali is 11 years old and in Standard 5. He was permanently injured in a car accident and now uses a wheelchair. After the accident he came back to his old school and was welcomed by everybody. Academically he struggled after the accident because he had missed a lot of schoolwork. With the help of a dedicated teacher and his classmates he has nearly caught up and can progress to Standard 6.

Unfortunately, Standard 6 is upstairs and there are no ramps. The Standard 6 teacher was not willing to swop classrooms with another teacher downstairs because she had been in the upstairs class for over six years. The head teacher informed his parents that it would be better to refer Ali for special school placement. She really thinks Ali could benefit more from the therapies and all the special facilities available at the nearby special school.

Which barriers to Ali's learning and development need to be addressed?

Scenario 4

Halima is 7 years old and in Standard 2. She really struggles with Mathematics. Halima seldom finishes her tasks and dislikes the Mathematics period. Her literacy skills are far better and she takes pride in her reading abilities. Writing would not be a problem, if it were not for her 'clumsy fingers'. Her teacher complains about her untidy handwriting and encourages her to hold her pencil properly. Her teacher recognises that Halima has potential, but she doesn't know how to support her better. Halima never attended pre-school and started Standard 1 when she was six years old. She lives with her grandparents during the week because her parents work long shifts at the hospital.

Which barriers to Halima's learning and development need to be addressed?

Resource R4.4b: Barriers to learning scenarios 2

Write the learner's name next to the relevant list of possible barriers

Learner's name	Possible barriers to learning and development
	Physical impairment Teacher and head-teacher attitude Lack of inclusive education policy in school Inaccessible infrastructure
	No Early Childhood Development services Poor fine motor skills Insufficient support from family on education Insufficient support and training to teacher Lack of human resources
	Learning difficulties Language barriers Different standards in rural and city school Poverty and addiction in family Poor socio-economic circumstances in the area Community prejudice
	Hearing problem Poor healthcare in the community Teacher attitude Parents lack information and skills Low muscle tone School ethos and culture negative, discriminatory

Resource R4.5 Roles and responsibilities

Role-player	Role and responsibility
Teacher	Screen, observe learner, be reflective, activate other role-players, engage parents/caregivers and learner, identify strengths and barriers to learning.
Parents/caregivers	Provide information on birth, medical and development history, home circumstances, their child's strength, interests, abilities, fears and challenges. Advise on useful strategies to handle their child.
Learner	Explain their experiences and feelings, provide ideas for improvements.
Head teacher	Inform on school development plan, policies, ethos and culture, human resource needs. Link with school district and other key role-players.
Parent-teacher association	Evaluate effect of school culture, ethos and policies. Inform on socio-economic status and other challenges of parents/caregivers within the school community.
School inclusion team	Evaluate effect of school culture, ethos and policies. Inform on socio-economic status and other challenges of school communities and problem-solve around barriers to presence, participation and achievement
Teacher support team	Problem-solve around barriers to learning, review current teaching and learning practices, advise teachers.
School district	Advise on next steps, coordinate support with different pillars within the district e.g., curriculum experts, school management and development, inclusive education/special education needs department and departments responsible for physical infrastructure and material resources. Link with community service providers.
Special schools / education resource centres	Provide advice, detailed assessments and support from speech-therapists, audiologists, physiotherapists, occupational therapists, psychologists, educational psychologists and other

Role-player	Role and responsibility
	health professionals. Perhaps provide capacity-building on screening and identification of learners.
Health professionals	Do detailed assessments. Advise on screening and identification. Provide capacity-building and additional human resources.
Community structures	Inform about situation of family and wider community. Link with existing service providers such as social workers.
ECD practitioners	Assist with early identification and intervention. Give information on learning and development, successful strategies.

Resource R4.6: Word picture

The 'Word Picture' will help to determine the barriers that are in the way of the learner's learning and development. It provides a template for sorting and reflecting on detailed observations.

It consists of four blocks that can easily be drawn on a scrap piece of paper. The information can later be transferred onto a neater document.

The four blocks represent the areas of critical development for every learner:

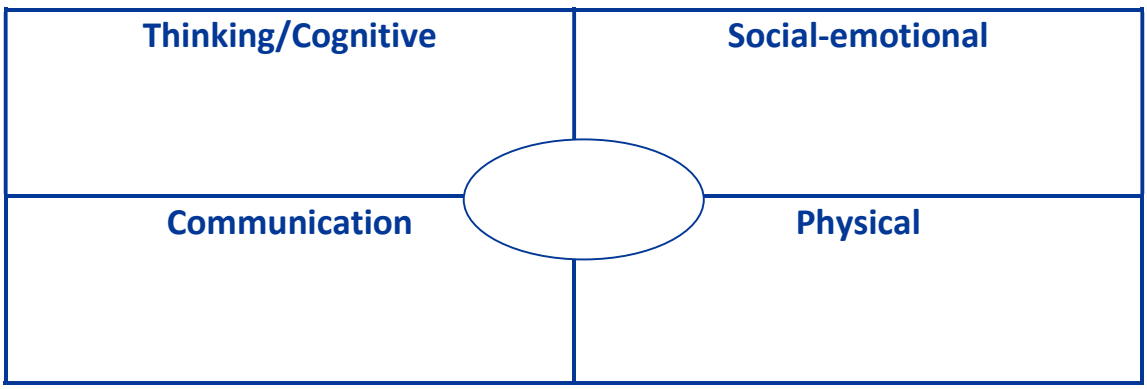
1. **Thinking/cognitive** – is about memory, attention, planning, problem-solving, reasoning, recognising patterns.
2. **Communication** – is about talking and listening, identifying items, body language, expressing thoughts and ideas.
3. **Physical** – is about movement and the functioning of the body including large and small muscles, sight and hearing.
4. **Social/emotional** – is about the interactions, maturity, feelings and behaviour.

On-going teacher self-reflection and acute observations are very important.

The steps to be taken when doing a 'Word Picture' are outlined below.

Step 1

Divide a square into 4 blocks with the headings physical, cognitive, communication, social/emotional in each block. Underneath write 'Remarks', where you can add other significant observations, e.g., family circumstances:



Remarks:

Step 2

Example

Make a list of information on a learner who you are worried is not learning or participating well, based on observations and information you have found. Here is an example for Said:

- He is lively and always busy with something.
- He jumps from one activity to the next – seldom finishing something.
- He loves to smile and give hugs.
- He frequently gets angry and hits other learners.
- He can kick a ball but struggles to catch a ball.
- He loves to scribble but cannot draw a circle.

Try to arrange the above observations you have made into the four blocks. Often it is difficult to decide, but remember one observation might be placed in one or more blocks. Sometimes it helps to 'park' a particular observation in the middle until you get more clarity.

In Said's case there are quite a few observations that could be placed in more than one block. It is, however, good to think carefully about what is likely to cause the observed behaviour. Identifying cause, if possible, can help you categorise the type of barrier faced by the learner, and eventually indicate the type of support that will help.

Said – born 07/02/2004
Word picture created on 18/08/2011, by Mrs K.

Thinking/cognitive	**Social-emotional**
• He loves to scribble but cannot draw a circle. • He jumps from one activity to the next, seldom finishing something.	• He is lively and always busy with something. • He loves to smile and give hugs. • He frequently gets angry and hits other learners.
Communication	**Physical**
• He loves to smile and give hugs. • He frequently gets angry and hits other learners.	• He jumps from one activity to the next, seldom finishing something.

Said

• Said can only say a few words and communicates through gestures.	• He loves to scribble but cannot draw a circle. • He can kick a ball but struggles to catch a ball.

Remarks: Said is the eldest of 3. Father is a casual worker. Mother works in a restaurant. Parents are concerned about their children's education but lack insight. Remember to add important information about the family or other changes in the child's circumstances.

Step 3

Check if there are empty or nearly empty blocks and fill these in, e.g., in the communication block, we added: *Said can* on*ly say a few words and communicates through gestures.*

Also check for strengths and weaknesses. Often one forgets to mention the learner's strengths or we even have to go back to observe for strengths because we only looked for weaknesses first time.

Step 4

The 'Word Picture's main aim is to help you think about a learner and to organise your thoughts. However, it can also serve as a good record for his or her file or plan.

At a later stage you can do another one and check progress. Make sure that you have added identifying particulars, e.g., name of learner, date and author of Word Picture.[3]

[3] Notes adapted from Inclusive Education Western Cape, South Africa, handouts.

Step 5

Consult the parents/caregivers, and any other important role-players, e.g., therapists, previous teachers, doctor, community rehabilitation worker, head teacher, social worker, SIT, etc.

It is especially important to ask the parents/caregivers about their child's medical history, family circumstances, interests and strengths. Remember to ask what their expectation and goals are because if you agree on the most important goals, both can work together to achieve them.

Previous teachers can tell about methods and goals – what worked and what didn't work.

Therapists, if available, can give valuable guidelines on methods to achieve goals. Also, health professionals can assess their child's health, hearing and vision status and provide assistive devices.

Resource R4.7: Ecosystem analysis

Ecosystem analysis requires that the positives and negatives within every system are discovered. Opportunities to build on existing good practice, as well as challenges that need to be addressed, will be revealed.

The framework looks at a person's environment, their ecosystem, and how aspects of this environment affect them. Ecosystem analysis for inclusive education reviews the systems **closest to a learner** that impact their learning and development: at school, in the classroom, in the family and in the community.

Ecosystem analysis can be done from a general viewpoint, but should also be done with a focus on individual learners who have different situations and experience different barriers to educational success. An individual Word Picture can be used as a starting point for an ecosystem analysis followed by examining the systems the learner lives in, using questions such as those in the table below.

System	Examples of issues to probe
School	• Are school policies in line with inclusive education? • Is the physical environment accessible? • Is the class size manageable? • Are there sufficient equipment and materials? • Are the water and sanitation facilities accessible? • Does the teacher have support? • Do teachers support each other? • Is there good communication with parents/caregivers? • Can the teacher get in-service training/coaching? • Are learners used as support e.g., peer teaching? • Is there bullying?

Classroom	• Do learners show respect and acceptance of diversity? • What is the teacher-learner ratio? • Does the teacher use techniques that accommodate different learning styles? • Is a system of acknowledging good behaviour and progress in place? • Does the teacher use active learning techniques that appeal to all learning styles? • Is the teacher adapting and differentiating curriculum content to suit the levels of various learners? • Is there enough light, ventilation and space in the room? • Are there adapted materials and assistive devices for those requiring them?
Family	• Who are the siblings and how do they support the learner? • How are the learner's basic needs being met? • How many people in the household? • What is parents'/caregivers' level of education? • Who helps with school work and how much time is available? • What are the stresses, concerns and aspirations for the child and within the family? • What contributions does the child make to the running of the household?

Resource R4.8: Identifying what support learners need

Teachers can decide how to support learners by using a mix of reflection, problem-solving and research, including action research. The result should be an assessment which leads to ideas on what can be tried to help.

Teachers play a critical role in assessing the needs of learners who are having difficulties taking part and making progress in learning. Although EMIS information and educational tests (such as numerical reasoning, verbal reasoning and diagrammatic reasoning) can help identify a learner's needs, strengths, and weaknesses, the teacher's personal knowledge and observation of the learner is more important.

Learners who need a lot of additional support or adaptation may benefit from an Individual Education Plan (IEP). This will be covered in Module 5. If full IEPs are not used, teachers and school leaders can still agree a simple list of things they will do to help learners who need extra support.

The factors that enable active and meaningful participation in learning can be a useful framework for planning how to help. These include:

- the current ability and level of the learner in the various curriculum subjects;
- the appropriateness of existing learning material for the learner's learning level;
- changes needed to the standard learning programme for the learner to take part;
- assistive devices required;
- additional training needed by the teacher;
- accessibility of the learning environment for the learner;
- family capacity, aspirations and motivation.

Through trial and error, initial plans can be refined or adjusted to better address the problems faced by the learner.

Some barriers can easily be addressed at school level, such as changing classroom allocation so that a learner who cannot walk doesn't have to get upstairs. Others require some extra adaptations from teachers.

The teacher can transmit information in more than one way (e.g., visually and verbally); adapt their teaching of the curriculum to the learner's ability levels; and make simple adjustments or additions to learning materials.

It is important that we (as teachers and educators) consult with others, are positive and look for all available sources of help and advice, within and outside the education system.

The teacher could get involved in referring the learner for medical treatment, asking parents/caregivers to have the learner's vision checked if they suspect that the learner is having difficulty seeing. Careful recording and actively following up is needed.

Alternatively, the teacher may call upon the help of a teacher support team or school inclusion team (SIT), or whatever may be available in the school/area. This team of people could make suggestions regarding referral and strategies to employ in the classroom, and follow-up on progress with the teacher.

The Local Education Office, or similar, is meant to provide guidance and support to schools. They can also be used to:

- make formal links with social services or health services in the community;
- provide training and advice;
- provide assistive devices, etc.

It will be important to identify the closest equivalent institution(s) in the Zanzibari system to provide the appropriate assistance. If this assistance is not yet in place within public services, NGOs or community organisations may be able to help.

Resource R4.9: Action research tasks and supporting resources

List names of learners in your school that you are concerned about. Indicate the type of barriers you think are being experienced by each learner. **Add more rows to the table if you need to**.

School: **Location:** **District:**

Serial number	Name	Gender	Date of birth	Barriers to inclusion	Type of barrier	Initial help given	Parents / caregivers names	Relationship to learner	Occupation	Contact details (phone number, email)
1.										
2.										
3.										
4.										
5.										

Completed by: **Date:** **Contact details:**

If the learner has an additional need, or faces significant barriers to taking part in education, please complete this additional information. Add more rows to the table if you need to:

Serial number	Name	Date of birth	Poverty Hunger	Neglect	Abuse	Community	Communication	Movement	Hearing	Seeing	Thinking	Emotional	Behaviour	Attention	Illness	Additional need	Class situation	Government Services provided
1.																		
2.																		
3.																		
4.																		
5.																		

Task 1

Teachers need to think carefully about the barriers that certain learners in their school are experiencing. With their SIT you should complete the table above with this information for these learners before the next training session.

The school staff, learners, parents/caregivers will know which learners are experiencing barriers to their education in class. The parents/caregivers and other community members will also know about learners who have problems in the community or are out-of-school.

Task 2

Teachers and the SIT should identify the learning needs of two of the learners from the list they compiled in Task 1. One should be a learner with intellectual disabilities.

During this task, teachers and the SIT will need to do the following, in relation to these selected learners:

- detailed observations to produce a Word Picture,
- an analysis of the ecosystem that impacts on each learner's learning. This would entail doing further investigations including interviews with relevant people.
- Decide the next steps to help learners and share information with others.

Task 3

In this task teachers and the SIT will map the resources available within and around their school community. You need to identify individuals and organisations that serve the community or that have expertise related to education, health and other social services.

Think of religious or community organisations that provide counselling or food to the needy; hospital departments (physiotherapy, occupational therapy, speech therapy, audiology); social-workers, etc. It is important not to forget to include parents/caregivers, retired teachers and individuals within the education district office and the special schools in the vicinity.

Teachers and the SIT should draw up a directory of these useful contacts, stating:

- name of organisation/people;

- contact details (telephone, email, physical address); and
- support or expertise they can offer.

You should also find a way to categorise the information in a user-friendly way, and work out how they will share the information with their colleagues in their school (and neighbouring/zonal schools).

Task 4 (Optional)

If schools are reopening after closure, or significant learner absence, teachers should conduct informal learning assessments in their classes in the first 1-2 weeks of term, on basic areas of the curriculum, to see where learners' learning is at. What have most learners forgotten?

Teachers should tell the SIT and school leadership what they have found about the learning levels of learners after returning to school. A meeting could be held to share teachers' impressions of their learners' learning levels, and to decide on a response. Should the school conduct remedial classes? Which skills and knowledge should these classes cover? When should they take place?

Teachers should also look for learners who have developed more problems during school closure. Which learners are not attending regularly now? Which learners have not come back to school at all? Are any girls at risk of early marriage or pregnancy? Are any learners showing signs of worsened impairments, or worsened behaviour? What could be done to help these learners get used to school routines? Is any safeguarding or health referral needed? Teachers should ask the SIT and school leadership to report what they have found and what the school wants to do to the relevant local education teams.

Write notes here on the results of doing Tasks 1, 2, 3 and 4. How was the experience of doing these tasks, and what were the results?

Task 1

Task 2

Task 3

Task 4