

Preparing Teachers for Inclusive Education

Tutor's Guide to the Video-Based
Training Course

Special Education Unit
Ministry of Education
Lesotho

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Background

Background

The goal of 'Education for All' set by the United Nations in 1990 presents a particular challenge for developing countries where often fewer than 10% of children with disabilities receive any form of schooling. The only viable option in most countries, and especially in rural areas, is for these children to attend the local schools.

In Lesotho, a major governmental initiative, begun in 1991 with support from Save the Children UK, has explored the feasibility of this happening in primary education. Full details of this are given in the paper: *Background History of Integrated Education in Lesotho* (Mariga and Phachaka, 1996).

An evaluation of the programme was positive (Mittler and Platt, 1996) and plans are now in hand to extend inclusive education throughout the country. A central feature of this expansion is the preparation and training of teachers for inclusive education.

UNESCO, in a major review of Special Needs Education worldwide (1994) recommended that

"pre-service training programmes should provide to all student teachers, primary and secondary alike, positive orientation toward disability thereby developing an understanding of what can be achieved in schools with locally available support services".

The report also noted that

"in-service training should, wherever possible, be developed at school level by means of interaction with trainers and supported by distance education and other self-instructional techniques".

This set of resource materials is designed to facilitate these ambitions both for pre-service as well as in-service training courses. The materials are designed

primarily for use in Lesotho but they should prove helpful in other African countries as well as internationally.

This guide has been written primarily to assist local personnel, who may have little experience of training courses, in the organisation and presentation of courses based around the video-programmes. Ideally such prospective tutors will have direct experience of teaching children with special needs in ordinary classrooms and some past training for this work. Likewise, staff from special schools or units can also make a valuable contribution to training courses especially in *Part 2: Overcoming impairments* when they can share their expertise in adapting classroom practice to the needs of children with particular disabilities and in teaching specific skills, such as sign language with children who have a severe hearing loss. The Tutor's Guide should also provide useful ideas to staff working in or from teacher training colleges.

Aims of the Training Package

The package has three main aims:

1. To provide classroom-based models of good practice for teachers

Video offers the advantage of seeing inclusive education in action with children who have disabilities. All the video-programmes were recorded on location throughout Lesotho in both rural and urban schools. Moreover the videos draw on the experiences and practice of Basotho teachers which promotes the ecological validity of the package for use in Lesotho and more broadly in southern African. Trainee teachers are more likely to learn from materials with which they can readily identify.

2. To support local trainers of teachers

The package is designed to be used by a range of tutors so that training can be provided in local settings; thereby enabling many teachers to receive training in a relatively short time. Among the potential trainers in Lesotho are staff from the National Teacher Training College and the Special Education Unit. However local in-service training may also be provided by District Resource Teachers and by selected teachers who have participated in the development and implementation of the pilot project.

3. To share information about inclusive education

The success of inclusive education is not just dependent on schools; the support of families, rehabilitation professionals and the wider community is also essential. Selected parts of the package could be used with other interested groups, such as CBR workers and parents. In this way, common approaches can be nurtured between schools, families and CBR programmes.

Overview of the Training Package

The package consists of

- 13 video-programmes, totalling over four hours, arranged in four parts (see below). English is used for commentaries and interviews, although classroom lessons included in the programmes are often in Sesotho. A transcript of the commentaries is available on request from the Special Education Unit, to facilitate translation into other languages.
- A guide is provided for teacher trainers in using the materials. This contains recommended learning activities for use with course participants to supplement the video programmes. Many of these activities have been developed in the training workshops carried out by the Special Education Unit during the pilot phase of the project.

Part 1: Foundations

There are three programmes in this part. They are:

1. Inclusive Education in Lesotho. (30 mins)

Aim: To provide an introduction to the main elements of the inclusive education strategy used in Lesotho. This programme can also be used with community groups to inform them about inclusive education and it might be used internationally to inform others of this approach and outcomes.

2. Changing Attitudes to Disability (16 mins)

Aim: To challenge existing attitudes to disability and create a more positive approach to disability among teachers. This programme could also be used in disability awareness work in communities and with parents and pupils in schools.

3. Screening for Disabilities (33 mins)

Aim: To introduce teachers to methods they can use to screen for disabilities among children already enrolled in schools or when children first enter school. Ideas are also given for onward referral. This programme could also be used with CBR personnel and parents.

Part 2: Overcoming Impairments

The following four programmes look at good classroom practice for children with particular disabilities. They are:

1. Overcoming Visual Impairments (21 mins)
2. Overcoming Hearing Impairments (14 mins)
3. Overcoming Physical Impairments (16 mins)
4. Overcoming Intellectual Impairments (16 mins)

Aim: To introduce teachers to classroom adaptations and teaching approaches best suited to the needs of children with particular disabilities.

Part 3: Adapting the Curriculum

The following three programmes look at ways of adapting the basic school curriculum to meet the needs of children with disabilities. They should also assist teachers when they encounter children who have specific learning disabilities with literacy and numeracy skills. These programmes are:

1. Introducing Reading (20 mins)
2. Introducing Writing (15 mins)
3. Introducing Number (16 mins)

Aim: To illustrate to teachers, simple approaches which will assist children with disabilities (and others who may be slow learners) to master the basic skills of the curriculum so that a strong foundation is laid for later learning.

Part 4: Responding to Difference

The three programmes in this part examine three key issues. They are:

1. *Classroom Practice* (20 mins)

Aim: To illustrate ways of providing children who have special needs with extra assistance, such as one-to-one work with teachers; group work and peer tutoring. Also covered is the making of worksheets and cards, and parental involvement.

2. *Changing Behaviour* (15 mins)

Aim: To share the experiences of teachers who have successfully modified the disruptive classroom behaviour of children. This includes physical prompting, explanation; differential use of praise and the involvement of peers.

3. Teaching Strategies (23 mins)

Aim: To demonstrate teaching skills for use particularly with children who have special needs. This includes the setting of teaching objectives, I.E.Ps, task analysis, small step learning; use of praise, modelling and prompting, and recording of progress.

Supplementary Materials

The training package is designed to support the curriculum materials that have been produced by the Special Education Unit, Ministry of Education, Lesotho. These materials include the following:

Teacher Guide: Background information on integration, types of disabilities, assessment, curriculum, teaching methods, behaviour modification and how to identify and adapt teaching to specific needs.

Syllabi in four areas:

Visual Impairment: background information on this impairment, examples of how to teach different subjects, e.g. orientation, mobility and activities for daily living.

Hearing Impairment: background information on this impairment, finger spelling, examples of appliances and how to teach activities of daily living.

Mental Retardation: background information on this disability, teaching methods, behaviour modification and activities of daily living.

Physical Disabilities: background information, examples of adaptive equipment and materials, and promoting activities for daily living.

Assessment Booklet: Background information on assessment, the assessment of children with different disabilities, developmental milestones, sample of questionnaires and general student assessment form.

Pre-service and In-service Teachers Course Content: Educational principles, specific areas of disability, areas of specialisation and time frame.

These materials are available to schools in Lesotho. Enquiries about purchasing them should be made to: Special Education Unit, Ministry of Education, P.O. Box 47, Maseru, Lesotho.

Checklist of Educational Attainments

In Appendix 2, we have included six checklists which participants should find useful in assessing a child's developmental progression. They also provide ideas for suitable teaching activities with children who are not able to cope with the basic school subjects. Copies of the checklists can be given to participants at appropriate parts of the course.

Expected Outcomes

Listed below are the outcomes which could be expected when teachers in ordinary schools complete a training course based around the package. Later we indicate how the impact of the package could be evaluated.

- teachers will know what is meant by inclusive education and the efforts being made nationally and internationally to make it a reality
- head teachers and managers will be more disposed to enrolling children with disabilities in their school and teachers will be more confident that they can cope with such children and more hopeful that their needs can be met in ordinary schools
- teachers will be better able to identify possible disabilities in children, especially those which are not so obvious; e.g. hearing impairments, vision problems and developmental delays
- teachers and schools will be able to adapt their classroom practice to suit the special needs of children
- schools will adapt their curriculum and teachers their lessons to suit children's special needs and the use appropriate teaching methods will be promoted
- there will be increased contact between teachers and parents, and with other support persons, such as CBR workers.

A New Approach to Adult Education

As the above listing of outcomes indicates, any training course in inclusive education must strive to produce changes in teacher's attitudes, knowledge and behaviour. Hence the teaching methods used on the course must be chosen and designed to produce all three types of outcomes.

Training means developing teacher's ...

... Knowledge

Inclusive Education
Impairments and Disabilities
Assessing Children
Teaching Methods

... Attitudes

Beliefs about Disability
Changing Community Attitudes
Teacher Self-confidence
Creating Change

... Behaviour

Classroom practice
Curriculum Review
Working with Families
Supportive Community

Traditional teaching methods, such as lectures, talks and reading books may help to develop a trainee's knowledge but they have limited impact on changing attitudes and behaviour. Rather a wider range of teaching methods must be employed in training courses.

This training package attempts to provide this in three main ways:

Video-programmes

Video is an entertaining way of acquiring knowledge but more than that, it can lead to attitude change, especially when viewers see new approaches being used in situations similar to their own; and to hear people with whom they identify (e.g. teachers in ordinary schools), espousing changed attitudes and describing new ways of working. Moreover behaviour change is also facilitated as viewers are given demonstrations of new approaches in action which they can copy, for example, teaching methods for use with children who are intellectually slow.

Sharing Experiences

Experienced teachers especially, have a wealth of knowledge and talent which they can bring to training courses. Hence tutors need to provide opportunities for participants to share their experiences both informally as well as formally. This can enhance the self-confidence of teachers while giving colleagues examples and advice to follow.

Active Learning

As part of the training, the participants can be assigned specific tasks to complete on their own, in pairs or in small groups. The goal here is to help participants learn through doing. A range of activities can be used, such as assessing for disabilities, making educational games, planning a teaching programme and methods of recording progress. These assignments might be introduced during the training session but participants can be asked to complete them in their classrooms. In this way, changes in participants' practice can be gradually introduced.

Hence during the training course, tutors are NOT expected to give lectures or talks. Rather their primary role is that of 'facilitator'; helping participants to learn by seeing and doing; and assisting them to discover their talents and opportunities.

Using the Package

The video-programmes should NOT be shown one after the other in one session. This reduces their learning value greatly and participants may be reluctant to view them again when they are used as part of a structured training course.

Rather tutors should plan a training session based around each video-programme but which includes other learning opportunities as well as time for discussion and problem-solving (see below). Each session of this sort will probably last around two hours.

There are advantages also in leaving time between sessions so that participants can try-out some of the ideas shown in the video and report back to the group on their experiences.

A number of formats are then possible:

- School-based training courses could consist of one session a week for a total of 13 to 15 weeks.
- Alternatively the materials could be used in a series of one-day workshops. This model has been proved successful in Lesotho and enables teachers from schools in the same district to meet.
- For teachers attending college for pre-service or in-service training, the materials can be used as part of their lecture courses or as resource materials for workshops or student-led seminars.

Role of Tutor

Each session is led by a tutor. However there are advantages to having two tutors for groups of ten or more participants. It makes a wider range of expertise available to the participants; the two tutors can support one another in planning and presenting the course and if one is not available for a session, the course can still go ahead.

As noted earlier, ideally the tutors should have direct experience of teaching children with special educational needs in ordinary classrooms.

The tutors have five main roles:

1. To publicise the course they plan to run, recruit participants and encourage their attendance throughout the course.
2. To arrange a venue for the course and organise the video equipment and television for showing the programmes. The video programmes are available only on VHS cassettes. The programmes are best viewed in small groups of up to 20 people. For larger groups you may need to use two or more televisions.

Obtaining Video Equipment

You may be able to borrow video equipment from:

- Colleges or universities
- Ministry of Education
- Local businesses
- Friends or neighbours
- Health centres or hospitals
- International NGOs

3. To welcome participants and encourage them to introduce themselves to each other. The tutor should also give an overview of the training session and introduce the video programme. The soundtrack is in English. For people whose knowledge of English is limited, they may experience difficulty in understanding some of the speakers. Tutors should consider stopping the video at appropriate points and giving a synopsis of the content in the local language. It is essential therefore that tutors view the video at least once before presenting the programme and read carefully the information provided in this manual.
4. The impact of each programme will be maximised if participants are given the opportunity to ask questions; to discuss issues raised in the programme and to solve common problems. Tutors can encourage discussion by dividing the

participants into small groups with each one being given a topic. The small groups can report back to the larger group on their discussions. In the notes for each programme, a list of possible topics is provided for discussion (see later).

Tutor Skills in Leading Discussions

Participation will be increased if tutors ..

- create a supportive climate in which learning is fun!
 - encourage participation by all group members and discourage domination by one or two people
 - listen to participant's contributions and not dominate or give their own opinions all the time
 - encourage participants to support one another in finding solutions to the problems they encounter
 - adapt our suggested activities to suit local needs and substitute alternatives where appropriate.
5. Finally tutors should continue to be available to participants after the course; maintaining contact and supporting them through any problems they encounter as they apply the lessons in classrooms and schools.

Recruiting Participants

Tutors may need to actively recruit participants for the course. The following steps help to maximise attendance.

- Invitations are best issued personally as people can have their queries answered immediately and reassurances given. A short information leaflet and poster can be prepared about the course with a contact name for further information.
- Times of meetings and the location for the course also need to be decided. Once again, prior consultation with the participants over both these issues should maximise attendance.
- Tutors might consider asking course participants to complete a short questionnaire in advance of coming on the course (see Appendix 1). This could cover their attitudes to having a child with disabilities in ordinary schools; their experience of having a child with disabilities in school and their feelings about inclusive education. This information can help tutors to tailor the course to local needs and also forms a basis for judging the impact of the course (see section on evaluation).

Using Video Equipment

Tutors should familiarise themselves with operating the video equipment before the group gathers. If you are borrowing equipment, make sure you know:

- how to connect the recorder to the television
- how to tune the recorder to the television channel
- how to insert the video cassette into the machine and the controls on the recorder
- what to do if the television picture is distorted (i.e. the use of the tracking control on the video-recorder).

If you are not technically-minded, it is even more important that you practise using the equipment and keep detailed notes to remind yourself of what to do. Tutors should check that the equipment is working properly before each session begins and that the televisions can be clearly viewed from different parts of the room.

Training Sessions

This Guide contains suggested outlines for training sessions based around each of the 13 video-programmes and the notes are intended to optimise the learning value of the video-programmes. Tutors presenting the course could adapt these suggestions to suit the group and the time available. However we want to emphasise again that showing the video-programmes by themselves may be of little benefit to the participants.

A proposed content is given for 13 training sessions. As you will read, each follows the same overall format:



Introduction

Tutors need to give an overview of the session; its aims, the topics which will be covered and what the participants will be doing during the session. The aims could be written on a blackboard or on a large sheet of paper.



View video-programme

The programmes vary in length; longer ones might be stopped so that participants do not forget the points which are made. Participants can be given a 'video record' sheet containing a number of questions which they have to answer after watching some or all of the video. This will draw their attention to key teaching points.

Tutors might also replay some or all of the programme to reinforce participant's learning. This is one of the advantages of video.



Shared Experiences

The group should be given opportunities to share and discuss their experiences with one another. This is often better done in sub-groups of four or five people so that shyer people feel freer to contribute. Their conclusions can be brought back to the large group.



Active Learning

People frequently learn best through carrying out an activity. Various suggestions are made for how this might be done during the training course. We also recommend that participants undertake a classroom activity between sessions.

The suggested timings given for each session are intended to give a rough indication of the balance of time to be spent on each activity within a session. These can be adjusted if more or less time is available.

Evaluating the Course

Evaluation serves two purposes. First, it enables tutors to obtain feedback about the training course so that they can better tailor the course to the participants' needs. Second, evaluation will let you determine if the course is producing the intended outcomes and if it is not, to take appropriate actions.

Feedback from participants

During and after the course, tutors should try to obtain feedback from the participants about the course. This can be done in a number of ways:

- By informally chatting to participants at the sessions about the course, e.g. what they liked about last week's session.
- At the end of every session, invite the group to say what they liked about the Unit and is there anything they would change or do differently. Or participants can be asked to give their comments in writing (see Appendix 1 for sample form).
- At the beginning and end of the course each participant could be given a questionnaire to complete. This could cover their attitudes to disability; their past experience of teaching children with disabilities and their reactions to inclusive education (see Appendix 1 for sample questionnaires).
- After a period of time, say 3 to 6 months you might recall the participants to a follow-up meeting. At this meeting you can hear at first-hand how they have got on in applying the information contained in the course. You can also identify common obstacles and the need for further courses and workshops.

The impact of the course

More broadly, the impact of the course can also be assessed by:

- Examining the school records to determine if there has been an increase in the number of children with disabilities enrolled in a school after teachers have taken the course. This could come from an increase in new enrolments; better identification of children with disabilities in the school or a reduction in the drop-out rate of children with disabilities.
- An examination of teachers' lesson plans and records will help to identify the adaptations they have made for children's special needs.
- Teachers can be observed in the classroom and an assessment made of their strengths and weaknesses.

- Records can be kept so that the children's learning gains can be monitored.

Whichever methods you use to evaluate the course, it is worth writing a report summarising your findings so that others can benefit from your experiences. The Special Education Unit would welcome having a copy of such reports.

Costing Training Courses

The training package is designed to enable courses to be organised locally. The costs of putting on a course may be minimal but tutors should estimate the likely costs before starting and if possible find a way of meeting these costs so that the training can be free to the participants.

- Will you have to pay for the hire of rooms?
- Do you have a fund for refreshments, lunches?
- Are you hiring equipment?
- Will you have to pay for photocopying of publicity posters, leaflets and hand-outs?
- Are you providing transport and will this cost anything?
- Will you have to buy paper, pens etc.?
- Will you as tutors have any expenses; travel, overnight costs?

Session Plans

On the following pages we have outlined a suggested plan for a training session based around each of the video-programmes in the package. Tutors should adapt these plans to the needs of the participants on their course and to the time available.

Once again, we emphasise that showing the video programmes by themselves may be of little benefit to the participants. Tutors will need to use other activities to ensure that participants understand the points being made and they are assisted to apply their learning to the classroom and the pupils they are teaching.

As you will read, we suggest certain 'core' activities which should be used in the session and then go on to describe 'additional' activities which can be used according to the participants' needs and/or if time permits. However tutors should feel free to devise other activities and to experiment with different approaches. Ongoing evaluation will help you identify the elements of the training which participants find especially useful.

Introductions and warm-ups

A major goal of the package is that participants should learn from one another and work together on developing new approaches in inclusive education. It is therefore most important that tutors introduce participants to one another and provide 'warm-up' activities to enable people to relax and to get to know one another. This is especially so with groups of people who do not already know one another (e.g. teachers and parents) and when the group re-assembles after a break. Ideas for these activities are given in Appendix 3.

In the session outlines we have not noted time for refreshment breaks. However tutors should leave time for these as these help to build a sense of group solidarity and they enable participants to build professional support networks.

Equipment needed

The following equipment is required for all sessions:

- Large screen television and VHS video-recorder
- Blackboard or equivalent, such as overhead projector, white-board or flipchart
- Large sheets of paper and felt-markers.

In certain sessions, it is suggested that participants design and make teaching aids. For this, you will need a supply of card, scissors, paste and felt-markers.

Part 1 - Foundations

Part 1- Foundations

Inclusive education is not easy to achieve. The first part of the course, provides participants with an opportunity to learn how a start can be made in making schools more open to children with disabilities. Outlines are provided for three training sessions; covering the following topics:

- First, participants are given information about inclusive education and how it has developed within Lesotho.
- Second, they have the opportunity to reflect on attitudes to disability; both their own and those found within their community.
- Third, they are introduced to methods which they can use in classrooms to screen children for disabilities.

Each training session can stand alone or the three sessions could be brought together within a two-day workshop. Another option is for the material in Session 3 to be used in conjunction with the training sessions in Part 2, to form a workshop which focuses on each type of impairment and covers both the assessment methods and adaptations needed to classroom practice.

The suggested training sessions could also be used with other groups of participants, such as families, CBR personnel or other professions.

There are three video programmes in this part. They are:

1. Inclusive Education in Lesotho. (30 mins)

The programme is presented by Lineo Phachaka, Senior Inspector, Special Education Unit and Lilian Mariga, Special Education Advisor.

2. Changing Attitudes to Disability (16 mins)

This programme includes the views of parents, teachers, school managers and pupils with and without disabilities

3. Screening for Disabilities (33 mins)

The programme is in six parts and it can be stopped after each part. It begins by explaining the different forms of impairment which can be found among children. The second part demonstrates ways in which developmental assessments can be carried out while in parts 3 and 4 methods are shown which teachers can use to

screen children for visual impairments and hearing impairments. Part 5 of this programme shows activities to help identify learning disabilities and part 6 describes the steps in making a referral.

Session 1 - Inclusive Education in Lesotho

The learning outcomes from this session would include:

- Participants will know what is meant by the term inclusive education
- They will know how inclusive education has come about in Lesotho
- They will have had an opportunity to share their experiences of coping with children who have special needs in ordinary schools.



Minimum time required: around 2 hours

Core Activities



Introductions

(20 mins)

If the group is meeting for the first time, make sure people have the chance to get to know one another. You might use some of the warm-up activities suggested in Appendix 3.



Aims of the course

(10 mins)

Tutors provide an overview of the course; its overall aims and methods of working. (These could be written on blackboard or large sheet of paper). Particular stress should be placed on the idea of learning together through participation but also that learning can be fun! Leave time for the group to ask questions or make comments.



Aims for this session

(5 mins)

The tutor should summarise the aims of the session (see above).



Video - first half of programme

(15 mins)

Introduce the video and suggest that participants keep a record as they watch, of how inclusive education began in Lesotho. (NB The video soundtrack is in English; tutors may need to summarise what is said in local languages).



Reactions

(10 mins)

Invite the group to identify the key steps in starting inclusive education and to comment on them.



Video - second half of programme

(15 mins)

As they watch this part of the video, participants should identify the help offered to teachers who have children with disabilities in their classroom.



Sharing Experiences

(20 mins)

Divide the participants into groups of 5 to 6 people. Within the groups, they should share their experiences of having children with disabilities attending ordinary schools. They should summarise their experiences on a large sheet of paper under two headings

1. what makes it work?
2. what are the difficulties ?

(NB. The table overleaf summarises points made by previous groups of teachers. Your group may have different answers.)



Closing Summary

(20 mins)

Bring the participants together as one large group and place the summary sheets so that everyone can read them. Tutors should summarise common points and identify when issues would be tackled as part of the training course. Remind people of the next meeting and of any suggested activity they have to do before it.

Additional Activities

- Invite one or more teachers with experience of inclusive education to come along to this session to share their experiences with the group and to answer questions.
- Arrange for participants to visit a school which has integrated children with disabilities into ordinary classrooms.

Teachers' Experiences

What makes it work?

- introduce the child with a disability to school for an hour or two per day to begin with
- provide activities in which children with disabilities can mix socially with other children
- find another pupil to 'befriend' the child with disabilities
- one-to-one help in the classroom, e.g. from fellow pupil, older student, volunteer
- taking time to establish communication between teacher and child
- enlisting the help of the family to go over work done in school
- teachers having access to advice from other people.

What are the difficulties?

- accessibility of buildings, toilets
- distance to walk to school from home
- bullying and teasing by other children
- teachers do not have the time to devote to individual child
- teachers are not trained to teach these children
- lack of special equipment
- problems of managing the very active child in the classroom
- negative attitudes of the parents of other children towards the idea of integration
- reluctance of families with disabled children to send their child to school.

Session 2 - Changing Attitudes to Disability

The learning outcomes from this session would include:

- Participants are aware of their own attitudes to disability
- They will have reviewed attitudes in their community to disability and how these could be changed
- They will have reflected on attitudes to having children with disabilities attending ordinary schools and what can be done to change people's attitudes.



Minimum time required: around 2 hours

Core Activities



Questionnaire

(20 mins)

As participants arrive have them complete the 'Pre-Training' questionnaire in Appendix 1, or a shortened version of it. This serves two purposes; it gives you as tutors more information about the participants while introducing them to the theme of this session.



Aims for this session

(5 mins)

The tutor should summarise the aims of the session (see above)



Video

(The video lasts for 15 mins)

Before showing the video, give the participants a number from one to four. As they watch the video, people with a given number will note the changed attitudes of particular groups as follows:

1. Parents
2. Teachers and managers of Schools
3. People with disabilities
4. Pupils who do not have disabilities.



Group Discussions

(20 mins)

The participants with the same number should come together as a group and compare their notes on what they had heard people say on the video. They can

also go on to discuss other attitudes which they have encountered among the groups of people they have been assigned. One of the group should be requested to give a report back to the larger group.



Report Back

(20 mins)

Invite the speaker from each group to give a summary of what their group had noted about people's attitudes



Problem-solving activity

(20 mins)

The groups re-form to tackle this activity. The participants have to think of as many ways as they can, which would produce more positive attitudes towards inclusive education in parents, in teachers, in pupils and in people with disabilities. They should list the suggestions on a large sheet of paper. After five minutes, suggest that sheets of paper move around the four groups. Each group can then read what another group has written and then go on to add further ideas. This can be repeated until all four groups have contributed to each sheet of ideas. (NB. The table overleaf lists some of the suggestions made by previous groups of teachers).



Closing summary

(20 mins)

Bring the participants together as one large group and place the summary sheets so that everyone can read them. Ask the participants to identify actions listed which they could do. Circle these on the sheets of paper. Ask the participants to consider undertaking one of the actions before the next session.

Additional Activities

- Invite a parent or parents who have a child with a disability attending an ordinary school to come along to this session to share their experiences with the group and to answer questions.
- Arrange for participants to visit a family to discuss their feelings about the child a disability and his/her education.
- Ask the participants to have other people complete the questionnaire on attitudes.
- Tutors should analyse the participants' questionnaires and give a short report to the group at the next session.

Teachers' Suggestions for Promoting Inclusive Education

- teachers visiting schools who have successfully integrated children to see how they have made it work
- have a meeting for all school staff and show video on Inclusive Education in Lesotho
- the use of stories, puppet shows, art competitions and role play activities to help prepare children for the process of integration
- finding out about children with disabilities in the neighbourhood through teachers visiting homes and talking with families
- exploring the skills which children ideally need to have before coming to school and work with families, CBR personnel to have them teach the children at home
- start pre-school groups for children to attend
- invite successful adults with disabilities to talk at a meeting for parents and teachers
- start with children who are easy to manage before going on to take in more difficult children;
- have regular meetings for teachers to share ideas and discuss any problems they have encountered;
- publicise the children's and the school's achievements in newspapers, on radio and television.

Session 3 - Screening for Disabilities

The learning outcomes from this session would include:

- Participants are aware of the need to screen children for disabilities
- They will be able to make developmental assessments; screen for hearing and vision impairments and make an assessment of possible learning disabilities
- They will know the importance of referring children for further assessment and assistance.



Minimum time required: around 6 hours

(NB. This session can be incorporated with the suggestions made in Part 2, to provide a more extensive training session on each of the four main impairments which would cover assessment as well as methods for overcoming impairments.)



Materials required

Each participant should have a copy of the Assessment Booklet produced by the Special Education Unit of the Ministry of Education.

Core Activities



Introduction

(20 mins)

After welcoming the participants, have them brainstorm all the different disabilities which they know. List these on the blackboard. Point out that some of these disabilities are present from birth; others are acquired; also that some are obvious but others are 'hidden'. It is important to identify if a child has a disability as early as possible so that help can be given. Hence the purpose of this session.



Aims for this session

(10 mins)

The tutor should summarise the aims of the session (see above); explaining that the session will be divided into four main parts.



Video

(6 mins)

Show the first part of the video (note: the end of each part is signalled by music)



Discussion

(20 mins)

With all the participants, ask for examples of home-school links; how they come about and what are the obstacles which teachers are likely to encounter. How might these be overcome? Tutors should conclude this session by emphasising the importance of teachers consulting with families.



Assessment Booklet

(10 mins)

Give out a copy of the booklet to participants and let them look over it to familiarise themselves with the content



Video - developmental assessments

(8 mins)

Show the second part of the video.



Activity

(15 mins)

In pairs, participants should read through the checklists and draw up a list of the items they would need to have available in their class in order to make a developmental assessment. Tutors can introduce the idea of an assessment kit which a school could put together and which teachers could share.



Introducing visual impairments

(30 mins)

Tutors might give a short introduction to the types of visual problems which children can have (see Curriculum Guide on Visual Impairments). Included in this presentation, could be opportunities for teachers to experience different disorders, e.g. by wearing 'spectacles' which have been designed to distort vision.



Video - visual impairments

(7 mins)

Show the third part of the video



Activity - assessing vision

(30 mins)

Participants can watch while one person uses the E test to assess another's vision. Or it may be possible to have a number of children attend the session so

that practice assessments can be carried out. During these practice sessions it is most important that tutors correct any mistakes which the participants make.



Introducing Hearing impairments

(20 mins)

Tutors might give a short introduction to the types of hearing problems which children can have (see Curriculum Guide on Hearing Impairments. Included in this presentation, could be opportunities for teachers to experience different hearing disorders, e.g. by tutors talking softly, participants putting finger in ears and humming while the tutor talks.



Video - hearing impairments

(5 mins)

Show the fourth part of the video



Activity assessing hearing

(30 mins)

Participants can watch while one person uses the distraction method to assess another's hearing. Or it may be possible to have a number of children attend the session and for some participants to practice assessing their hearing. During these practice sessions it is most important that tutors correct any mistakes which the participants make.



Introducing learning disabilities

(20 mins)

Tutors might give a short introduction to the types of learning disabilities which children can have, e.g. in reading, writing and number work. Leave participants time to look over the assessment tests contained in the booklet.



Video - assessing learning disabilities

(6 mins)

Show the fifth part of the video



Activity – learning disabilities

(30 mins)

In pairs, participants can practice administering the tests to one another. The 'pupil' should make deliberate mistakes. Or some children might be present and willing to be tested. During these practice sessions it is most important that tutors correct any mistakes which the participants make.



Making referrals

(10 mins)

Tutors should prepare a chart which lists the possible people and places to which children can be referred if teachers suspect they have a problem. They can then refer to this chart as they introduce the topic to the group



Video - making referrals

(4 mins)

Show the last part of the video



Discussion

(20 mins)

Invite the group to comment on their experiences of referring children and how families might be helped with common problems such as transport and costs.



Closing Summary

(20 mins)

Individual participants are asked to reflect on the children in their class and make a list of those who need to be screened for possible impairments.

Suggest that teachers start to do this over the next few weeks and before the next part of the course.

Additional Activities

- Invite a group of children to attend the workshop so that teachers can have practice at using the tests.
- Invite a one or more specialists to attend the workshop and to give a short presentation instead of the tutor. For example, an audiologist could present the section on hearing impairments.
- Arrange for participants to visit referral centres and to see the procedures used there.
- Have the participants visit a child with suspected disabilities at home and to share the screening methods and assessment checklists with the parents.

Part 2 - Overcoming Impairments

Part 2 - Overcoming Impairments

This part of the course examines the adaptations which teachers and schools need to make in order to try and overcome the effects of the four main impairments which children can have. Hence this part of the course is divided into four parts, namely:

1. Overcoming visual impairments
2. Overcoming hearing impairments
3. Overcoming physical impairments
4. Overcoming intellectual impairments

The aims of these sessions are as follows:

- To provide participants with an introduction to the range of adaptations which schools can make to help reduce the effects of children's impairments
- To illustrate good classroom practice for children with particular disabilities
- To encourage teachers to acquire further skills and knowledge so that they can provide more assistance to the children.

It is recommended that a one-day workshop or the equivalent is devoted to each of the four topics. In this way teachers can have an opportunity to explore in more detail some of the practices they need to adopt for their classroom.

Part of this day might be devoted also to the screening procedures that can be used to identify children with specific disabilities. The relevant section of the video on *Screening for Disabilities* in Part 1, could also be shown and opportunities given for participants to practice using assessment methods on each other.

Alternatively, the four training sessions in this part, could form a one-day 'taster' workshop in which participants can get a flavour of how schools can adapt their practice relatively easily and at little cost. However it is vital that participants have a later opportunity to become more knowledgeable about the different disabilities and to learn essential skills such as sign language.

As you will read, a similar structure is suggested for the four sessions; with the 'core' activities forming a 'taster' workshop and the 'additional' activities being used on one-day workshops.

Session 1 - Overcoming Visual Impairments

The learning outcomes from this session would include:

- Participants will know the different types of visual impairments which children can have
- They will position children in class to optimise their vision
- They will be aware of the magnifying aids which are available and of the teaching aids which they can make for these children
- For children with severe visual impairments, they will be introduced to mobility training, teaching through touch and the use of Braille.



Minimum time required - around 2 hours

Core Activities



Introductions

(20 mins)

If the group is meeting for the first time or after a break of some time, make sure people have the chance to get to know one another. You might use some of the warm-up activities suggested in Appendix 3.



Aims of Part 2

(10 mins)

Tutors should provide an overview of this part of the course; its overall aims and methods of working. (These could be written on blackboard or large sheet of paper). Particular stress should be placed on the idea of learning together through participation but also that learning can be fun! Leave time for the group to ask questions or make comments.



Introduction to visual impairments

(15 mins)

Invite the participants to say if they have impaired vision or if they know someone who has. Have them describe the effects to the rest of the group. Make clear that impairments can be mild to severe and that even a mild impairment can affect children's learning.



Aims for this session

(5 mins)

The tutor should summarise the aims of the first session (see above).



Video - first half of programme

(10 mins)

Introduce the video and suggest that participants keep a record as they watch of the advice given to overcoming visual impairments. (NB. The video soundtrack is in English; tutors may need to summarise what is said in local languages.)



Discussion

(10 mins)

List all the suggestions which participants have noted from the video. Invite them to add any other advice which they could give based on their own experiences.



Video - second half: Severe visual impairments (10 mins)

Introduce the next part of the video and suggest they keep a record of how to overcome more severe visual impairments.



Mobility training

(20 mins)

Tutors should go over the main points of mobility training and give two pairs of participants the opportunity to practice these on each other. The other participants should observe. At the end of the session, tutors should recap the important points.



Information

Tutors should give participants information about how magnifying aids can be obtained and how children can be taught Braille in their country or region, and also if training is available to teachers.

Additional Activities

(for use in a one-day workshop)

- Include a session on screening for visual impairments
- Invite a person with severe visual impairments to share their experiences with the participants (what helps / does not help)
- Include a session on making large-print teaching aids
- Bring along magnifying aids and let participants experiment with them
- Devote more time to orientation and mobility training
- Include a demonstration of Braille
- Invite a specialist teacher for the visually impaired to share his/her experiences and to answer participants' questions.

Session 2 - Overcoming Hearing Impairments

The learning outcomes from this session would include:

- Participants will know how to detect hearing impairments in children
- They know how to position themselves and the children in class to optimise their hearing
- They will be aware of the need to adapt their language and the use of visual aids and signs to assist communication
- They will be introduced to sign language and finger spelling as means of communication with children who have severe hearing impairments.



Minimum time required - around 90 minutes

Core Activities



Introduction to hearing impairments (15 mins)

Invite the participants to say if they have impaired hearing or if they know someone who has. Have them describe the effects it has on the person to the rest of the group. Make clear that impairments can be mild to severe and that even a mild impairment can affect children's learning.



Aims for this session (5 mins)

The tutor should summarise the aims of the session (see above).



Video (14 mins)

Introduce the video and suggest that participants keep a record as they watch of the advice given to overcoming hearing impairments.



Discussion (15 mins)

List all the suggestions which participants have noted from the video. Invite them to add any other advice which they could give based on their own experiences.



Activity

Divide the participants into pairs. One person will be the teacher and the second, a pupil. Have the 'pupils' close their eyes while you show the 'teachers' a flip-chart on which the following is written:

Put your right hand on your head, the left hand on your stomach and sit with your legs crossed. Pat your head with one hand; make a circular movement around your stomach with the other hand while you cross and uncross your legs. (Tutors should demonstrate the actions).

Explain that the teachers have to get this message across to their pupils by using one gesture at a time and without saying anything.

Then switch roles for a second activity. This time the instructions are:

Go to the tutor and ask her/him to give you one Rand coin and bring it to me.



Reflection

(25 mins)

Invite the participants to reflect on which parts of the message were easy to understand and which were difficult. List the things 'teachers' should do to help get the message across.



Information

(10 mins)

Tutors should give participants information about how hearing aids can be obtained and how teachers can learn sign language.

Additional Activities

(for use in a one-day workshop)

- Include a session on screening for hearing impairments
- Ask participants to identify the 20 most common words they use in class to teach and guide children, e.g. good; no; give-me; go; write; count; how many; where; who; toilet, etc. Spend up to two hours teaching the participants these signs from a sign language vocabulary
- Have them discuss how they could encourage children with hearing impairments to use these signs to communicate with teachers and other pupils

- Invite a specialist teacher for the hearing impaired to share his/her experiences and to answer participant's questions
- Have the participants prepare visual aids for use with children who have hearing impairments to assist them in learning to read a short story.

Session 3 - Overcoming Physical Impairments

The learning outcomes from this session would include:

- Participants will be aware of the range of physical impairments which children can have and their causes
- They will know how to cope with children who have epileptic fits in class
- They will know of a range of aids that can be used to encourage mobility
- They will be able to assess the accessibility of their school to children with physical impairments and what could be done to improve it.



Minimum time required - around 90 minutes

Core Activities



Introduction to physical impairments (15 mins)

Invite the participants to say if they have any physical impairments or if they know someone who has (e.g. fits, loss of a limb, polio, burns). Have them describe to the group the effects it has on the person. Explore beliefs or attitudes towards different disabilities.



Aims for this session (5 mins)

The tutor should summarise the aims of the session (see above).



Video (16 mins)

Introduce the video and suggest that participants keep a record as they watch of the advice given to dealing with epileptic fits and for encouraging a child's mobility. Ideas for making schools more accessible should also be noted.



Discussion (25 mins)

List all the suggestions which participants have noted from the video for dealing with fits and encouraging mobility. Invite them to add any other advice which they could give based on their own experiences.



Activity

(15 mins)

Divide the participants into small groups, preferably from different schools. Each group should note the 'barriers' that exist at their school for children who use wheelchairs or who use crutches. They should comment on access to classrooms, playground, toilets, transport to/from school. Ideas for improvements should be listed.



Review

(10 mins)

In the large group, review the main obstacles in schools and list the recommendations for improvements.



Information

(10 mins)

Tutors should give participants information about how children can receive physiotherapy and obtain walking aids.

Additional Activities

(for use in a one-day workshop)

- Invite a physiotherapist to talk about his/her work and how teachers can detect problems and encourage mobility
- Groups can devise a range of activities which can encourage children's social integration in the school, even if they cannot walk. For example, table-top games, choir, shared painting activities
- Invite a disabled activist to talk to the group about his/her experiences at schools and to answer questions from the group
- Give further information on sources of help for specific physical impairments, e.g. drugs for epilepsy.

Session 4 - Overcoming Intellectual Impairments

The learning outcomes from this session would include:

- Participants will know the range of causes of intellectual impairments in children
- They will be aware of family and community attitudes to this disability and how more positive attitudes can be promoted
- They will know how to assist the children's learning through step-by-step teaching
- They will be aware of the need to adapt the curriculum to suit these children's needs, with particular emphasis on pre-academic skills and on learning the skills needed for everyday life at home and in the community.



Minimum time required - around 90 minutes

Core Activities



Introduction to intellectual impairments (15 mins)

Invite the participants to say if they know someone who has this disability. Have them describe to the group, the effects it has on the person's lifestyle. Make clear that impairments can be mild to severe and that a child may have additional impairments such as vision or hearing problems.



Aims for this session (5 mins)

The tutor should summarise the aims of the first session (see above).



Video (16 mins)

Introduce the video and suggest that participants keep a record as they watch of attitudes to this disability; five ways of helping these children to learn and suggested topics which schools may need to include in the curriculum for these children.



Group work (15 mins)

Divide participants into three groups and allocate one topic to each, i.e. attitudes; teaching methods; curriculum. Give each a large sheet of paper and have them

list the points made on the video about their topic and any other suggestions which they could give based on their own experiences.



Report Back

(30 mins)

Each group should report to the large group on their discussions. Further comments and suggestions should be added to the sheets.



Information

(10 mins)

Tutors should give participants information about further courses available on behaviour modification and the planning of teaching programmes for these children.

Additional Activities

(for use in a one-day workshop)

- Include a session on screening for intellectual impairments
- Invite a specialist teacher for the intellectually impaired to share his/her experiences and to answer participant's questions
- Distribute copies the Checklists of Educational Attainments (Appendix 2) and describe how these can be used to identify learning objectives for children who have developmental delays
- Have the participants prepare a teaching programme to encourage children to learn to put on a pullover
- Invite a parent of a child with intellectual impairment to talk to the group about his/her experiences and hopes for the child
- Have a brainstorming session on how teachers and families could work more closely together.

Part 3 – Adapting the Curriculum

Part 3 - Adapting the Curriculum

The third part of the course looks at ways of adapting the basic school curriculum to meet the needs of children with disabilities. This part of the course should also assist teachers when they encounter children who have specific learning disabilities with literacy and numeracy skills, even though they have no other impairments.

The training sessions cover the following topics:

1. Introducing Reading
2. Introducing Writing
3. Introducing Numbers

The aims of these sessions are as follows:

- To illustrate the skills which children need to master before they can begin to learn to read, write and count
- To introduce participants to simple checklists which they can use to assess a child's level and determine suitable learning objectives
- To demonstrate a range of lessons and teaching aids which can be used in classrooms to assist the children's literacy and numeracy skills.

It is recommended that a one-day workshop or the equivalent is devoted to each of the three topics. In this way teachers can have an opportunity to explore in more detail some of the teaching approaches and methods they could use in their classrooms and to experiment with the making of teaching aids.

Alternatively, the three training sessions in this part of the course, could form a one-day 'taster' workshop in which participants can get a flavour of how teachers can adapt their lessons relatively easily to suit the children's needs. However it is vital that participants have a later opportunity to become more knowledgeable about the teaching of literacy and numeracy especially with children who encounter specific difficulties.

As you will read, a similar structure is suggested for the three sessions; with the 'core' activities forming a 'taster' workshop and the 'additional' activities being used on one-day workshops.

NB. The checklists of educational attainments given in Appendix 2 can be reproduced and a copy given to each participant for reference during these sessions.

Session 1 - Introducing Reading

The learning outcomes from this session would include:

- Participants will know the pre-reading skills which children have to master, e.g. knowledge of language, matching letters and words, matching sounds to letters, recognising words
- They will be able to draw up a teaching programme to suit a child's level of ability
- They will be able to make suitable teaching aids
- They will know ways of reinforcing the child's learning, through group-work in class, and working with families.



Minimum time required - around 2 hours

Core Activities



Introductions

(20 mins)

If the group is meeting for the first time or after a break of some time, make sure people have the chance to get to know one another. You might use some of the warm-up activities suggested in Appendix 3.



Aims of Part 3

(10 mins)

Tutors should provide an overview of this part of the course; its overall aims and methods of working. (These could be written on blackboard or large sheet of paper). Particular stress should be placed on the idea of learning together through participation but also that learning can be fun! Leave time for the group to ask questions or make comments.



Introduction to Reading

(15 mins)

Invite the participants to think of the skills which are needed in order to be able to ride a bicycle (e.g. balance, strength, arm movements for steering; know where to go) and list these on the blackboard. Then ask them to think of the skills needed to read what is written on the board. Explain that in this session, we will examine how children can be helped to develop the skills needed for reading.



Aims for this session

(5 mins)

The tutor should summarise the aims of the first session (see above).



Video

(20 mins)

Introduce the video and suggest that participants keep a record as they watch of teaching activities which can be used to help children acquire the different skills needed for reading. (NB The video soundtrack is in English; tutors may need to summarise what is said in local languages.)



Discussion

(10 mins)

List all the suggestions which participants have noted from the video. Invite them to add any other activities which they have used to help children with reading difficulties. Refer them to the checklist on Learning to Read.



Activity

(40 mins)

Divide the participants into four groups. The task is for each group to devise a teaching session to help children learn the designated objective (see below) and how they might need to adapt the lesson if the child has: a) hearing, b) visual or c) intellectual impairments. The four learning objectives are:

1. to understand the meaning of action words, such as 'wash'; 'drink'; 'buy'
2. to recognise the difference between the letters 'o' 'c' and 'u'
3. to recognise the names of three children in the class
4. to read the headlines in the paper.

The groups can present their conclusions to the large group.



Information

Tutors should give participants information about further courses on the teaching of reading and of any resource materials that are available to schools.

Additional Activities

(for use in a one-day workshop)

- Invite a reading specialist to work with you on planning the workshop and for him/her to give further input of specific aspects of reading

- Include a session on phonetics; that is linking sounds to letters and words
- Include a practical session on making teaching aids
- Teachers can share ideas for pre-reading activities they have found useful in their class.

Session 2 - Introducing Writing

The learning outcomes from this session would include:

- Participants will know the skills involved in learning to write, e.g. fine hand movements; pencil control; tracing shapes; starting points of letters; copying words
- They will be able to draw up a teaching programme to develop a child's writing skills which is suited to his/her level of ability
- They will be able to devise and make suitable worksheets
- They will know ways of reinforcing the child's learning; through group-work in class and working with families.



Minimum time required - around 90 minutes

Core Activities



Introduction to Writing

(10 mins)

As before, invite the participants to think of the skills which are needed in order to write and list these on the blackboard. Explain that in this session, we will examine how children can be helped to develop the skills needed for writing and that these can begin from an early age.



Aims for this session

(5 mins)

The tutor should summarise the aims of the first session (see above).



Video

(15 mins)

Introduce the video and suggest that participants keep a record as they watch of teaching activities that can be used to help children acquire the different skills needed for writing.



Discussion

(15 mins)

List all the suggestions which participants have noted from the video. Invite them to add any other activities which they have used to help children become better writers. Refer them to the checklist on Learning to Write.



Activity

(40 mins)

Divide the participants into four groups. The task is for each group to devise a worksheet that will help children learn the designated objective (see below) but for this to be a fun activity for the child! Provide each group with a large sheet of paper.

1. to make a cross (+)
2. to write the letter 'e' from the correct starting position
3. to write their name
4. to write a shopping list.

The groups can present their conclusions to the large group.



Information

Tutors should give participants information about further courses on the teaching of writing and of any resource materials which are available to schools.

Additional Activities

(for use on a one-day workshop)

- Invite a specialist in the teaching of writing to work with you on planning the workshop and for him/her to give further input of specific aspects of writing
- Include a session on the correct starting points of letters and how children can be taught to write between the lines
- Include a practical session on making further teaching aids
- Teachers can share ideas for pre-writing activities they have found useful in their class.

Session 3 - Introducing Numbers

The learning outcomes from this session would include:

- Participants will know the skills involved in learning numbers and to count, e.g. one-to-one correspondence, counting rules, recognising number symbols, addition and subtraction
- They will be able to draw up a teaching programme to develop a child's numeracy skills which is suited to his/her level of ability
- They will be able to devise and make suitable worksheets and teaching aids
- They will know ways of reinforcing the child's learning; through table-top games and working with families.



Minimum time required - around 90 minutes

Core Activities



Introduction to numeracy

(10 mins)

Invite the participants to think of all the different ways we use number in everyday life (e.g. time, money, bus numbers). As before, invite the participants to think of the skills which are needed in order to be understand and to use numbers.

Explain that in this session, we will examine how children can be helped to develop the skills needed for numeracy and that these can begin from an early age.



Aims for this session

(5 mins)

The tutor should summarise the aims of the first session (see above).



Video

(15 mins)

Introduce the video and suggest that participants keep a record as they watch of teaching activities that can be used to help children acquire counting and number skills



Discussion

(15 mins)

List all the suggestions which participants have noted from the video. Invite them to add any other activities that they have used to help children become better at numbers. Refer them to the checklist on Learning about Numbers.



Activity

(40 mins)

Divide the participants into four groups. The task is for each group to devise a fun 'game' or teaching activity that will help children learn the designated objective (see below). Ideally, tutors should have available a range of materials around which participants can create a game, e.g. bottle-tops, dice, cards. Alternatively the groups can describe their activity on a large sheet of paper.

1. to match one object to another (one-to-one correspondence)
2. to recognise the numbers '6' and '9' and to count them correctly
3. to add correctly two numbers between 1 and 9
4. to give change from R10 for items costing between R1 and R9.

The groups can present their conclusions to the large group.



Information

Tutors should give participants information about further courses on the teaching of numeracy and of any resource materials which are available to schools.

Additional Activities

(for use on a one-day workshop)

- Invite a specialist in the teaching of numeracy to work with you on planning the workshop and for him/her to give further input of specific aspects of numeracy
- Describe how more advanced activities could be introduced, e.g. measuring, time, money
- Include a practical session on making further teaching aids
- Teachers can share ideas for number activities they have found useful in their class.

Part 4 - Responding to Difference

Part 4 - Responding to Difference

The final part of the course looks at three separate but related topics which are often a major concern for teachers in mainstream schools when they are considering enrolling a child with disabilities in their class. This part of the course contains three sessions:

1. Classroom Practice

Aim: To illustrate ways of providing children who have special needs with extra assistance, such as one-to-one work with teachers; group work and peer tutoring. Also the making of worksheets and cards; and parental involvement.

2. Changing Behaviour

Aim: To share the experiences of teachers who have successfully modified the disruptive classroom behaviour of children. This includes physical prompting, explanation, differential use of praise, involvement of peers.

3. Teaching Strategies

Aim: to demonstrate teaching skills for use particularly with children who have special needs. This includes the setting of teaching objectives, I.E.Ps, task analysis, small step learning, use of praise, modelling and prompting, and recording of progress.

The three training sessions could form a one day workshop which can be presented at the end of the package, or as a follow-on workshop from the sessions in Part 1. The latter option might be used with participants who raise major concerns for themselves as teachers during the session on Changing Attitudes.

Or the sessions could be used as three separate one-day workshops, depending on the needs and interests of the participants.

A third option is that these training sessions could also be used as part of other training workshops. For example:

- the session on classroom practice could be incorporated into the training sessions of Part 3: Adapting the Curriculum.

- the session on changing behaviour could be used as an additional session within Part 2 - Overcoming Impairments.
- the session on teaching strategies could be used with the session on Overcoming Intellectual Impairments.

Session 1 - Classroom Practice

The learning outcomes from this session would include:

- Participants will know a range of ways by which children with special needs can receive extra assistance in the classroom
- They will share their experiences of using these approaches, the obstacles likely to be encountered and how they might be overcome
- They will devise an action plan that they can discuss with their colleagues in school for making extra assistance available.



Minimum time required - around 2 hours

Core Activities



Introductions

(20 mins)

If the group is meeting for the first time or after a break of some time, make sure people have the chance to get to know one another. You might use some of the warm-up activities suggested in Appendix 3.



The role of a teacher

(20 mins)

Invite the participants to brainstorm the main roles of a teacher. List their suggestions on the blackboard. Invite them to think of the difficulties most teachers encounter in doing their job. List these also on the board. Explain that in this part of the course, we shall examine how some of these difficulties can be overcome. Stress the importance of learning from one another's experiences and that the tutors do not have any instant solutions to offer!



Aims of Part 4

(10 mins)

Tutors should provide an overview of this part of the course, its overall aims and methods of working. (These could be written on blackboard or large sheet of paper). Leave time for the group to ask questions or make comments.



Aims for the session

(5 mins.)

The tutor should outline the aims.



Video - Classroom Practice

(20 mins)

Introduce the video and suggest that participants keep a record as they watch of the various ways in which children with disabilities were able to receive extra assistance with their learning. (NB The video soundtrack is in English; tutors may need to summarise what is said in local languages.)



Discussion

(10 mins)

List all the suggestions which participants have noted from the video. Invite them to add any other ways which they have used to help children with disabilities or who are slow learners.



Activity

(40 mins)

Divide the participants into three groups. The task is for each group to devise an action plan that could be used in their school to achieve the following goals:

1. to enable the teacher to spend time giving extra help to certain children in their class
2. to create a 'bank' of resource materials - worksheets, teaching aids - which teachers can borrow
3. to involve families in helping the child with his/her school work.

Encourage the groups to be specific in their suggestions and to list alternative ways of achieving the desired outcome. Each group should list their suggested action plans on a large sheet of paper. The groups can present their conclusions to the large group.



Conclusion

(10 mins)

Tutors should stress the need for staff to work together on any action plan and the importance of team-work in achieving the goals. End by emphasising that these actions will benefit all children, not just those with disabilities.

Additional Activities

(for use in a one-day workshop)

- Invite a head teacher and teachers with experience of adapting their school practice to give a short presentation, followed by an activity, on each of the three topics noted above. This will give participants an opportunity to have their questions answered. Follow the talk with group work as noted above,

except that all the groups focus on the same topic. In reporting back, tutors can identify common suggestions coming from the groups.

- Repeat this process with the other two topics; resource materials and parental involvement.
- Include a practical session on making resources.

Session 2 - Changing Behaviour

The learning outcomes from this session would include:

- Participants will know a range of ways by which children with behaviour problems can be managed in the classroom
- They will share their experiences of using these approaches, the obstacles likely to be encountered and how they might be overcome
- They will devise an action plan which they can discuss with their colleagues in school for handling children with disruptive behaviours.



Minimum time required - around 2 hours

Core Activities



Aims for the session

(5 mins)

The tutor should outline the aims as noted above.



Disruptive Behaviour

(20 mins)

Invite the participants to talk to the people sitting beside them about the disruptive behaviours they have experienced in their classrooms and why they think children behave that way. After five minutes, invite them to share their thoughts with the rest of the group. Tutors could list on the blackboard, the possible reasons given for the children's behaviour.



Video - Changing Behaviour

(15 mins)

Introduce the video and suggest that participants keep a record as they watch of the various ways in which teachers coped with the disruptive behaviours.



Discussion

(10 mins)

List all the strategies which participants have noted from the video. Invite them to add any other ways which they have used to help children with disabilities or who are slow learners.



Activity

(40 mins)

Divide the participants into three groups. The task is for each group to devise an action plan which could be used with children who shows the following behaviours: (NB allocate one child per group).

1. Paul has Down's Syndrome and cannot speak clearly. He keeps disturbing the children around him when they are trying to work; taking their pencils, pulling their hair, writing on their books.
2. Mary cannot hear well. Her mother brings her to school and stays to settle her in class. Mary always cries when her mother leaves; this can go for 20 minutes or longer. Sometimes she lies on the floor and screams.
3. Brian is nearly blind. He talks loudly in class, shouts out answers without waiting for the other children to answer and is always calling for the teacher to come and help him.

Encourage the groups to be specific in their suggestions; they should list their suggested action plans on a large sheet of paper. Each group can present their suggested plan to the large group for further comment and discussion. Tutors should draw out the common features in their suggestions.



Conclusion

(10 mins)

Tutors should stress the need for staff to get advice and suggestions from their colleagues when faced with disruptive behaviours. Remind the participants that families may experience similar problems at home and that they would welcome advice from teachers on how to deal with the behaviours.

Additional Activities

(for use on a one-day workshop)

- Invite a head teacher and teachers with experience of dealing with disruptive behaviours to give a short presentation and leave opportunities for participants to ask questions
- Invite a psychologist (if available) to talk to the group about the reasons for disruptive behaviours and strategies which schools can use
- Role play, in groups of four, two 'teachers' visiting a 'mother and father' at home whose child has disruptive behaviours, and advising the parents on how they cope better. The 'parents' can make their situation appear hopeless; as they give reasons why the teachers suggestions will not work! Tutors should review with the 'parents' the lessons from the role play, e.g. by asking them to recall any good advice they felt the teachers had given them. Likewise the 'teachers' can be asked to recall some of the difficulties which are more real for parents at home, more than for teachers at school.

Session 3 - Teaching Strategies

The learning outcomes from this session would include:

- Participants will know a range of teaching strategies that can be used to assist children's learning
- They will share their experiences of using these teaching strategies, the obstacles likely to be encountered and how they might be overcome
- They will practice drawing up an individual education plan (I.E.P.) and devising a teaching programme to meet a specific objective.



Minimum time required - around 2 hours

Core Activities



Aims for the session

(5 mins)

The tutor should outline the aims as noted above.



Video - Teaching strategies

(23 mins)

Introduce the video and suggest that participants keep a record as they watch of the various teaching strategies which teachers are seen using in the video.



Discussion

(10 mins)

List all the strategies which participants have noted from the video. Invite them to add any other ways which they have used to help children with disabilities or who are slow learners.



Activity

(60 mins)

Divide the participants into three groups. The task is for each group to devise an Individual Education Plan (IEP) for the three children described below. This should contain at least four objectives. For the second part of the activity, each person (or pair) in the group works out a teaching programme for each of the objectives mentioned in the IEP (Tutors could refer participants to the Checklists on Educational Attainments in Appendix 2).

1. Jomo is a teenager who is mildly retarded. He will be leaving school soon and would like to help his mother with her market stall, selling vegetables.
2. Pat has very little hearing but is quite bright. She is four years old and has just started in first class. She has good hand control and communicates well with gestures.
3. Mohammed is nine years old; he cannot walk and has poor speech. His mother does everything for him, although his teachers feel its more because he is lazy rather than because he is not able. He can read and write his name.

The groups should write their IEPs on a large sheet of paper. Each group can present their suggested plan to the large group for further comment and discussion, and individual (or pairs) can outline the teaching programme they would use. Tutors should draw out the common features in their suggestions.



Conclusion

(10 mins)

Tutors should stress the need for staff to write down their plans and programmes so that they can monitor the child's progress. Remind the participants of the importance of working with families in drawing up an IEP and teaching programme.

Additional Activities

(for use on a one-day workshop)

- Invite a head teacher and teachers with experience of dealing with children who have special needs to give a short presentation on the IEPs and teaching programmes they have devised in their schools. Leave opportunities for participants to ask questions.
- The video shows two examples of the step-by-step approach. Divide the participants into small groups and have them draw up the steps involved in teaching one of the following tasks: write your name; make tea; play hopscotch; wash your hair. Groups should share their ideas.
- Role play in groups of three, a teacher teaching a 'child' a new task, i.e. use of models, prompts and feedback. The third person acts as an observer and gives the teacher feedback about what he/she did well and what could be done better. Use three 'teaching' activities so that everyone in the group has a turn at being the child, teacher and observer. Possible tasks are: putting on a jacket; sorting objects into small, medium and large; and simple subtraction with single digits. Tutors should review the lessons from the role play, especially the 'good things which the teachers did.

Further Reading and Resources

Further Reading and Resources

UNESCO (1994) *The Salamanca Statement and Framework for Action on Special Needs Education*, Paris.

Outlines the principles, policy and practice on which special needs education should be based and provides guidelines for action at the National Level.

McConkey, R. (1993) *Training for All: Developing video-based training packages for Parent and Community Education*, Paris, UNESCO.

Describes the organisation and running of local training courses based around video-programmes.

**Both these publications are available free-of-charge from:
Special Education Unit, UNESCO, 7, place de Fontenoy, 75352 PARIS 07-SP, France.**

Mittler, P., Brouillette, R. and Harris, D. (1993) *Special Needs Education: World Yearbook of Education*, London, Kogan Page.

Contains 20 chapters written by leading figures in special needs education from around the world. The themes include: International perspectives; meeting specific disability needs; regional reports and case studies; transitions and current issues.

Obtainable from libraries or bookshops. ISBN 0 7494 0854 5.

Save the Children (1993) *Disability and Overseas Programmes, Current Situation and Future Options for Save the Children*.

This is a broad-ranging discussion paper on SCF's approach to disability in its overseas programmes. It discusses key issues such as disability as a development issue. It gives an overview of the international response to disability, an overview of SCF's response in terms of context,, history and issues of concern and finally gives some recommendations for the way forward.

Save the Children SE Asia & Pacific Regional Office (1996) *Towards Inclusion: SCF UK's Experience in Integrated Education*

This report gives an account of Save the Children's experience in IE in China, Laos, Lesotho, Thailand and Vietnam.

SCF (UK) *Playing Fair – A parent’s guide to tackling discrimination*

A UK-based practical insight into prejudice and how to reveal it, offering honest advice and ideas for all those caring for young children.

Stubbs, S (1997) ‘Poverty and membership of the mainstream: Lessons from the South – can poverty facilitate inclusion?’ *Asia Pacific Disability Rehabilitation Journal*, Vol.8, No.1

Discusses SCF’s experiences of IE programmes in Asia and Africa

Miles, S (1996) ‘Engaging with the disability rights movement: the experience of community-based rehabilitation in Southern Africa’ *Disability and Society*, Vol.11, No.4

Looks at the evolving concept of CBR and its relationship with disability rights movement.

Khateli, Mariga, Phachaka and Stubbs (1995) ‘Schools for All: national planning in Lesotho’ *Innovations in Developing Countries for People with Disabilities*. Chorley: Lisieux Hall Publications

Reiser, R (1995) *Invisible Children*

A report of SCF’s Joint Conference on Children, Images and Disability in the UK.

Newton, D (1995) *Inclusion in the Early Years*

A report of the work of SCF/Birmingham Social Services’ Playchoice integrated childcare scheme.

Stubbs, S (1995) *The Lesotho National Integrated Education Programme: A case study on implementation*, University of Cambridge M.Ed Thesis

Carey, J and McIvor C (1995) *In Our Own Words – disability and integration in Morocco*.

This book analyses SCF’s disability work in Morocco, looking at disabled children’s needs and their participation in programmes and services, and the particular needs of disabled women and female caregivers.

See end of section for information on obtaining Save the Children documents

Holdworth, J and Thepphaongsa, P (1996) *Don’t use mature wood if you want to bend it; don’t pick old mushrooms if you want to eat them. Experience of the Lao People’s Democratic Republic in provision for children with disabilities – using the kindergarten sector*.

This report explores the experiences of the SCF-supported Lao Integrated Education Project

Available from UNESCO

CBR News No.20

This edition of CBR News contains articles on IE in Vietnam, the UK, Canada, Philippines, Ghana, Guyana, Mozambique and India. May-August 1995

Available from Healthlink Worldwide

Working with organisations of disabled people

Miles, S (1994) *Partnership for Change*. Report of a SCF southern Africa regional disability meeting, Swaziland.

This report presents detailed discussions on the whole issue of partnership with disabled people's organisations and consumer involvement in CBR and IE programmes.

Integrating disability into general development programmes

Goodwin, J (1994) *Report of South Asia regional disability workshop (SCF)*

This workshop was the first of its kind, it was targeted at mainstream development workers who were not disability specialists, and its purpose was to help them become disability aware and to integrate the disability perspective into all their work. It was facilitated by disabled activist, Mr B Venkatesh.

Saunders, C and Miles, S (1990) *The uses and abuses of surveys in service development planning for the disabled – the case of Lesotho*, SCF London

Ideas for teaching children with special needs

Learning Together (1994)

This series of eight programmes focuses on young children with cerebral palsy and shows how they can be helped to master self-help skills, mobility, communication and socialisation. It was filmed mainly in Botswana, Zambia and Zimbabwe.

Right from the Start (1995)

These eight programmes, filmed entirely in Africa, illustrate how the development of children with mental and physical handicaps can be

promoted from birth through to the teens. A number of programmes focus on how families can be supported in doing this.

Moving On: Preparing African Teenagers with a Disability for Living in the Community.

The five programmes, recorded in Kenya, Zambia and Ethiopia, cover the following topics; independence at home, school curriculum for teenagers; nurturing friendships, training for work and obtaining paid employment.

The above 3 training packages are available from: Penny Mharapara, Cheshire Foundation International, c/o 85, Baines Ave., Harare, Zimbabwe.

Further Video-based Courses

UNESCO (1995) *Special Needs Education: Access and Quality. Issues and Viewpoints from the Salamanca Debate.*

This 55 minute video programme is in two parts. The first part presents an international overview of thinking in special needs education and the second part summarises some of the key recommendations made in the Framework for Action. The programme features 14 international experts in the field of special needs education.

Available from UNESCO (see above) Cost US\$40

Save the Children Fund (1995) *Children, Disability and Development: Achievement and Challenge.*

This series of three video programmes draws on the experiences of SCF personnel and partners from around the world as they explore topical issues in Community Based Rehabilitation, Integrated Education and Empowerment and Disabled people.

Insayaya (It's a challenge). CBR in Swaziland, available in Siswati and English. Video of SCF supported CBR programmes in Swaziland.

Save the Children Fund (1994) – *Observing Children Playing. A video training course for families, teachers, CBR workers, volunteers and others who are involved with children, both with and without disabilities.*

All children can have fun and learn through play, they learn about the world around them, how to control their bodies, how to communicate and get on with other people and how to solve problems. Sometimes children with disabilities need help and encouragement to play, this video training course will show you how you can help to stimulate children's development

through 'observing children playing'. Video with English, Arabic, French and Moroccan Arabic. Handbook - English/Arabic and French/Arabic.

To obtain copies of any Save the Children documents and videos, please contact the Policy Officer or Policy Adviser for Disability, SC UK, 17 Grove Lane, London SE5 8RD, UK. Please note that some of the older document may no longer be available (January 2002)

Appendices

1. Evaluation Questionnaires

- Pre-training questionnaire
- Review of the training course
- Post training questionnaires

2. Checklists of Educational Attainments

- Learning to communicate
- Learning to think
- Learning to look after yourself
- Learning to read
- Learning to write
- Learning about numbers

3. Introductory Activities

- Name badges
- Introductions
- Displays
- Introducing your neighbour
- I like...
- Soul mates
- Name bingo
- Songs
- Catch my name
- Your number's up
- Catch me if you can

Appendix 1

Evaluation Questionnaires

This appendix contains sample forms which tutors could use to find out the views of teachers prior to coming on to a course and to ascertain the impact which the course has had on their attitudes and practice.

Tutors should consider adapting the forms to their local circumstances and translating them into local languages as needed.

Some of the forms request a great deal of information and tutors should consider how they will analyse the replies. If they do not have the necessary time or resources, we recommend using shorter forms which are easier to analyse.

The following forms are provided:

1. Pre-Training Questionnaire

For determining attitudes and experiences of disability prior to teachers coming on the course. This questionnaire would be completed by teachers before they take a training course. For example, all the teachers in a school who will be attending a course could be asked to complete this form in the weeks before the course. Alternatively it could be given out at the start of a course, e.g. as people arrive.

2. Review of the Training Course

This form should be completed anonymously by all participants at the end of the course. This is best done at the end of the final session, as participants often fail to return forms if they take them away to fill in at home.

3. Post-Training Questionnaire

This questionnaire would be completed by teachers some months after they take a training course. It could be sent by post or given out in schools and teachers asked to complete it in their own time. Additionally evaluators could use questions 8, 9 and 10 when interviewing teachers. Replies on this form can be contrasted with the answers given to the Pre-Training Questionnaire.

Teacher's Questionnaire - Pre-Training

All the information given by you will be treated in confidence and will be used for research purposes only. Please note that there are no right or wrong answers. It is your opinions we want to have.

Teacher's Name School

1. Do you presently have a child/children with disabilities in your class?

No **Go next to Qu. 2 & 3**

Yes

Please list the children's disabilities and how long each has been attending school.

What problems, if any, have you had with these children?

What benefits, if any, has there been to having these children in your class?

Please go next to question 4.

2. What problems, if any do you think there could be to having a child with disabilities in your class?

3. What benefits, if any, do you think could come from having a child with disabilities in your class?

4. Outside of school, what contact have you had with children or adults who have a disability? (Tick one answer only)

- None at all
- Seen them around
- I meet and talked with them sometimes
- I meet and talk to them often

5. Please state whether you think the following children could fit into your present class.

(Choose one answer from the three listed - definitely yes; yes but it would be difficult; not possible at this time).

	Definitely yes	Yes but problems	Not possible
Children in wheelchairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children who have fits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children with hearing problems who cannot talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children with deformed limbs who can walk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children who are over-active and do not follow instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children who have facial scars from burns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children with intellectual impairments who cannot follow regular school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children with visual impairments who need assistance to move around.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. If you were asked, how willing would you be to do the following:

(Tick one of the three answers given.)

	Definitely yes	Yes but problems	Not possible
to visit a family at home who have a child with disabilities to give advice or help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to give a child with disabilities a six-week trial in your class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

to attend further training courses on teaching children with disabilities in ordinary schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to advise other teachers in my school who have many children with disabilities in their class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to have a child with disabilities come to your class for a short time each day to socialise with the other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Listed below are the reasons teachers have given for why they cannot teach children with disabilities in their class.

Please indicate whether you agree or disagree with each reason. (Tick one answer)

	Strongly agree	Agree	Disagree	Strongly disagree
They would hold the other children back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have not the time to teach them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The classrooms are not suitable for them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The other teachers in my school would not approve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am not paid to teach these children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
These children are better off at special schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not know how to teach these children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not have the equipment needed to teach these children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school manager/ headteacher does not want these children in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Any other comments you wish to make about the topics covered in this questionnaire?

Many thanks for your help in completing this questionnaire.

Review of the Training Course

We would like to have your honest opinion about the course as this will help us to improve the course for other teachers. You do NOT have to give your name unless you want to.

Location Date

What did you think was good about the course/ what went well?

Was there anything you did not like or thought could be done better?

Was anything left out which you wanted covered by the course?

Have you any other suggestions for improvements?

What topics would you like future courses to cover?

Teacher's Questionnaire – Post-Training

All the information given by you will be treated in confidence and will be used for research purposes only. Please note that there are no right or wrong answers. It is your opinions we want to have.

Teacher's Name School

1. Do you presently have a child/children with disabilities in your class?

No **Go next to Qu. 2 & 3**

Yes

Please list the children's disabilities and how long each has been attending school.

What problems, if any, have you had with these children?

What benefits, if any, has there been to having these children in your class?

Please go next to question 4.

2. What problems, if any do you think there could be to having a child with disabilities in your class?

3. What benefits, if any, do you think could come from having a child with disabilities in your class?

4. Outside of school, what contact have you had with children or adults who have a disability? (Tick one answer only)

- None at all
- Seen them around
- I meet and talked with them sometimes
- I meet and talk to them often

5. Please state whether you think the following children could fit into your present class.

(Choose one answer from the three listed - definitely yes; yes but it would be difficult; not possible at this time).

	Definitely yes	Yes but problems	Not possible
Children in wheelchairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children who have fits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children with hearing problems who cannot talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children with deformed limbs who can walk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children who are over-active and do not follow instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children who have facial scars from burns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children with intellectual impairments who cannot follow regular school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children with visual impairments who need assistance to move around.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. If you were asked, how willing would you be to do the following:

(Tick one of the three answers given.)

	Definitely yes	Yes but problems	Not possible
to visit a family at home who have a child with disabilities to give advice or help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to give a child with disabilities a six-week trial in your class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

to attend further training courses on teaching children with disabilities in ordinary schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to advise other teachers in my school who have many children with disabilities in their class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to have a child with disabilities come to your class for a short time each day to socialise with the other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Listed below are the reasons teachers have given for why they cannot teach children with disabilities in their class.

Please indicate whether you agree or disagree with each reason. (Tick one answer)

	Strongly agree	Agree	Disagree	Strongly disagree
They would hold the other children back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have not the time to teach them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The classrooms are not suitable for them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The other teachers in my school would not approve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am not paid to teach these children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
These children are better off at special schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not know how to teach these children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not have the equipment needed to teach these children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school manager/headteacher does not want these children in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Have you taken any training courses to help you teach children with disabilities?

No **Go next to Qu. 9**

Yes

Please list the courses you have attended along with approximate dates.

What was the most useful part of the training for you?

Can you give examples of how the training has helped your teaching in class?

Was there anything you did not like about the training or did not find helpful?

Are there any other topics you would like covered in future training courses?

Please go next to question 10.

9. Would you be willing to take training courses to help you teach children with disabilities?

NO

YES *If Yes: what topics would like the training to cover?*

10. Any other comments you wish to make about the topics covered in this questionnaire?

Many thanks for your help in completing this questionnaire.

Appendix 2

Checklists of Educational Attainments

These checklists have been developed for use with children who have special needs or those with specific learning difficulties. They cover the early skills which children need to acquire before they tackle the basic subjects in the primary school curriculum.

The six checklists are:

- Learning to Communicate
- Learning to Think
- Learning to Look After Yourself
- Learning to Read
- Learning to Write
- Learning about Numbers

These checklists can be used in a number of ways.

- They can guide teacher's and parent's observations of the child and refocus their perceptions on to the child's abilities.
- When completed, they provide a summary of the child's strengths and weaknesses.
- The information on the checklists can be readily shared among teachers, parents and CBR personnel.
- They provide a framework for selecting learning objectives and give an indication of the steps children go through in mastering complex skills.

The checklists should be adapted as necessary to suit local circumstances. At a minimum they may need to be translated into the local language or dialect, or the wording changed to include local idioms. It will also help greatly if illustrations are added as these will assist users of the checklists who have weak literacy skills.

Finally, in each checklist the items can be scored in one of three ways:

'Yes without help' - the child can do this without any help.

'Yes with help' - the child can make a good attempt but needs help with part of the task, or has to be prompted to do it.

'No' - the child cannot do the task, even when given help.

This should help to show progress even with children who are slow to learn.

*The checklists are reproduced with permission from: **Introducing Children with Disabilities into Mainstream Schools**, by B. O'Toole and R. McConkey, Guyana CBR Programme, 1995.*

Learning to Communicate

The child can.....

	Yes without help	Yes with help	No
• look at you when talked to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• smile and laugh aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• indicate no, don't want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• say mama or dada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• use gestures or words to indicate what he/she wants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• imitate words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• knows the names of five people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• point to a named part of his/her body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• put words or gestures together to make short sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• ask simple questions - what's that? where is ...?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• give his/her first and last name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• hold a short conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• talk about events which happened in the past.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Comments:

Learning to Think

The child can

	Yes without help	Yes with help	No
• pile objects on top of one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• place shapes correctly into a form board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• search for an object that is hidden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• sort objects into big and small	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• arrange sticks in order of size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• pretend with a doll	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• sort objects by colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• identify the odd-one-out from set of pictures, e.g. orange, banana, dog.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• remember where to find objects around the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• make-believe with objects - dress up, 'a stick is a car', etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• arrange pictures into a correct sequence e.g. man walking to river, man fishing, catches fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• remember to bring three objects from another room: e.g. shoe, book and cup.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other comments:

Learning to Look After Yourself

The child can

	Yes without help	Yes with help	No
• drink from a cup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• feed self with spoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• wash hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• show some regularity on bladder and bowel control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• remove clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• sit on the toilet if helped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• eat without any help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• dress without help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• wash and dry self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• go to the toilet without help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• brush teeth and hair by self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• assist with simple tasks around the home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• go alone to the shop to buy one item	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Comments:

Learning to Read

The child can

	Yes without help	Yes with help	No
• recognise photograph of a family member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• recognise pictures of common objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• recognise packets in cupboard or shops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• match shapes drawn on card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• bring an object if shown a line drawing of it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• match letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• match words when written on cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• match words to pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• pick out his/her name from three others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• read the names of five objects when written out on cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• read single words such as 'go; I; can; will'.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• read a sentence from words learnt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• read a simple sentence from a book - run, run as fast as you can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Comments:

Learning to Write

The child can

	Yes without help	Yes with help	No
• use a stick to make marks in sand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• scribble with crayon or chalk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• colour in a simple shape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• follow path of line from left to right (draw)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• trace pattern of dots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• colour in neatly a line drawing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• copy shapes - circle, cross, square	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• continue patterns such as (draw) without lifting pencil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• write simple letters correctly - l, t, i; o, c, a, d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• copy his/her name when written out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• form letters correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• copy short words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• write his/her name alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• copy neatly a simple sentence from a book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• write a short message to another person - 'give me the ball'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other comments

Learning Numbers

The child can

	Yes without help	Yes with help	No
• match one object with another - bottle caps into circles drawn on card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• recognise five objects in any arrangement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• say the number string - one, two three, four, five	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• match groups of objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• recognise the numerals 1,2,3,4,5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• count out correctly up to five bottle caps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• match numerals to groups up to 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• count aloud to 20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• write the number - 0 to 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• count out correctly up to 20 bottle caps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• using objects, can add together single digit numbers totalling 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• give correct change from R10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• do simple sums in workbook, e.g. $4 + 8 =$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• count in tens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• add double digit numbers correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• give correct change from R20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other comments:

Appendix 3

Introductory Activities

The activities described in this Appendix have been designed to help people to get to know one another when they come together as a group for the first time. They are sometimes known as 'ice-breakers' or 'warm-ups'.

These activities are also a good way of setting the 'tone' for the sessions; providing a relaxed atmosphere and engendering a spirit of fun as people talk to one another and participate in activities.

They can be used with different groups of people; students, teachers, parents and people from the community. However tutors should take into account people's expectations and past experiences, and select the activities with which their participants would be comfortable.

Name Badges

These can be given out as people arrive. Write the names in large print so that they are easy-to-read. Sticky labels can be used as name badges.

Introductions

Tutors should introduce participants to one another as they arrive; saying a little about each person before leaving them to chat.

Displays

Having a display of photographs, toys, educational equipment or books gives people something to look at and to talk about at the beginning of sessions or during breaks.

Introducing your neighbour

When people are sitting in a circle, put them into pairs. Each person tells the other something about themselves; where they work, their family. Once this is done, each person introduces their neighbour to the large group.

I like ...

Have people sitting in a circle. One person begins by saying their name and their favourite food. For example, "I'm Sasha and I like bananas". The next person repeats what has been said and then adds their name and food. The third person then has to remember the previous two people's name and their favourite food before adding their name and favourite food. And so it goes on until the last person (a tutor) has to recall everyone's name and favourite food.

Soul-mates

Have people think of three things, for example their favourite food; favourite name for a girl; favourite song. They then have to go round the rest of the group trying to find someone who likes the same three things as they do.

Name bingo

Give everyone a sheet of paper and pen on which are drawn nine squares (three by three). People have to collect the autographs of nine people in the room (one per square) and as they do, find out a little about them. When everyone has filled their squares; the tutors then calls out the names of people in the group. If people have that name in one of their squares, they mark it off. The winner is the first person who has the names of three people in a row or column. They have to introduce the three people to the rest of the group.

Songs

Songs with actions can be good ice-breakers, although some adults may think they are rather childish! If you can incorporate people's names in the song all the better. For example 'He's got the whole world in His Hands' can be adapted by inserting people's name into the different lines of the song.

Catch my name

Have the group sitting in a circle and pass round a ball. As people take it they say their name loudly for all to hear. When this is done, the rule changes; people then throw the ball to another person. The person catching it has to say the name of the thrower. If they cannot remember they have to find out the person's name before they throw the ball to someone else. Once again, that person has to say the name of the thrower. The game continues until everyone's name is known.

Your number's up

With the group sitting in a large circle, number them from one to five; then start again at one and carry on until everyone has a number except one or two people. They go into the middle. The tutor calls out one number and those people have to change seats. As they do, the people in the middle try to find a seat and they then become that number. The game continues until everyone is well warmed-up!

Catch me if you can

People sit on the floor in a large circle looking inward. One person walks round the outside of the group and drops an object behind one person and calls their name. That person jumps up and tries to catch the caller, who runs round the group. If he or she can get into the vacated space then the chaser has to drop the object behind someone else and so the game continues.