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# INCLUSIVE EDUCATION TEACHER TRAINING MANUAL For Primary School Teachers

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Sierra Leone  
2021



NJALA  
UNIVERSITY



## ACKNOWLEDGMENT

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This manual was authored the late Dr. Dauda M Sheriff of blessed memory, former Head of Department, School of Education Njala University. The work was continued by Dr. Michael Kallon, Lecturer in the School of Education, Department of Teachers Education and in charge of Curriculum Research Methods, Njala University. Julia McGeown, Inclusive Education Global Specialist, and Amanda Crookes, former Operations Manager, both from Humanity & Inclusion (new name of Handicap International, or HI), also co-authored the manual and provided overall coordination and technical advice.

This manual was validated by Teaching Service Commission represented by Dr. Denise Luseni, former Deputy Director, Teacher Development and Performance; Ezekiel Nonie, Manager, Teacher Performance; Gloria Hassan-Kamara, Manager, Teacher Development; and Jammie Victory Sankoh, Manager, Public Relations, as well as by Ministry of Basic and Senior Secondary Education represented by Mohamed S. Jalloh, Assistant Director, Special Need Education and Joan O Lewis, Executive Officer. Validation was made possible with valuable contributions from all the participants in the validation workshop held in July 2020 (in alphabetical order by the last name); Yankuba Forbie, Girls Education Challenge Transition (GECT) Project Manager, HI; Frank Aiah Mbayo, Consultant, Njala University; and Donald Thompson, Executive Director, Foundation for Advocacy Literacy Development.

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Bashir Muhammad Idris

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2021

|  |            |
|--|------------|
| FOREWORD   | 1          |
| INTRODUCTION   | 2          |
| HOW TO USE THIS MANUAL   | 3          |
| <b>MODULE 1: Inclusive Education Principles</b>  | <b>5</b>   |
| Unit 1: Political, Social and Cultural Influences, Practices and Social Behaviors in Sierra Leone  | 5          |
| 1.1.1 Game of Life   | 6          |
| 1.1.2 Power relations  | 9          |
| Unit 2: Inclusive Education  | 10         |
| 1.2.1 What is Inclusive Education?   | 10         |
| 1.2.2 Underlying Principles and Philosophies that Guide Inclusive Education                        | 14         |
| Unit 3: Understanding Disability   | 22         |
| 1.3.1 Understanding Disability - Perceptions, Language and Culture                                 | 22         |
| 1.3.2 Definition of Disability and Impairment  | 24         |
| 1.3.3 Types of Impairment  | 27         |
| Unit 4: Inclusive Education in Sierra Leone  | 32         |
| 1.4.1 International Conventions and Protocols  | 32         |
| 1.4.2 Country Context  | 35         |
| Unit 5: Barriers to Inclusive Education  | 37         |
| <b>MODULE 2: Inclusive Education Pedagogical Methods</b>   | <b>43</b>  |
| Unit 1: Nine Golden Rules Outlined by UNESCO for Planning and Delivering in an Inclusive Classroom | 44         |
| Unit 2: Teaching Strategies for Clear Understanding  | 50         |
| 2.2.1 Teaching Strategies for Clear Understanding  | 50         |
| 2.2.2 Multiple Sensory Learning (Multiple Intelligences) and Learning Styles                       | 52         |
| Unit 3: Facilitating Student Learning – the Role of the Teacher?                                   | 56         |
| Unit 4: Behavior Difficulties and Discipline   | 62         |
| Unit 5: Basic Skills in Classroom Communication  | 68         |
| <b>MODULE 3: Accessible Teaching/Learning Materials and Methodologies for the Classroom</b>        | <b>71</b>  |
| Unit 1: Organizing and Arranging an Inclusive Classroom  | 72         |
| Unit 2: Buddy systems  | 79         |
| Unit 3: Pedagogical Tips for Children with Special Education Needs (SEN)                           | 84         |
| 3.3.1 Signs of Impairment and Pedagogical Tips   | 84         |
| <b>MODULE 4: Accessible Teaching and Learning Aids using Local Resources</b>                       | <b>93</b>  |
| Unit 1: Accessible Teaching and Learning Aids  | 93         |
| <b>MODULE 5: Assessment and Professional Reflection</b>  | <b>111</b> |
| Unit 1: Assessment in the Learner-Centered Classroom   | 112        |
| Unit 2: Individual Education Plan  | 121        |
| Unit 3: Self/Peer Assessment   | 124        |
| REFERENCES   | 135        |

## FOREWORD

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All children and students who experience disability have the right to access and participate in education. Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. There is always provision for consistently improving the quality of teachers and instructional processes that emphasized inclusive education as key to incorporating students with special needs into mainstream classroom.

International human rights treaties prohibit any “exclusion from, or limitation to, educational opportunities on the basis of socially-ascribed or perceived differences, such as by sex, ethnic/social origin, language, religion, nationality, economic condition, ability.”<sup>[1]</sup>

It is from this background that on behalf of Handicap International (Humanity & Inclusion), I am pleased to present to the education system in Sierra Leone this ‘Inclusive Education Teacher Training Manual for Primary School Teachers’. The aim of the manual is to increase knowledge and skills of serving teachers in inclusive education and its required pedagogical skills to ensure quality teaching and learning that empower all children to achieve their full potentials.

Through this manual, implementation of inclusive education will promote linkages with Teaching Service Commission (TSC) key functional area of innovative reforms in Continuous Professional Development to enhance teacher quality.

We would like to thank all those who contributed ideas, suggestions and materials for this manual, including the teams from Njala University School of Education who developed the manual, staff of HI and European Union for its financial support through ‘Promoting Education for All in Kono’ Project, and the teams from Ministry of Basic and Senior Secondary Education and TSC who were part of the validation exercise.

TSC therefore, calls on all teachers, and stakeholders in education to adopt the ‘Inclusive Education Teacher Training Manual for Primary School Teachers’ to help enhance radical inclusion in our system.

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Ezekiel Nonie, Manager, Teacher Performance  
Teaching Service Commission

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<sup>[1]</sup> <https://en.unesco.org/themes/inclusion-in-education>

# INTRODUCTION

This training manual is to guide the training of in-service teachers in schools in Sierra Leone in the delivery of the Curriculum Plan. It has been jointly developed by Njala University School of Education, Sierra Leone and Handicap International to promote quality in-service education and to supplement existing in-service training with a module on inclusive education. This curriculum and manual was field tested during training of primary school teachers in Kono District as part of the EU funded PEAK (Promoting Education for All in Kono) project.

**Njala University School of Education** run bachelor and masters education programs training teachers to work in both primary and secondary schools in Sierra Leone. They also run a continual professional development program to build the capacity of in-service teachers.

**Handicap International (HI)** is an independent charity organization working in situations of poverty and exclusion, conflict and disaster. HI works alongside vulnerable people including persons with disabilities to help meet their basic needs, improve their living conditions, promote respect for their dignity and fundamental rights, and their greater participation in society. HI has worked in Sierra Leone since 1996 on interventions in different developmental areas including health, education, socioeconomic development, protection and promotion of the rights of persons with disabilities.

It is intended that both this curriculum and manual will be a tool for use by any teacher training institution and / or organization supporting education in Sierra Leone through providing continuous professional development.

In schools in Sierra Leone, in-service teachers have differing levels of qualifications from untrained and unqualified, to Teacher Certificate, Higher Teacher Certificate and Bachelor degree in Education. This module focuses specifically on inclusive education and has been designed to accommodate different levels of background knowledge, skills and experience.

## COURSE GOAL/AIM

The aim of the course is to increase knowledge and skills of teachers who are already in service in the classroom through an understanding of inclusion and what it is (**theory**) and relevant pedagogical methodologies and tools for application in the classroom (**practical application**) to ensure the inclusion and quality learning of all children considering their different learning needs. Inclusive Education is about diversity and in this manual, there is a particular focus on disability as a particularly marginalized group.

## CURRICULUM CONCEPT

The curriculum is designed and will be delivered in two phases using participatory methods and active learning. There will be a formal course part (using this manual) in which the teacher participants explore their own Inclusive Education values and principles and develop skills and methods. Groups of teacher participants will complete the course and required activities with the support of experienced and trained tutors.

The second part will consist of practical “learning by doing” work experience, in which the teacher participants will have the opportunity to put into practice what they have learned during the formal course. The work experience will be supported by appropriate mentors/tutors and regular feedback will be provided during the execution of their projects.





## TARGET AUDIENCE

**Main Target Audience:** Current in-service school teachers serving throughout the country. For this audience the program will be considered a professional development in-service experience, with an opportunity to enhance teaching skills and a way of networking with peers.

# HOW TO USE THIS MANUAL






The manual covers the 5 modules of the curriculum and each module has been divided into units. It has been designed in a scripted manner so that all material is contained within the manual with requirement for few additional resources. The manual can be followed through in sequence following the activities step by step.

## Each unit contains:

|   |  |
|---|--|
|  <b>Preparation:</b>                             | Preparation and materials required by the trainer  |
|  <b>Activity:</b>                                | The activity gives detailed step by step instructions for the trainer including content and methodology  |
|  <b>Key points for the trainer to highlight:</b> | After each activity there is a box to highlight key points and messages  |
|  <b>Handout:</b>                               | <p>For each activity there is a handout. This is for background reading for the trainer, to be copied for each participant to put in their student folder, or to be copied and used for activities. These handouts can be for reading in the session and / or for reference after the session.</p> <p>The handouts are numbered sequentially per each module</p> |

3

## Each module has a different color theme.

|   |   |   |  |   |
|---|---|---|--|---|
|  |  |  |  |  |
| Module 1  | Module 2  | Module 3  | Module 4   | Module 5  |

Each module has a pre and post-test to evaluate knowledge acquisition.

A range of teaching methods have been included in this manual such as individual, pair and group work, experiential and interactive methodologies, discussion, role play, case studies. By using trainee centered methods, the trainer can model the learner centered, inclusive approach being taught.

To deliver this training, the trainer will require a copy of this manual. It is possible to deliver in a classroom with a blackboard, chalk, paper and pens. If possible flipcharts, markers, sticking tape, post its, scissors will facilitate learning.

The trainees will require:

- A lever arch folder to store their notes and handout.
- A notebook for their reflective journal and assignments.



Teacher training sessions using participatory methods in Bo, Sierra Leone, 2016

**Rationale:**

As training in inclusive education is not yet formally included in pre-service training, many teachers will not have studied or considered inclusive education. In Module 1 teachers will have the opportunity to explore the Sierra Leone context in culture and social behavior and the related laws and policies in place. Teachers will be guided to explore the different perspectives of girls and children with disabilities in education, power relations, assumptions and barriers which can determine whether a child is included or excluded.

*A teacher is more likely to be more inclusive if he / she understands and believes in it.*

**Module summary:**

This theoretical module sets the framework for WHY inclusion is relevant and useful in the classroom.

**Unit 1.** Political, social and cultural influences, practices and social behaviours in Sierra Leone

**Summary:** Interactive sessions exploring attitudes and influences to understand who includes and who is included

**Unit 2.** Inclusive Education

**Summary:** Definitions and principles of inclusion; disability models and education system models

1.2.1 What is Inclusive Education?

1.2.2 Underlying principles and philosophies that guide inclusive education

**Unit 3.** Understanding Disability

**Summary:** Perceptions of disability understanding in terms of use of language, cultural and social influences. Definitions of disability and impairment and details on types of impairment (physical, hearing, visual, intellectual and communication) and some causes where relevant.

1.3.1 Understanding Disability - Perceptions, Language and Culture

1.3.2 Definition of Disability and Impairment

1.3.3 Types of Impairment

**Unit 4.** Inclusive Education in Sierra Leone

**Summary:** Global facts about disability, the international conventions and protocols, and the laws and policies in Sierra Leone as the foundation of implementing inclusive education.

1.4.1 International Conventions and Protocols

1.4.2 Country Context

**Unit 5.** Barriers to Inclusive Education

**Summary:** Environmental, attitudinal and institutional barriers and facilitators which affect a child's education.



**By the end of this module, learners will be able to:**

- Appreciate differences based on race, gender, disability and ethnicity in the Sierra Leonean context
- Define the concept of inclusive education
- Understand what disability and impairment means
- Understand the role of inclusive education in the curriculum in Sierra Leone
- Identify barriers, general issues and difficulties in the education system and the importance of an “Inclusive Education” approach in addressing those issues.

**MODULE 1**  
**UNIT 1** **Political, Social and Cultural Influences, Practices and Social Behaviors in Sierra Leone**

**Summary:** Interactive sessions exploring attitudes and influences to understand who includes and who is included.

**Learners will be able to:** Appreciate differences based on gender, disability and status in the Sierra Leonean context.

**1.1.1 | Game of Life**

This game helps to highlight how some people can be disadvantaged or excluded because of who and how they are. The aim is to recognize that we do this so that we can make efforts to NOT exclude or discriminate against people.

Adapted from the Disability, Equality, and Human Rights Training Manual



**Preparation:** A large room, or an outside space



**Activity:**

**Instructions:**

- ➔ Ask the group for 4 volunteers (\*) to line up across the middle of the room. The rest of the group should sit around the edges, where they can see the volunteers.
- ➔ Tell a volunteer to think of him/herself, for this exercise,
  - a man without a disability;
  - a man with a disability;
  - a woman without a disability; and
  - a woman with a disability.

(\*) It is possible to have 6 volunteers, the additional 2 being from a rural and an urban area to highlight different circumstances.

- ➔ Explain (before starting the exercise) that:
  - this exercise is to help us to examine how experiences of life may differ, depending on who we are and how our community sees us. You will go through the main stages of a typical life story, one by one, and each of the volunteers must respond by taking one of the following four actions to each stage, according to how they think it would affect their assigned character (or their family):

- a) Two steps forward for a very positive or very successful experience.
  - b) One step forward for a positive or successful experience.
  - c) One step back for a not-so positive or not-so successful experience.
  - d) Two steps back for negative or unsuccessful experience.
- each of the volunteers is representing a group of people, so they should respond accordingly (rather than basing their response on their own experience, or the experience of one individual, which may not apply to the majority).
  - their response should be based on what they think is currently accurate for their culture and situation, not what they think it ought to be.
  - after each life stage and the response action taken by the volunteers, you will allow time for the rest of the group to react and comment on the moves made by the volunteers. If there is disagreement, the rest of the group should decide by consensus and instruct the volunteer (if appropriate) how to change the move that s/he made.

It is important for the facilitator to judge when to intervene and comment, to clarify reasons for decisions, and bring out and discuss any prejudicial points.

#### Start with the first life event, as if you are telling a story...

- ➔ Tell 'One fine day, after a long wait of nine months, your character is born. How does your family feel when they see who you are? Make your moves.'
- ➔ Let volunteer make their moves (\*\*)
- ➔ Ask "Comments/suggestions by the rest of the group?" Volunteers modify their moves accordingly

(\*\*) Example to a trainer of what might happen:

If the family is..

- very happy (son without a disability born): two steps forward
- quite happy (son with a disability/daughter without a disability): one step forward
- not happy (son with a disability): one step back
- very unhappy (daughter with a disability): two steps back

#### The second life event

- ➔ Tell 'Now you are a bit older, and it's time to start thinking about school. How likely is it that you will be able to attend school? Make your moves.'
- ➔ Let volunteer make their moves
- ➔ Ask "Comments/suggestions by the rest of the group?" Volunteers modify their moves accordingly

#### The third life event

- ➔ Tell 'Now you are 20 years old, Spring is in the air, and you would like to get married, or form a relationship. How much do you think this will possible for you? Make your moves.'
- ➔ Let volunteer make their moves
- ➔ Ask "Comments/suggestions by the rest of the group?" Volunteers modify their moves accordingly

#### The fourth life event

- ➔ Tell 'You like to keep busy and want to make some money for your family. You try to get a job. How easy will it be for you to find one?'
- ➔ Let volunteer make their moves
- ➔ Ask "Comments/suggestions by the rest of the group?" Volunteers modify their moves accordingly

### The fifth life event

- ➔ Tell 'A few years go by, and everyone in your age group is having babies. How much will this be a possibility for you?'
- ➔ Let volunteer make their moves (\*\*\*)
- ➔ Ask "Comments/suggestions by the rest of the group?" Volunteers modify their moves accordingly

(\*\*\*) Check if the woman with a disability takes two steps back, or is instructed to do so by the group. Why did this happen? They may say that it's because most women with disabilities are physically unable to have children – a common myth. Two steps back may well be an accurate response for a different reason: women with disabilities often don't have children because society thinks that they can't or shouldn't.

- ➔ Ask the group when all the moves have been made:
  - Who is in the best position?
  - Who is in the worst position?
  - (to the volunteers especially those in the best and worst positions) How they feel about being where they are?
  - Are there any surprises?
  - At what point(s) were the experiences of men and women with a disability the same/different?
  - Do they think that this accurately reflects the general situation for men and women, with and without a disability, in their community?
  - Can they explain why things are like that?
  - How do they feel about it?
  - What have they learned from this exercise about different people's experiences?
- ➔ Summarize the discussion.



#### Key points for the trainer to highlight:

- Taboos and difficult issues need to be identified and spoken about, so that we can all recognize where the core of discrimination lies, and from there work out strategies for change.
- This game shows how our life can be depending on the chance facts of one's birth
- The game highlights possible discrimination in gender and disability

## 1.1.2 | Power Relations

Everyone is important and has rights to health, education, shelter, employment, and civil rights.

This game helps to highlight how some people are seen as 'less' in their communities but that each person is important and has the right to opportunity in life, whether male or female, with or without a disability, employed or unemployed, whichever region or tribe a person is from, whether they are poor or rich, whichever religion they choose to follow. It helps to think about equal relationships.

Adapted from An Introduction to Inclusive Education, a manual for Teacher Trainers



### Preparation:

- Two pieces of paper: one with the word "powerful" on it and the other with the word "powerless" on it
- Slips of blank paper, given to participants. After a quick brainstorm exercise, decide which occupations and status titles are common in their context, let them write each idea on a slip of paper (see ideas below). Collect and shuffle slips. Make sure you have enough number of slips with occupations or status for each participant.

### Ideas for occupation/status stickers to read out to inspire the participants before the brainstorm:

- |  |  |
|--|--|
| • Grade 1 class teacher with 3 years' experience | • An adult with a disability who lives near the school       |
| • Child with physical impairment aged 6          | • Mayor  |
| • Social worker                                  | • Grade 5 class teacher with 25 years' experience            |
| • Judge  | • Parent of a child with a disability                        |
| • Psychologist                                   | • Head-teacher   |
| • Child with intellectual impairment aged 9      | • Unemployed parent of a child without a disability          |
| • Family doctor                                  | • Cleaner  |
| • Child with no impairment aged 7                | • Parent who is a member of the 'parent-teacher association' |
| • Policeman                                      |  |

- Slips of paper with the word "female" written on them
- Slips of paper with an impairment or other health or wealth status (e.g. blind; physically impaired; very poor; from a tribe or language group; elderly; has HIV, etc.)



### Activity:

#### Instructions:

- ➔ Stick two signs up, at opposite ends of the room: one says 'Powerful', the other 'Powerless'. There should be a clear space between the two signs.
- ➔ Give each participant a paper label describing an occupation or status, and tell them that they must all pretend to be **MALE**. Participants need to stand along the 'power line' depending on whether they think a person of that occupation/status is powerful or powerless (in Sierra Leone). Participants can debate and encourage each other to change positions.

- ➔ Give some participants a paper label to indicate they should pretend to be **FEMALE**. They must then decide (and debate) whether they should move up or down the line, depending on whether they think their female status makes them more or less 'powerful' in Sierra Leone.
- ➔ Hand out a final set of paper slips to some participants, describing **AN IMPAIRMENT OR OTHER HEALTH OR WEALTH STATUS**. The participants must once more assess and debate whether their position on the power line needs to change.
- ➔ Facilitate a plenary discussion about power issues, looking at why some people are perceived as more powerful than others, and what impact this might have on efforts to make education more inclusive. Include as many participants as possible in the discussion.



#### Key points for the trainer to highlight:

- Some people have more power and get more access to opportunities.
- When we talk about inclusion we mean everyone, regardless of their status, disability, position in society, wealth.
- Being inclusive means giving everyone the chance to talk, participate and contribute.
- Talk about the main issues that have come up as being critical in Sierra Leone and what we need to point out to teachers.

## MODULE 1 UNIT 2

### Inclusive Education

**Summary:** Definitions and principles of inclusion; disability models and education system models

**Learners will be able to:** Define the concept of inclusive education

#### 1.2.1 | What is Inclusive Education?



#### Preparation:

Printout and cut out each definition on Handout 1: Definitions of Inclusive Education, or, write each definition on an individual piece of paper. Make sure each group of participants has at least one definition.



#### Activity:

#### Instructions:

- ➔ Divide participants in small groups.
- ➔ Give each group a definition of inclusive education. If you don't have enough different definitions for each group, let two groups work on the same definition.
- ➔ Give the following instructions:
  - Read the definition your group has received. If needed, translate the given definition verbally into the most appropriate language so that all group members understand the meaning.
  - Identify the keywords you can find in the definition.

- Explain the keywords in your own words to the group members, and write them down on a flip chart.
  - Assign one group member who will present the keywords and their meaning to the other groups.
- ➔ Ask the groups to come in front of the room one by one, to read out loud their definition, and to present their flip chart with key words and their meaning.
- ➔ Make sure that all participants have understood the explanations given by the groups and if necessary give additional explanations.
- ➔ Follow up activity: Ask groups to design a poster using the key words and phrases they think are the most important that highlight the meaning of inclusive education using their local language.



#### Key points for the trainer to highlight:

- Conclude that there is not one definition on inclusive education, but all definitions do have key elements which are the same.
- Repeat the key elements
- Highlight the elements that fit the Sierra Leone context the best.



## Handout 1:

### Definitions of Inclusive Education



A stricter sense of inclusion is that all children with disabilities should be educated in regular classrooms with age-appropriate peers. This approach stresses the need for the whole school system to change. Inclusive education entails identifying and removing barriers and providing reasonable accommodation, enabling every learner to participate and achieve within mainstream settings. (World Health Organization, 2011. World report on disability. Page 209-210)

... a transformative process that ensures full participation and access to quality learning opportunities for all children, young people and adults, respecting and valuing diversity, and eliminating all forms of discrimination in and through education. The term inclusion represents a commitment to making preschools, schools, and other education settings, places in which everyone is valued and belongs, and diversity is seen as enriching. (UNESCO, 2019. Cali commitment to equity and inclusion in education. Page 1)

Inclusive Education is a process for increasing participation and reducing exclusion, in a way that effectively responds to the diverse needs of all learners. It takes into account the individual teaching and learning needs of all marginalized and vulnerable children and young people, including street children, girls, children from ethnic minorities, children from economically disadvantaged families, children from nomadic/refugee/displaced families, children with HIV/AIDS and children with disabilities. Inclusive education aims to ensure that these children are afforded equal rights and opportunities in education. (Handicap International, 2012. Policy paper; Inclusive Education. Page 10)

The right to inclusive education encompasses a transformation in culture, policy and practice in all formal and informal educational environments to accommodate the differing requirements and identities of individual students, together with a commitment to remove the barriers that impede that possibility. It involves strengthening the capacity of the education system to reach out to all learners. It focuses on the full and effective participation, accessibility, attendance and achievement of all students, especially those who, for different reasons, are excluded or at risk of being marginalized. Inclusion involves access to and progress in high-quality formal and informal education without discrimination. (Committee on the Rights of Persons with Disabilities, 2016. General comment No. 4. Article 24: Right to inclusive education. Para 9, Page 3)





Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences. Placing students with disabilities within mainstream classes without accompanying structural changes to, for example, organization, curriculum and teaching and learning strategies, does not constitute inclusion. Furthermore, integration does not automatically guarantee the transition from segregation to inclusion. (Committee on the Rights of Persons with Disabilities, 2016. General comment No. 4. Article 24: Right to inclusive education. Para 11, Page 4)

INCLUSIVE EDUCATION is the only way to achieve SDG 4 for all children – including children with disabilities – whomever and wherever they are. Inclusion is not a placement, but rather an experience with a sense of belonging. Inclusive education requires an educational transformation, with accessibility to enable full participation; it is not an add-on to existing education systems. [...] In an inclusive education system, all learners with and without disabilities learn together with their peers in schools and classes in their local community schools. They all receive the support they need, from preschool to tertiary and vocational education, in inclusive and accessible schools that are responsive to cultural and community values, evidence and best practices, and individual preferences. An inclusive education system is geared towards providing quality education to all children and youth equitably [...] (International Disability Alliance, 2020. What An Inclusive, Equitable, Quality Education Means To Us, Page 11)





## 1.2.2 | Underlying Principles and Philosophies that Guide Inclusive Education



### Preparation:

- Flipchart and marker / board and chalk.
- Print Handout 2 for participants

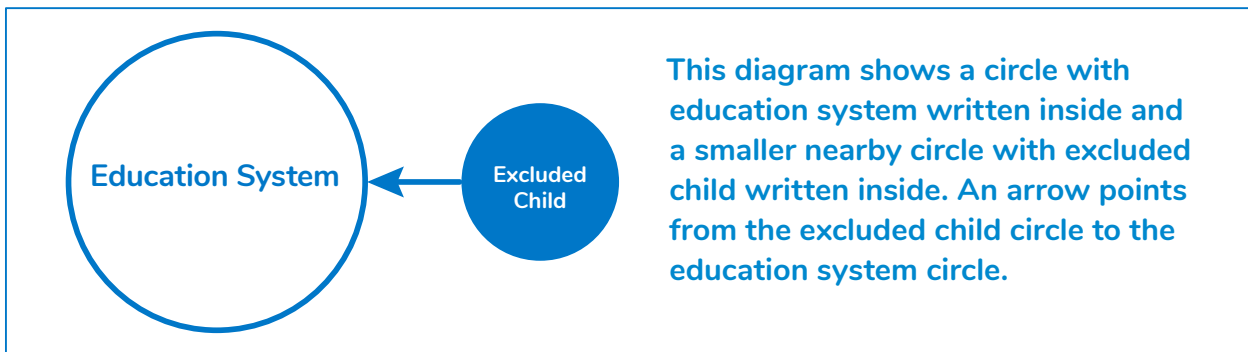


### Activity:

### Instructions:

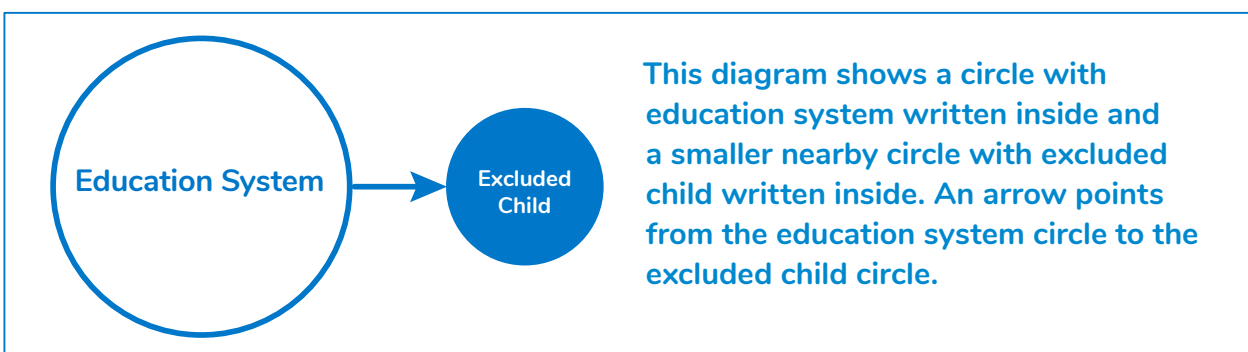
- ➔ Draw diagram 1 onto a flipchart / blackboard.

### Medical Model



- ➔ Explain that some people believe that the reasons persons with disabilities have problems is because they have something wrong with their bodies or their minds. To help, doctors will try to correct what is wrong if they can. Often, there is nothing the doctors can do. Then the person feels very unhappy that they are not like other people and cannot do the same things. The excluded child must be 'fixed' before they can be allowed into the 'regular' education system. This way of looking at disabilities is called the medical model.
- ➔ In plenary (or working in small groups) participants are asked to think of examples of education policies and practices (in Sierra Leone or other countries) that might follow this model.
- ➔ Write the participants' answers on a flip chart
- ➔ Draw diagram 2 on a flipchart

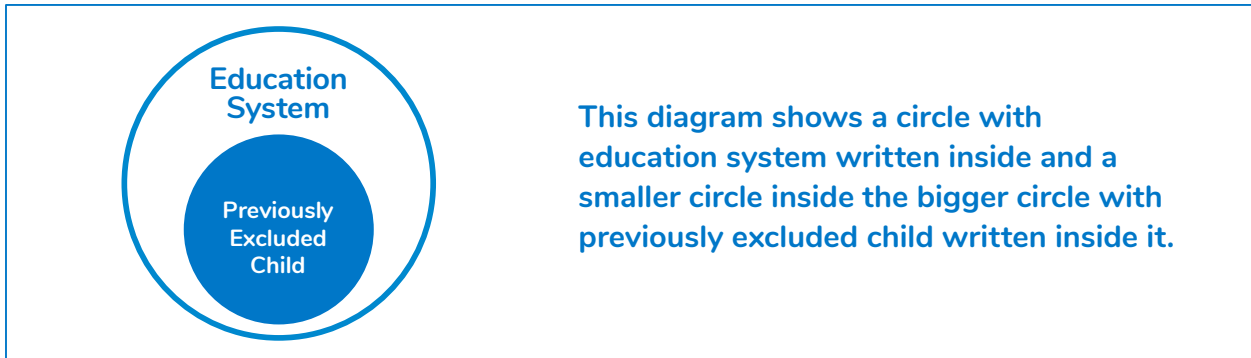
### Charity Model



- ➔ Explain that this model is where people / children with disabilities are seen as victims. They are viewed as people who suffer who should be pitied and cared for. Whatever is done is out of charity and is often giving food or money, but it depends on whether others want to give or not so there is no security.
- ➔ In plenary (or working in small groups) participants are asked to think of examples of education policies and practices (in Sierra Leone or other countries) that might follow this model.

- ➔ Write the participants' answers on a flip chart
- ➔ Explain that two diagrams 1 and 2 show that, while activities help the excluded child, the child remains outside the 'regular' education system.
- ➔ Ask participants how inclusive education system diagram should look like. Encourage any volunteer to draw a diagram
- ➔ Draw diagram 3

### Social Model



- ➔ Explain that in this model the education system becomes flexible and adapts to accommodate all children. Instead of looking at what is wrong with the person they look at what is wrong with the social and physical environment that prevents someone participating fully. This is called the social model of disability.
- ➔ In plenary (or working in small groups) participants are asked to think of examples of education policies and practices (in Sierra Leone or other countries) that might follow this model.
- ➔ Write the participants' answers on a flip chart
- ➔ Highlight the differences in the policy and practice responses that are created under the individual models (medical and charity) and the social model. Under the individual models we tend to perceive the child as the problem – the child needs to change, or he/she needs charitable help separate from the support that other children receive – and this affects the kinds of education solutions we create. Under the social model, we understand that the system needs to change so that it can accommodate all children, and this leads to a different (and much more inclusive) set of education solutions.

**NB:** We will look more closely at policies and laws at country level in Unit 4



#### Key points for the trainer to highlight:

The main principles of inclusive education, as highlighted in the last 2 activities are:

- Increasing participation and reducing exclusion
- Responding to the diverse needs of all learners
- Education is the right of all children
- Acceptance of difference

Distribute and discuss Handout 2: Disability Models. Check they have understood through questions.

One of the principles of inclusive education is looking at disability through the social model. It is not charity or good will to provide education for a child with a disability. It is a human right and an obligation of society. It is not the child's problem or fault that they cannot see or hear. It is who they are, and every child is different and unique in some way. Therefore, society, communities, schools and families can make it less difficult for people to participate by removing the barriers which stop them and becoming more inclusive.

Inclusive education and the social model place the responsibility on the school system to change and accommodate the child. The education system must adjust in order to eliminate the barriers to and within education that prevent children from learning and achievement such as rigid curriculum, negative attitudes and teaching methods that do not respond to different learning styles and individual needs.

The Ministry of Basic and Senior Secondary Education promotes learner-centered teaching and an inclusive approach in the revised basic education curriculum. Therefore, this is extremely relevant in Sierra Leone.



## Handout 2: Disability Models

- **Charity model**

The charity model looks at people with disability with pity and feels sorry for them. The charity model is about better off people having to look after people with a disability. It implies that people with disability cannot be independent and have no ability to support themselves and that it is only others who can support them.

- **Medical model**

This model defines disability as an individual health problem, illness or impairment. The problem is placed on the person with disability. In this model, the response is to look for a cure or rehabilitation so that the person can adapt to the society. This is very old, outdated and doesn't provide a complete picture of an individual within their environment. It also neglects to accept individual differences.

- **Social model**

Defines disability as the result of the limitations imposed by social, cultural, economic and environmental barriers. Discrimination and exclusion are considered the main problems of persons with disability, not the impairment. In this model, the response is to remove those barriers while at the same time recognizing the importance of medical or rehabilitation interventions.

- **Human Rights model**

Derived from the social model, is based on the principle that all people must access equal opportunities to participate in society. This model's main goal is to empower people with disabilities and to guarantee their rights to equal and active participation in political, economic, social and cultural activities. As people should have equal rights regardless of their sex, their skin color, their religion, etc. they should also be protected whether they have impairment or not. The main problem is in society rather than in the individual.



**Preparation:**

Print and cut Handout 3: Comparison between the Medical and Social Models, and prepare sets of slips for each group



**Activity 2:**

**Instructions:**

- ➔ Divide the participants into small groups and distribute a flip-chart (or two bits of paper).
- ➔ Ask each group to write "medical model" and "social model" on the left and right side of a flip chart, or, two bits of paper.
- ➔ Give a set of slips (cut-out from Handout 3) to each group. Ask them whether each slip falls under the medical or social model, and stick it on the paper.
- ➔ In plenary, compare the result from each group and discuss the correct answers.



**Handout 3:**

**Comparison between the Medical and Social Models**



| MEDICAL MODEL THINKING                               | SOCIAL MODEL THINKING                             |
|--|---|
| Child is faulty                                      | Child is Valued                                   |
| Diagnosis  | Strengths and Needs Defined By Self and others    |
| Labeling   | Identify Barriers and Develop Solutions           |
| Impairment becomes Focus of Attention                | Outcome Based Programme Designed                  |
| Assessment, Monitoring Programmes of Therapy Imposed | Resources are made Available to Ordinary Services |
| Segregation and Alternative Services                 | Training for Parents and Professionals            |
| Ordinary Needs put on-hold                           | Relationships Natured                             |
| Reentry if Normal Enough OR Permanent Exclusion      | Diversity Welcomed, Child is Included             |
| Society Remains Unchanged                            | Society Evolves                                   |





### Preparation:

- Print Handout 4: Three Different Education Systems and cut out the drawing and text boxes.
- Print Handout 5 for participants



### Activity 3:

#### Instructions:

- ➔ In plenary, ask participants which schools they know of locally, where children with disability attend ( e.g. Margai School for the Blind, School for the Deaf in Makeni, local schools).
- ➔ Tell participants that within an education system there are different options for children and these different types of education influence a child's education.
- ➔ Divide participants into 3 groups and give each group a set of cards, cut-out from Handout 4.
- ➔ Ask the groups to match the text with the box, to discuss what they think it means and any example schools that they know of.
- ➔ Explain the difference between special education, integrated education and inclusive education using Handout 5: Special, Integrated and Inclusive Education.
- ➔ Ask participants in the same group to discuss: what are the advantages and disadvantages for the child and the teacher in each model?
- ➔ Feedback in a plenary session and ensure that you include the key points mentioned below. Ask questions to ensure participants understand these key points.



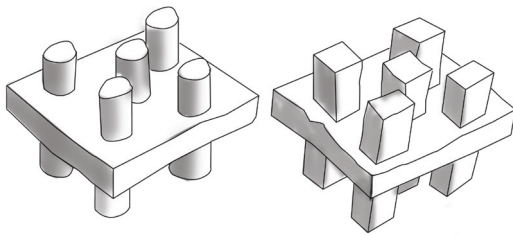
#### Key points for the trainer to highlight:

- There are examples of special and inclusive education in Sierra Leone.
- The education system is growing and changing. Not everything is possible immediately.
- We can take steps to adopt inclusive education even if resources are limited.
- Inclusive education means that all children learn together.

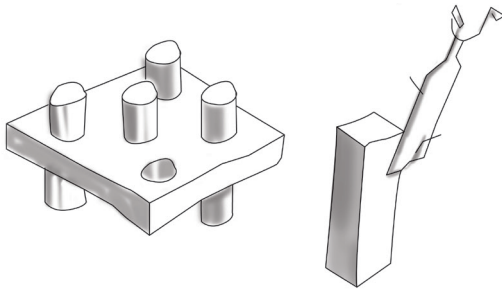


## Handout 4: Three Different Education Systems

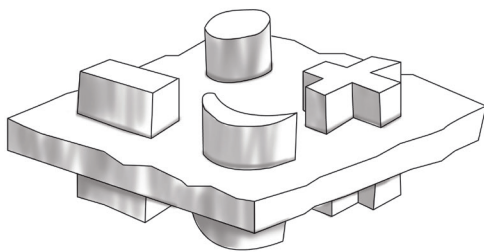
The explanation of the three different education systems could be illustrated by the following drawings: <sup>1</sup>



There are schools for 'normal' children (round pegs) and there are schools for children with disabilities (square pegs).



The child with disability needs to change in order to fit into the 'normal' system. The teaching and learning methods used in the mainstream school stay the same. This is 'integrated education'



Inclusive education: All children are different, and all children can learn. The education system has changed to overcome barriers to learning and participation.



<sup>1</sup>Stubbs, S. (2002, revised 2008) Inclusive Education: Where there are few resources. Norway: Atlas Alliance. p.45



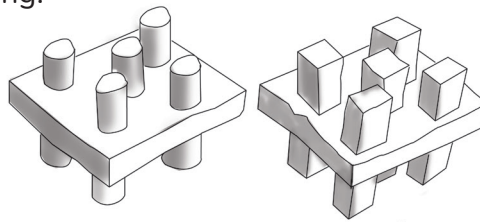
## Handout 5:

# Special, Integrated and Inclusive Education

Source: Tools and Resources for Inclusive Education: Teacher training toolkit Handicap International, 2014

### Special education:

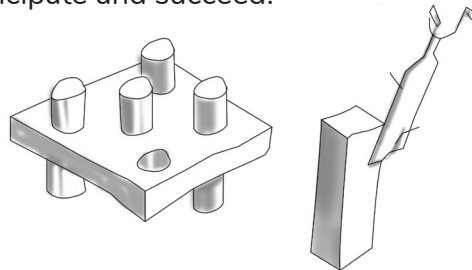
Within the special education system, children with disabilities are taught in special schools or centers that are often isolated from the community, non-disabled children, or from the mainstream schools. In many countries, the special education system has no link to the Ministry of Education and falls under the Ministry of Social Welfare or is run by charities and religious organizations. These schools often follow a different curriculum to that of mainstream schools or a simplified version of the curriculum and focused on vocational skills and activities of daily- living.



### Integrated education:

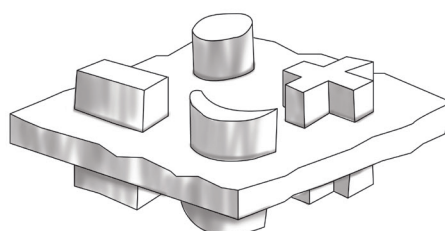
Within integrated education systems children with disabilities are attending mainstream schools, but the school makes minimal attempts to address specific academic or social needs the child might have, and accordingly the child must adapt his/herself to the environment. Integrated education can take different forms:

- the child is attending a special class in the mainstream school with a dedicated teacher
- the child with a disability only attends certain classes within the mainstream school
- the child is in the mainstream class but no or very little adaptations have been made for the child to participate and succeed.



### Inclusive education:

Inclusive education means that the whole education system and school considers the measures it must take to provide appropriate education that enables all children to learn together. Support is provided to both learners and teachers and links are made with support services both special and mainstream.





**Summary:** Perceptions of disability understanding in terms of use of language, cultural and social influences. Definitions of disability and impairment and details on types of impairment (physical, hearing, visual, intellectual and communication) and some causes where relevant.

**Learners will be able to:** Understand what disabilities are and the various types of impairments

### 1.3.1 | Understanding Disability - Perceptions, Language and Culture



#### Preparation:

- Post its/ slips of paper and flipchart paper with 😊 and ☹️ faces.
- Print out Handout 6 for participants



#### Activity 3:

#### Instructions:

- ➔ Ask participants to write on a post it or paper words to describe people with disabilities or what they think about them and stick them on the wall (these could be names or attitudes and can be in local languages).
- ➔ Ask participants to categorize their post-its or papers into positive 😊 or negative ☹️.
- ➔ Let participants discuss what they think about the result. Distribute Handout 6 and discuss further.



#### Key points for the trainer to highlight:

- Peoples' attitudes are usually negative due to cultural beliefs and a lack of knowledge and understanding.
- Society's perception influences the attitudes of people towards those with disabilities. Changing attitudes begin with changing people's perception of disability.
- People may make judgments about people with disabilities without knowing the person. They see the disability first, not the individual.
- A good way is to put yourself in someone else's shoes. How would you feel?
- When referring to someone with a disability, the most common and respectful way is to say the name of a person first, not his/her disability!



## Handout 6: Perceptions of Disability

Source: Tools and Resources for Inclusive Education: Teacher training toolkit Handicap International, 2014

Physical and intellectual 'differences' that are viewed as unattractive, inadequate or inferior are perceived negatively, so people are stigmatized and stereotyped. Today, the word 'special' has a negative connotation and is used to mock people.

Disability may be perceived as:

- **Punishment of God**

Disability is sometimes seen as a punishment from the gods for wrong-doing by parents. Children with disabilities are locked up because of the belief that they bring shame on the family. Babies with disabilities are abandoned in the hope that they would die. Some people believe that disability is caused by witchcraft and evil spirits. For this reason, people with disabilities are often not seen as being fully human.

- **Charity**

Persons with disabilities are often seen as needing charity and care because they are regarded as not being 'fully human', inferior or incapable. Well-meaning individuals would provide protection, food, clothing and care. The care is usually provided in asylums and charity hospitals.

- **Medical rehabilitation**

People with disabilities are seen as 'negative' or 'in deficit' and as medical science developed, they needed to be 'cured' and brought back to 'normal'. People with physical impairments were seen as "broken" and need to be "repaired" by providing prosthetics and wheelchairs.

- **Social issue**

People with disabilities are more and more seen as human beings who need medical care, education and other services like other human beings, but they still have to access those services in separate systems.

- **Rights based**

Persons with disabilities are claiming their rights and are seen as equal human beings who have equal rights. Their participation within the society is the responsibility of all and barriers within the society are examined and eliminated. They are seen as full members of the society with full participation.

## 1.3.2 | Definition of Disability and Impairment



### Preparation:

Printout Handout 7: Disability and Impairment for groups  
Printout Handout 8: Definitions of Disability and Impairments for all the participants



### Activity 3:

#### Instructions:

- ➔ Ask participants: what is disability and what is impairment? (No need to get answers or have discussions at this point). Tell them that they are going to explore the answer.
- ➔ Get into small groups. Distribute Handout 7 to each group and give time to interpret the picture for themselves.
- ➔ Ask each team to share their interpretation of the picture. As needed, support participants to realize that the adult on the left has a physical impairment, uses a wheelchair, and due to the physical barriers in society (tall shelf, a bottle placed on the very top of the shelf) has a severe disability whereas an adult on the right hand side also has a physical impairment but is able to be successful in society as a doctor.
- ➔ Discuss what the picture indicates as difference between disability and impairment and highlight the important key words in each opinion.
- ➔ Distribute Handout 8. At plenary, present the definition of disability and impairment and discuss keywords to remember (see the key points to highlight).



### Key points for the trainer to highlight:

#### DEFINITION OF DISABILITY:

A long-term impairment which in interaction with various barriers may hinder full and effective participation in society on an equal basis with others (UNCRPD, 2006)

Disability is not only the consequence of a disease or impairment. It is also the social constraints and barriers imposed by a society that takes little or no account of people with disabilities' needs.

#### DEFINITION OF IMPAIRMENT

Limited or total loss of functioning in parts of the body or organ of the body



Handout 7:  
Disability and Impairment





## Handout 8: Definitions of Disability and Impairment

### Definition of Disability:

A long-term impairment which in interaction with various barriers may hinder full and effective participation in society on an equal basis with others (UNCRPD, 2006)

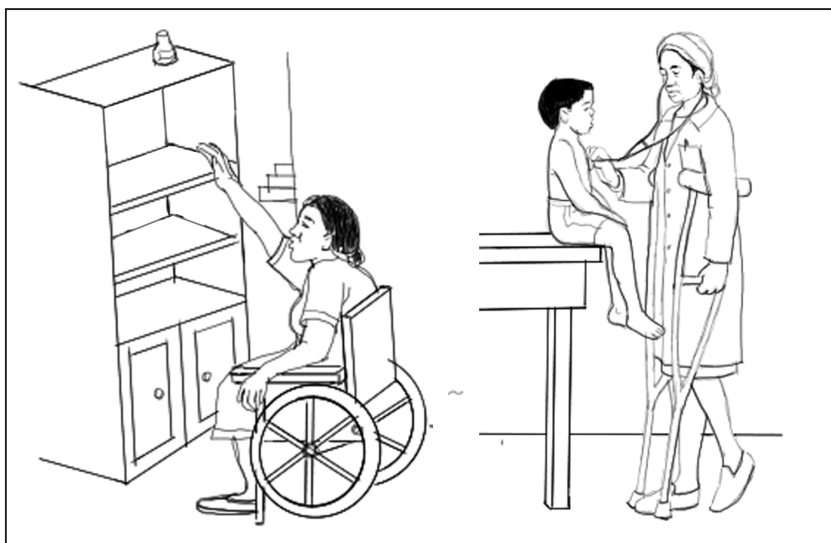
Disability is not only the consequence of a disease or impairment. It is also the social constraints and barriers imposed by a society that takes little or no account of people with disabilities' needs.

### Definition of Impairment

Limited or total loss of functioning in parts of the body or organ of the body

### Distinction Between “Impairments” and “Disability”

- Impairments are not disabilities
- Disability results when impairments interact with barriers (attitudinal, physical, environmental, institutional)
- Consequence is a lack of social participation on an equal basis with non-disabled persons
- Persons with impairments often experience disability in their daily lives
- Disability is an evolving concept



### 1.3.3 | Types of Impairment



#### Preparation:

Write on flipcharts a) different types of impairment, b) causes and c) prevention of impairment (see the Handout 9 – write out the key points)



#### Activity 1:

#### Instructions:

- ➔ Put participants into three working groups, ask them to answer the following questions, and prepare a flipchart:
  - Write five examples of impairment that exists in your community. Write how the stated impairments are called in your local language. Is this a derogatory term?
  - Write three causes/reasons for each impairment.
  - Write three ways of preventing the cause of impairment to people in your community.

| Impairment |        |            |
|------------|--------|------------|
| Types      | Causes | Prevention |
|            |        |            |

27

- ➔ In plenary, ask each group to present their flip chart. Ask participants of other groups to ask questions on the presentation if any, and let the presenting group to respond. Compare the group work and the presentation, and acknowledge all the good points stated.
- ➔ Categorize all examples of impairments (poor eye sight, amputation, diabetes, stroke, not able to speak etc) presented by each group into 5 types of impairments (physical, hearing, visual, intellectual and communication/speech, using another flip charts).
- ➔ Distribute Handout 9. Go through it and make sure that all participants understand the key points covered.
- ➔ Compare the presentations done by the groups, the list of impairments categorized under 5 types, and Handout 9. Discuss any differences, and make clarifications.



#### Key points for the trainer to highlight:

- Impairment can be prevented if we understand the causes and share the correct information with others.
- As teachers we are not qualified to diagnose. However, by understanding the types of problems children with different impairment face, we may learn to recognize similar challenges in the children we teach.
- In the next module we will look at signs you notice in the classroom that a child may have an impairment and appropriate tools and methodologies to include the child in classroom activities.



### Preparation:

N/A



### Activity 2:

#### Instructions:

- ➔ Explain to the group that to better understand what life is like for a person with a disability we are going to 'experience' what it is like if you cannot see, move easily, hear or understand.
- ➔ Ask the participants to go into pairs. 1 person closes their eyes and the other person guides them around the room, outside if possible. After a couple of minutes, change the roles.
- ➔ Elicit from the group:
  - How did you feel? (a) As a guide and b) not being able to see).
  - Did you feel safe?
  - Did you trust your guide?
  - Did you use your other senses (listening hard)?
- ➔ Ask the participants to put their hands over their ears. Carry on talking (about anything!) and face the blackboard with your back to the group. Speak quickly and slowly, loudly and quietly. When the participants have uncovered their ears, ask them what you said.
- ➔ Elicit from the group:
  - How did you feel?
  - Did you use your other senses (watching)?
  - Did you feel frustrated / interested?
- ➔ Ask participants to take a piece of paper and a pen and to follow the instructions you are going to give.
- ➔ Read out the instructions rapidly and do not repeat them. After each instruction, count to three silently before giving the next instruction. Do not answer any questions, just continue your instructions.

#### Instruction:

- write your family name in the lower left- hand corner of the paper
  - write your age in the upper right corner followed by the name of your father, and the age of the daughter of your mother's sister
  - turn your paper 180° counter-clockwise
  - draw a dog in the middle of your paper
  - turn your page 90° clockwise
  - draw five equilateral triangles, 3cm on the right of the dog
  - turn your page 180° clockwise and draw a line from the middle of each triangle to the 4 corners of the page
  - turn your page upside down and draw 4 stars
- ➔ Elicit from the group:
    - How did you feel?
    - Did you feel frustrated / interested?
    - Did you worry what the other participants would think about you?



#### Key points for the trainer to highlight :

By being aware of the situation of another person we can adapt how we speak, move, what we say and how we act for a better communication and interaction.



## Handout 9: Types of Impairments

Adapted from: Tools and Resources for Inclusive Education: Teacher training toolkit Handicap International, 2014

### 1) Physical impairments

#### Causes

- Children can either be born with a physical impairment, such as cerebral palsy (the most common form of physical disability), or it can develop in early childhood due to an infection.
- Children (and adults) can also acquire a physical impairment because of an accident. For example, they may damage part of their leg, and require an amputation. A head injury can also cause a physical impairment throughout the whole body, as the brain's motor and muscle control could be affected.

Physical impairments can be divided into **two main categories**:

#### Neuromotor impairments

These are conditions caused by damage to the central nervous system (the brain and the spinal cord). The resulting neurological impairment limits muscular control and movement. The limbs may not be damaged, but the brain cannot control them. Cerebral Palsy, strokes (brain attacks) causing brain bleeds in the motor area of the brain, muscular dystrophy, diseases such as meningitis and polio and many genetic conditions all fall into this category.

#### Muscular/skeletal conditions

In these conditions, the brains' control of muscles and movements is intact, but there is a problem with the actual muscles and limbs themselves. For example, children can be born with limb deficiencies, diseases such as brittle bones, or they can develop juvenile arthritis which affects joints and muscle function.

Physical impairments can affect children in a variety of ways. Some children can have muscle wastage, some are paralyzed and are unable to move their limbs at all, whereas others are able to move but have very limited co-ordination.



## 2) Hearing Impairments

### Causes

- Conductive deafness is when sounds get muffled as they pass through the outer and middle ear. It is most commonly caused by “glue ear” or otitis media, which is a build-up of fluid in the middle ear, often due to upper respiratory tract infections. Usually this is temporary, but some children, this can go on for years, and can cause significant loss of hearing.
- Sensori-neural deafness describes a fault in the inner ear either in the cochlea or in the hearing nerve, and this is permanent. It can be an inherited condition, passed down from generation to generation. Infections during pregnancy can also cause deafness in the foetus such as rubella.
- Early childhood infections can also lead to sensori-neural deafness such as meningitis, measles or mumps.
- Occasionally, a head injury or exposure to extremely loud noises can damage the hearing system when a child is young.

## 3) Visual Impairments

### Causes

There are a number of common eye conditions which cause partial sight or blindness. The most common are listed below:

- Cataracts – this is when the lens of the eye becomes clouded. As the cataract grows, the child’s vision will become more and more blurred. This is the world’s leading cause of blindness.
- River blindness (onchocerciasis) is caused by a parasitical worm whose larvae are spread by a black fly, which breed by fast flowing rivers. The fly transmits the disease when it bites people, causing inflammation of the eye and eventual blindness (common in Africa).
- Trachoma- This is caused by a bacterial infection leading to repeated conjunctivitis, irritating the eyes and creating a mucous discharge. This is easily spread to others in areas where there is limited hygiene and sanitation. If left untreated it results in damage to the cornea, which eventually leads to irreversible blindness (common in Africa).
- Glaucoma- This is caused by clogged drainage channels in the eye’s draining channels, causing increased pressure in the eyeball. The result is a loss of vision. It can be treated by eye drops or by surgery but if untreated can lead to blindness.
- Retinis pigmentosa – this is a hereditary eye disorder affecting the retina within the eye. The child is born with this condition.
- Diabetic retinopathy – Children with untreated diabetes may go on to develop this condition causing partial sight and even blindness.
- Childhood conditions – e.g. children may develop blindness due to lack of Vitamin A in the diet, leading to drying out of the cornea.

## 4) Intellectual Impairment

Intellectual impairment is not the same as "learning disabilities" and "mental/psychosocial disabilities" and these conditions should not be confused.

### Causes

- Sometimes doctors cannot find an actual cause for a learning disability/ intellectual impairment. It may just be something that the child is born with.
- In other cases, a child may have an additional disability that co-occurs with an intellectual impairment.
- A number of genetic syndromes cause intellectual impairment in addition to other difficulties. The most commonly known is Down's syndrome, but others also cause intellectual impairment such as Fragile X and Williams' Syndrome.
- Sometimes, there are problems in the womb, possibly due to external factors, such as Foetal Alcohol syndrome. This can also lead to intellectual impairment in the foetus.
- There can also be brain damage at birth, due to lack of oxygen to the brain, which can result in Cerebral Palsy. Similar brain damage can also develop before or after birth. Some children with cerebral palsy also have intellectual impairments, but it depends on the type.
- Other developmental conditions, such as Autism, also co-exist with learning disabilities, but not all children with Autism have intellectual impairments.
- Some children are born with no difficulties, but then go on acquire some damage to their brain, through an infection (e.g. malaria) or from a head injury (e.g. a road accident). This can then cause intellectual impairment.

## 5) Communication or Speech Impairment

- Some children have difficulties in communicating due to intellectual impairment (such as Down's syndrome) or a physical impairment (such as Cerebral Palsy) or due to a hearing impairment.
- Other children have specific difficulties in communication but no other difficulties.
- For example some children may have delayed language, and may not use or understand language in the same way as other children their own age, but they may be of average intelligence. These are known as language disorders.
- Other children may have difficulty with speech sounds and be difficult to understand (saying "p " instead of "sp") , or may stammer over words (say the same sound again and again at the beginning of a word). These are speech disorders.
- Others may find it difficult to speak in front of others or may find it difficult to use language in the right way, also common in children with Autism. These are social language disorders.

**Summary:** Global facts about disability, the international conventions and protocols, and the laws and policies in Sierra Leone as the foundation of implementing inclusive education.

**Learners will be able to:** Understand the role of inclusive education in the curriculum and context of Sierra Leone

### 1.4.1 | International Conventions and Protocols



#### Preparation:

Printout Handout 10: Facts about Disability for participants



#### Activity:

#### Instructions:

- ➔ In plenary ask participants what international laws or policies they know about which protect the rights of the child and for education?
- ➔ In small groups discuss how such laws and policies are useful in Sierra Leone and what the advantages and limitations are
- ➔ Feedback in plenary. Distribute Handout 10 and let participants read.



#### Key points for the trainer to highlight:

- There are many international policies and conventions which protect and promote the rights of children (boys and girls) and people with disabilities. There is discrimination around the world. Sierra Leone is not alone with the challenges of inclusion. There are experiences in different countries and cultures which can be adapted.
- Sierra Leone can benefit from these experiences and develop / revise national policies to be more inclusive (for example the Inclusive Education policy).
- Laws and policies are effective when they are put into practice
- If inclusion and non-discrimination is in laws and policies, it is not optional or 'good will', it is obligatory



## Handout 10: Facts about Disability

### Facts about Children with Disabilities

Source: The International Commission on Financing Global Education Opportunity. (2016). The Learning Generation Investing in education for a changing world.

- Globally, 65 million children (primary and lower secondary age) are estimated to have disabilities and at least 50% are estimated to be out of school. This is approximately 1/3 of the entire out of school population.
- In some developing countries, the proportion of disabled children receiving any form of education is as low as 13%.
- The combined effects of improved teaching methods, provision of learning material, and remedial help for those who fall behind, can potentially improve overall learning outcomes by 25 – 53%.

### Better Health for People with Disabilities

Source: WHO. (2011). The World Report on Disability

People with disabilities have the same health care needs as others

Over 1 billion people globally experience disabilities. But they are:

- 2x more likely to find inadequate health care providers' skills and facilities
- 3x more likely to be denied health care
- 4 x more likely to be treated badly in the health care system
- People with disabilities are more likely to suffer catastrophic health expenditure
- ½ of people with disabilities cannot afford health care
- These out of pocket health care payments can push a family into poverty

Rehabilitation and assistive devices can enable people with disabilities to be independent

- 70 million people need a wheelchair. Only 5-15% have access to one
- 360 million people globally have moderate to profound hearing loss.

### International Conventions and Protocols

The right to education is universal and extends to all children, youth and adults with disabilities. Current conventions and instruments that uphold Special Education Needs (SEN) and the rights of children with disabilities to Inclusive Education include:

- The International Covenant on Civil and Political Rights (1966)
- International Covenant on Economic, Social and Cultural Rights (1976)
- The Convention on the Rights of the Child (1989)
- United Nations Standard Rules on Equalization of Opportunities for Persons with Disabilities (1993)
- The United Nations Convention on the Rights of Persons with Disabilities (UNCPRD) (2006)

It is also addressed in several significant international declarations, including the:

- World Declaration for Education for All, Jomtien (1990)
- UNESCO Salamanca Statement and Framework for Action (1994)
- Dakar Framework for Action (2000)
- Bamako Call to Action (2008) which was a follow-up on the Dakar EFA Commitments that resolved to work towards an enhanced destiny for Africa involving “high quality lifelong learning and training for all.”

These global declarations have influenced national policy decisions since 1990.

### Protection of the Human Rights of People with Disabilities

- Respect for everyone’s inherent dignity; freedom to make their own choices and independence; non-discrimination; full participation and inclusion in society; respect for differences and accepting people with disabilities as part of human diversity; equal opportunity; accessibility; equality between men and women; respect for the evolving capacity of children with disabilities and their rights to preserve their identities.
- Access to Justice; liberty and security; freedom from torture or cruel, inhuman or degrading treatment; freedom from violence and abuse; liberty of movement and nationality; living independently and being included in the community; personal mobility; freedom of expression and opinion and access to information; respect for privacy; respect for home and family
- Right to education; health; habilitation and rehabilitation; work and employment; adequate standard of living and social protection; participation in political and public life; participation in cultural life, recreation, leisure and sport.

## 1.4.2 | Country Context



### Preparation:

Printout Handout 11: National Laws and Policies in Sierra Leone for participants



### Activity 1:

#### Instructions:

- ➔ In plenary ask participants what national laws or policies they know about which protect the rights of the child, children with disabilities, girls and for the right to education in general?
- ➔ In small groups:
  - Discuss how such laws and policies are useful in Sierra Leone and what the advantages and limitations are.
  - Highlight key points (that you know of) in the different Sierra Leonean laws and policies which your group thinks are priorities to put into practice. Discuss the challenges to doing this in the Sierra Leone context too.
- ➔ Feedback in plenary. Distribute Handout 11 and let participants read. Discuss.



#### Key points for the trainer to highlight:

- There are many legal documents in place promoting and protecting the right to education, but they may not be put into practice
- If people have information and know their rights, they can advocate for laws and policies to be put into practice.



## Handout 11:

### National Laws and Policies in Sierra Leone

Approximately 80- 90 % of children with disabilities in Africa are currently out of school according to UN figures, while many of those enrolled are not learning. Opportunities and provisions for children with disabilities are available in a few urban centers while a greater percentage of children in rural areas are out of school or in mainstream schools where there is little or no provision at all. Removing barriers to accessing education and to learning for persons with disabilities are prerequisites for the realization of education for all. To ensure that all children have access to quality education, education policies and practices must be inclusive of all learners. It must encourage the full participation of all, and promote diversity as a resource rather than as an obstacle. Inclusive Education for all will pave the way to prosperity for individuals and society at large and these stipulations are referenced in the following documents among others.

- **The Constitution of Sierra Leone (1991)**

This document was among the key legislative instruments which advocated for equal rights and adequate educational opportunities for all citizens at all levels. The Constitution states, in its educational objectives, that every citizen is given the opportunity to be educated to the best of their ability, aptitude and inclination by providing educational facilities at all levels and aspect of education. This proclamation was endorsed in the Child Rights Acts (2007).

- **The Child Rights Act (2007)**

The Child Rights Act emphasizes education as a human right of every child, thereby creating the necessary frame work for every citizen to demand and have education from birth. The Act makes provision for health care and educational services for all children. It states that every child is registered at birth and has access to health care and free basic education including the provision of adequate school facilities, materials, and trained teachers in rural areas. Education is seen as central to dissemination of provisions of the Convention of the Rights of the Child (CRC).

- **Persons with Disability Act (2011)**

(Currently under revision)

This Act advocates for equity in access to educational programmes and facilities. It commits government to ensure the structural adaptation of educational institutions to make them easily accessible to persons with disability, and that educational structures should take into account the physical needs of persons with disability with respect to use of school facilities, class schedule, physical education requirements, etc. It proposes a National Commission with responsibilities, among other things, to 'assist government in the formulation of suitable curricular for training institutions, vocational rehabilitation centers and other training facilities'.

**Summary:** Environmental, attitudinal and institutional barriers and facilitators which affect a child’s education.

**Learners will be able to:** Identify general issues and difficulties in the education system and the importance of approach of “Inclusive Education” in addressing those issues.



**Preparation:**

Printout Handout 12: Barriers to Education for participants.



**Activity 1:**

**Instructions:**

- ➔ In plenary, ask participants to explain what they understand by:
  - Barrier
  - Facilitator
  - Environmental barrier
  - Attitudinal barrier
  - Institutional barrier
- ➔ Divide participants into small groups.
  - Half the groups will think about **girls**
  - Half the groups will think about **children with disabilities**
  - 1) Identify the barriers they think girls/children with disabilities face in accessing education
  - 2) Decide if the barriers are environmental, attitudinal, or institutional
  - 3) Propose facilitators for each barrier
- ➔ Summarize the discussion in a flipchart
- ➔ Each group presents back in plenary
- ➔ Discuss
  - Why is Inclusive Education important?
  - What is the current state of Inclusive Education in their school?
  - How is the state of inclusive education reflected in the behavior of children in schools?
  - What are some of the weaknesses in the education system?
  - In what ways can Inclusive Education assist in making the system work better?

|               | Barrier | Facilitator |
|---------------|---------|-------------|
| Environmental |         |             |
| Attitudinal   |         |             |
| Institutional |         |             |



**Key points for the trainer to highlight:**

Even if some of the barriers seem very big and impossible to change, there are ‘small steps’ we can identify to overcome barriers





## Handout 12: Barriers to Education

There are many reasons for exclusion from education. Causes of exclusion or 'barriers to education' can be found at two levels. There are barriers to education; which prevent children from coming to school, and there are barriers within education; which prevent children from participating in school.

Within each level, there are three categories of barriers namely: environmental, attitudinal and institutional. Knowing to which category the barrier belongs helps one determine the consequences and possible solutions to overcoming the barriers.

1. **Environmental barriers** related to physical accessibility are often the easiest to identify, because they are visible. The barriers linked to accessible communication are harder to identify, but extremely relevant. Examples of environmental barriers include stairs, small or dark toilet stalls, poor road conditions and no mother-tongue instruction.
2. **Attitudinal barriers** are often the hardest to overcome and are extremely damaging to a child. The prejudices and negative language used to label a child can be very destructive to a child's self-esteem. Children with disabilities for example are often labeled as incapable, inadequate or as 'trouble-makers'.
3. **Institutional barriers** refer to the regulation and procedures of a country or school that unfairly discriminate, exclude or separate children with disabilities. A school admission policy that stipulates that only children with disabilities who score 80 per cent on an entrance exam can enroll is an example of an institutional barrier.

Some concrete examples of barriers towards and within education in the different categories:

1. **Environmental barriers** – the school is far from home – the road to school is in a bad state - no or limited transport to school – the child cannot move around in school because of accessibility issues – a child has no adapted chair in the classroom - sport activities are not adapted
2. **Attitudinal barriers** - parents do not value education - negative attitudes, beliefs and stereotyping of differences - children are bullied, nicknamed, laughed at – the teacher thinks a child is not capable of learning and does not actively include him or her in activities
3. **Institutional barriers** - inadequate policies and legislation - teachers' skills - inflexible curriculum (if these are rigid and do not respond to diversity of abilities, needs and circumstances among learners) - assessment and evaluation systems (assessing the academic level of children according to general standards, rather than individual progress assessing academic, social, emotional and physical development).

The real issue for children with disability are the barriers to accessing education, not their impairment.

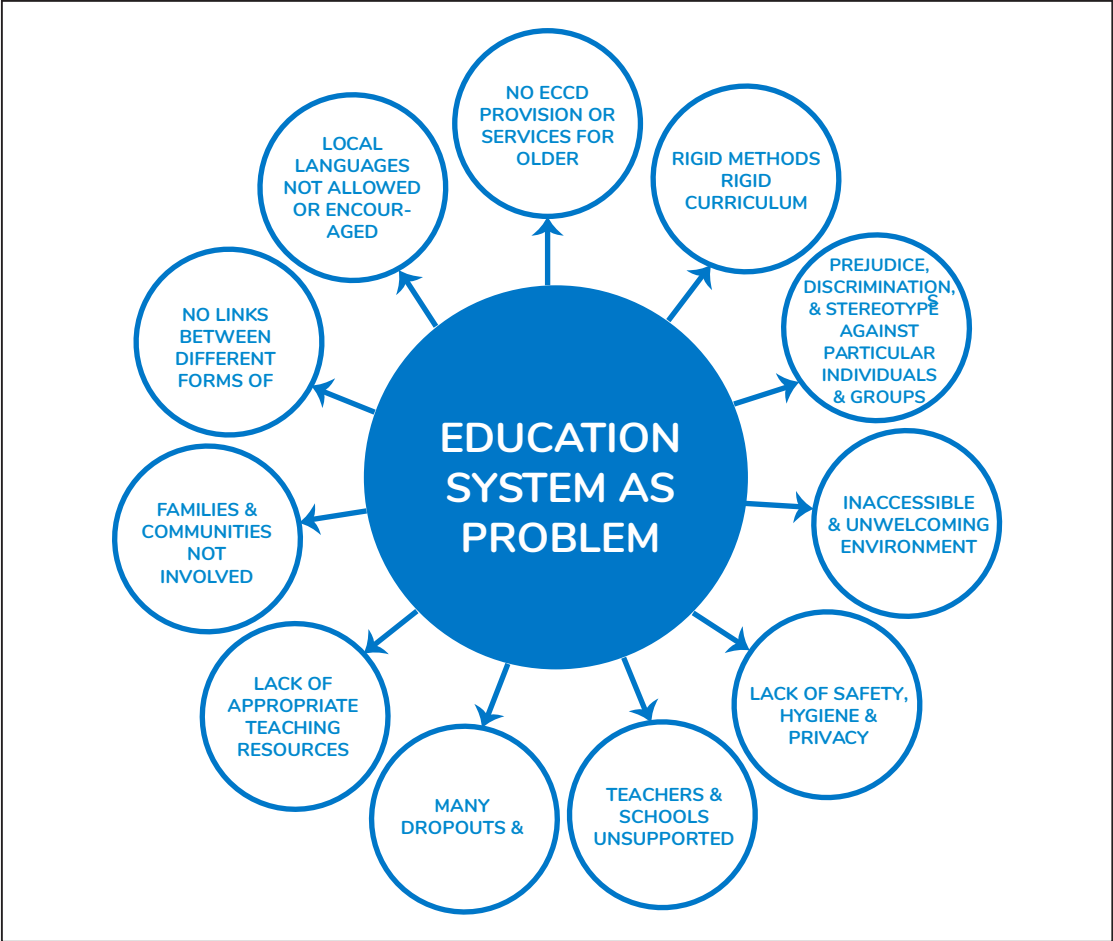
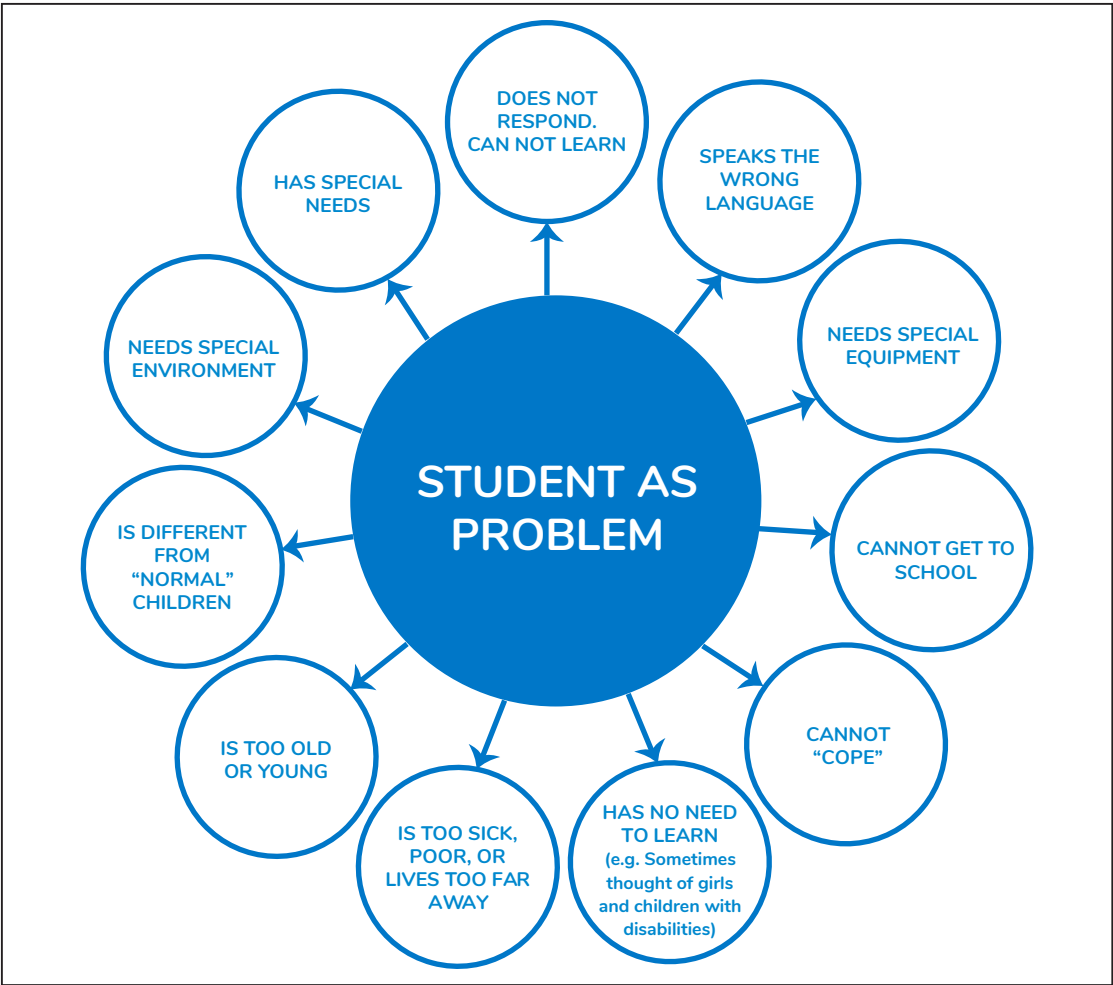
Teaching Approaches and Teaching/Learning Materials could be institutional if the school director does not agree with an inclusive / learner centered approach or attitudinal if the teacher does not agree and use these approaches.

The barriers to learning outlined above can have many consequences and cause difficulties in:

- **Communication**  
If a child has a different first language than the majority of their peers, their teacher, and or learning material available in the school. (This includes children using Sign Language as well as those who use Braille as a written language). This is institutional as the school is not adapting to diverse needs.
- **Poor Motivation**  
If children have little or no motivation for learning due to many different factors, often related to the environmental and attitudinal barriers list above.
- **Insecurity, low self-esteem and lack of self-confidence**  
This is likely to be a result of a combination of environmental, attitudinal, and individual barriers-some of which are listed above.
- **Abuse**  
Children suffering from psychological, physical, and / or sexual abuse are likely to experience serious barriers to learning, development, and participation. These can be avoided if there is comprehensive intervention from schools and families.
- **Gender**  
Girls with disabilities experience many of the same barriers that women and girls without disabilities face, but their social isolation, dependence and their families may magnify these barriers.
- **Social difficulties**  
Interacting and playing with other children, communication, behaving in ways that are seen as socially and culturally unacceptable.
- **Temperament**  
If a child has moods and rages, or is introverted and has difficulties communicating with his or her peers (as well as parents and teachers), finds it difficult to adapt to new and changing situations, is easily distracted, has a short attention span, and reacts very intensely to positive as well as negative experiences (many of these temperament/behavior patterns are related to environmental and attitudinal barriers as well as to impairments).
- **Cultural, Language and Religious Minority**  
Children belonging to minority groups may face barriers to learning, development and participation without targeted support and an inclusive, learning-friendly environment.
- **Health Condition**  
If a child is affected by or has HIV/AIDS, malaria, or any other health condition which leads to discrimination or keep a child away from school.

The following two diagrams explain the difference between viewing the child as the problem and the education system as the problem.

An inclusive approach promotes adapting the system to meet diverse learner needs.





## Handout 13:

### Individual Action Plan (3 month time-frame)

Your goals:

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- **WHAT** you want to do now:

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- **WHY** you want to do this:

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- **HOW** your training has helped you to be ready for this:

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- **What** knowledge and skills you have gained:

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Aim

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Changes I want to make

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How will I know that the changes I am making are effective? (what are my indicators of success?)

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## Handout 14:

### Developing a Case Study of Your Experience

What situation did you identify?

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What tools and methodologies did you choose and why?

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How did you use them and what happened?

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How did it help the child / class?

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How did it help you as a teacher?

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Would you do anything differently next time?

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**Rationale:**

Following Module 1, learners will understand the theory of inclusive education, the diverse needs of learners, and the impact on learners if these needs are not met.

Module 2 provides tools and methodologies for the practical application of an inclusive approach. An initial overview provides strategies for inclusive teaching with the nine golden rules of UNESCO including planning, classroom management, and communication. The units will then go into more detail to explore teaching and learning styles, management strategies and skill development for behavior and communication in the classroom. This practical module sets the framework for HOW to practice inclusion in the Sierra Leone context.

**Module summary:** tools and methodologies for the practical application of an inclusive approach.

**Unit 1.** Nine golden rules outlined by UNESCO for planning and delivering in an inclusive classroom

**Summary:** An introduction to communication, classroom layout, Individual Education Plans, assistive devices, lesson planning, managing behaviour, including all children, working together

**Unit 2.** Teaching Strategies for Clear Understanding

**Summary:** A reflection on transmission, transaction and transformation approaches through direct, problem-based, collaborative instruction or engaged learning and independent study. The different ways in which children learn through visual, verbal, logical/mathematical, kinesthetic, musical, interpersonal and intrapersonal intelligences

2.2.1 Teaching Strategies for Clear Understanding

2.2.2 Multiple Sensory Learning (Multiple Intelligences) and Learning Styles

**Unit 3.** Facilitating Student Learning – the Role of the Teacher?

**Summary:** Learner-centred and teacher-centred behaviour in the classroom and facilitating participation and inclusion. Active learning case studies

**Unit 4.** Behaviour Difficulties and Discipline

**Summary:** Positive and negative discipline and the difference between discipline and punishment. Reasons for behaviour difficulties and techniques on how to reinforce positive behaviour in the classroom.

**Unit 5.** Basic Skills in Classroom Communication

**Summary:** Different methods and tools to aid communication in the classroom.

**By the end of this module, learners will be able to:**

- Plan and deliver a lesson in an inclusive classroom in Sierra Leone.
- Employ a range of instructional strategies to promote learning for all in an inclusive classroom in Sierra Leone.
- Describe and use the methods and practices of learner center teaching which can be employed in the classroom for the promotion of an inclusive culture in students
- Employ a range of classroom management strategies to promote learning for all in an inclusive classroom in Sierra Leone.
- Use a range of communication techniques to engage all children in the classroom in Sierra Leone.

**Summary:** An introduction to communication, classroom layout, Individual Education Plans, assistive devices, lesson planning, managing behavior, including all children, working together.

**Learners will be able to:** Plan and deliver a lesson in an inclusive classroom



**Preparation:**

- Write out key words from all 9 golden rules on a flip chart paper but keep it covered up
- Printout Handout 1: Nine Golden Rules outlined by UNESCO. One copy for the activity - cut it out to give one rule for each group. Enough copies for participants.



**Activity:**

**Instructions:**

- ➔ Brainstorm what the 9 rules could be and then reveal the rules on the flipchart paper. Compare their ideas.
- ➔ Divide the participants into 9 groups.
- ➔ Give each small group one of the 9 golden rules of UNESCO. This will go into more detail than the information on the flipchart.
- ➔ Explain that each group will:
  - Demonstrate the rule to the group through mimed role play
  - The groups take it in turn to mime out their rule and the others have to guess which rule it is
  - Once it has been guessed correctly, the group need to explain their rule in their own words to the other participants
  - Say why they think it is important. Give an example from their own school/classes



**Key points for the trainer to highlight:**

- The golden rules are a summary and in later units we will explore in more detail:
- Behavior difficulties and discipline, Basic skills in classroom communication, Facilitating student learning – the role of the teacher. The Individual Education Plan will be covered in more detail in Module 4.
- Some of the strategies and tools might seem impossible if you feel you do not have the space or the resources in your classroom, in the Sierra Leone context. Try to think of what you can do, as well as what you cannot do. Make sure all participants understand the core elements of each rule.



## Handout 1:

### Nine Golden Rules outlined by UNESCO

#### 1. Communication

Teachers need to be able to communicate well with their children. Communication is central to teaching and learning and teachers must be good communicators.

There are various ways of communicating and these include:

Talking

Reading

Writing

Use of gestures – pointing, miming actions,

Facial expressions to show you are please, angry, or puzzle etc.

Eye contact – to show you who you want to communicate with, to draw people attention.

Pictures and symbols

Sign Language such as those used by deaf people

#### 2. Classroom Layout

The layout of the classroom is paramount, and it can help or obstruct children's learning. Sometimes there is not much a teacher can do to change a classroom layout because of the cost involved or the space available. However, there are some tips that will assist improving the quality of classroom layout.

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



- Whenever possible, use real objects to help the children understand. Make sure you allow the children to handle and touch these objects. This is very important for children with seeing and learning difficulties.

### 3. Individual education plan (IEP)

An IEP is a systematic way to monitor and assess the progress of a student with special needs. It involves educational planning that caters for each child's specific needs. An IEP includes:

- Description of the difficulties faced by the child
- Plan of action to overcome these difficulties
- Clear goals for the child to achieve and a time frame
- Specific activities and actions to help the child achieve the goals
- Ways to evaluate the child's progress.

### 4. Individual help

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

To monitor means:

- Checking that all the students understand what they are supposed to be doing
- Checking that all the students are doing an activity correctly
- Finding out which students are having difficulty and helping them
- Spotting mistakes and correcting them at that time

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

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

### 5. Assistive device

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

## 6. Lesson planning, delivery, and evaluation

What is a Lesson Plan?

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

What things does a lesson plan cover?

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

Why is a lesson plan important?

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

## 7. Managing behavior

Teachers are introduced to how they can analyze the causes of bad behavior and what ways to manage it.

Reasons for bad behavior

- To gain attention  
It may seem strange, but the most common reason children behave badly is to get attention, even being punished is better than being ignored.
- Behavioral disorders  
Sometimes, children behave badly because they want to hide the fact that they find some things very difficult. A child who can read may say they can't, but they just don't want to.

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

## 8. Including all children

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

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

## 9. Working together

By working together, we mean including local authorities, parents of children with impairments, all other parents, community, education volunteers, other organizations involved with the school, children with impairments, all other children and all school staff. We believe that through the involvement of the local community, the development of inclusive education will be enabled and be more sustainable.

In an actual sense, better working relationships between professionals and parents of children with disabilities are essential in the development of the field of special and inclusive education. This is a strategy to break with traditional practices which create a distance between home and school. Parents are key players in education (UNESCO, 2008).

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After going through the 9 rules of Inclusive education, it is important to explore examples of inclusive classroom practice. This can be done in a variety of ways: watching examples of inclusive classrooms using video links, discussing examples of good practice known to the participants and doing role plays of how to include children with different needs in the classroom. This depends on the resources available. YouTube video clips showing good practices in inclusive education in West and East Africa:

<https://www.youtube.com/watch?v=2SFK-EiC8bE>

<https://www.youtube.com/watch?v=yyqJm7nhlt8&t=43s>

**Summary:** A reflection on transmission, transaction and transformation approaches through direct, problem-based, collaborative instruction or engaged learning and independent study. The different ways in which children learn through visual, verbal, logical/mathematical, kinesthetic, musical, interpersonal and intrapersonal intelligences.

**Learners will be able to:** Employ a range of instructional strategies to promote learning for all in an inclusive classroom

### 2.2.1 Teaching Strategies for Clear Understanding



#### Preparation:

Printout Handout 2: Teaching Strategies for Clear Understanding and cut out into strips for Activity 1



#### Activity 1:

#### Instructions:

- ➔ Explain how this unit looks at both teaching and learning styles.
- ➔ Divide the participants into 3 groups
  - Give group 1 two teaching styles  
Direct Instruction (Transmission Approach)  
Problem-based instruction (Transaction Approach)
  - Give group 2 two teaching styles  
Engaged Learning (Transaction Approach)  
Independent study (Transformation)
  - Give group 3 two teaching styles  
Cooperative and collaborative instruction (Transformation)  
Instructional skills.
- ➔ Ask each group to prepare to:
  - Explain and demonstrate each teaching style
  - Describe how and when they would use it (which subject, what kind of activity)
  - Explain the benefit to the child (and teacher) of using this style
  - Identify any challenges
- ➔ Each group feeds back in plenary with opportunity for the group to comment, ask questions and discuss.



#### Key points for the trainer to highlight:

- Varying teaching styles helps to keep the attention, focus, interest and curiosity of students and facilitate learning.
- Different teaching styles will respond to the different learning styles of children. This will help children with different impairments.
- Certain subjects will be more easily explained by a teaching style (for example, studying plants through field trips (engaged learning).
- Cooperative and collaborative instruction helps to teach subject topics and builds skills in critical thinking, logic, decision making and consensus building.



## Handout 2:

### Teaching Strategies for Clear Understanding



#### **Direct Instruction (Transmission Approach)**

- Didactic Questions (Teacher directed questions as a way of engaging the student as a participant)
- Demonstrations
- Guided & Share – reading, listening, viewing, thinking

#### **Problem-based instruction (Transaction Approach)**

- Problem-based Instruction
- Problem solving
- Reflective discussions

#### **Engaged Learning (Transaction Approach)**

- Field Trips
- Simulations (A form of engaged learning aimed at promoting concept attainment through experience)
- Games
- Service learning

#### **Independent study (Transformation)**

- Computer assisted instruction
- Journals
- Research Projects

#### **Cooperative and collaborative instruction (Transformation)**

- Debates
- Role playing
- Conferencing

#### **Instructional skills**

- Explaining
- Demonstrating
- Questioning



## 2.2.2 Multiple Sensory Learning (Multiple Intelligences) and Learning Styles



### Preparation:

Printout Handout 3: Learning Activities and Learning Styles, one copy for a pair of participants, and cut up the cards. Keep slips of learning activities and of learning styles separately.



### Activity 1:

#### Instructions:

- ➔ In pairs ask students to discuss:
  - What was their favorite and least favorite subject at school and why?
  - What did they find really easy to learn and really difficult and why?
- ➔ Ask a few volunteers to feedback.
- ➔ Make a pair, give out the cards, and explain that one set contains learning activities and the other set shows learning styles.
- ➔ Present the different styles on a flip chart
  - Visual / spatial intelligence,
  - Linguistic / verbal intelligence,
  - Logic / mathematical intelligence,
  - Kinesthetic intelligence,
  - Musical intelligence,
  - Interpersonal intelligence,
  - Intrapersonal Intelligence.
- ➔ Ask the participants to stand up if they think they have each kind of intelligence.
- ➔ Ask the pair to match the learning activity card with the learning style card.
- ➔ Feedback and check the answers.
- ➔ Discuss:
  - What are the benefits in using different teaching styles and understanding your students' learning styles?
  - Amongst your students there will be many different learning styles. How do you ensure all students are included?



#### Key points for the trainer to highlight:

- Not everyone learns in exactly the same way, so if pupils are taught in exactly the same way then we are not being inclusive, and teaching will not be effective.
- Participants should use different teaching/learning approaches in their classrooms. This can be especially helpful for children with impairments, but it is also helpful for all the children in the class.
- In a class situation where the teacher uses only rote learning, repeating teaching content over and over again, the teaching approach will probably only accommodate a small group of learners (those who prefer verbal learning). Other children might have more difficulties in following the lessons. This does not necessarily mean that these children have a learning disability.



### Handout 3:

### Learning Activities and Learning Styles

Copy this page and cut out the learning activities and learning styles.

**NB.** The types of intelligence next to the cards are the solutions.



| Learning Activities  | Learning Styles                  |
|--|----------------------------------|
| I understand something best when I can read about it.        | Linguistic / verbal intelligence |
| I like to solve mathematical problems individually           | Intrapersonal intelligence       |
| I like having a drawing or a diagram to remind me the lesson | Spatial / visual                 |
| I like to work in group to solve problems                    | Interpersonal                    |
| I like learning the alphabet by a song                       | Musical                          |
| I easily remember numbers                                    | Logical mathematical             |
| I like doing experiments in the classroom                    | Kinesthetic                      |
| I use a lot of gestures when I talk                          | Kinesthetic                      |
| I like to dance  | Musical                          |







## Handout 4: Multiple Intelligences

The following tips developed by Howard Gardner (2010) provide a variety of ways teachers should address teaching/learning in an inclusive classroom.

| Type of intelligence              | Definition  |
|-----------------------------------|---|
| Visual / spatial intelligence     | Good in visualizing things<br>Good with directions, maps, pictures<br>Good at interpreting pictures, graphs and charts<br>Enjoys drawing, painting, visual arts   |
| Linguistic / verbal intelligence  | Uses written and spoken language well<br>Good in writing stories, listening, and reading<br>Good at remembering written and spoken information<br>Good at debating, giving speeches<br>Can explain things well<br>Language is main form of communication<br>Children think and learn through written and spoken words, memory and recall.   |
| Logic / mathematical intelligence | Good at reasoning, recognizing patterns and logically analyze problems<br>Likes to work with numbers in all their applications (mathematics, sciences)<br>Good problem-solving skills<br>Analyzing and solving abstract problems<br>Children think and learn through reasoning and calculating. They can easily use numbers, recognize abstract patterns and take precise measurements. |
| Kinesthetic intelligence          | Expressing by body movements<br>Likes to use gestures when explaining<br>Need for physical experience to understand<br>Good hand eye coordination<br>Good in dancing and sports<br>Remembers by doing<br>Children learn and think through movement, games, and drama.   |
| Musical intelligence              | Good at thinking in patterns, rhythms and sounds, musical composition and performance<br>Enjoys singing and playing musical instruments<br>Good at remembering songs<br>Children learn through sounds, rhyme, rhythm, and repetition.   |

|                                   |  |
|-----------------------------------|--|
| <p>Interpersonal intelligence</p> | <p>Good understanding and interacting with other people<br/>         Skilled at assessing emotions, motivations, desires and attentions of those around them<br/>         Good in non-verbal communication<br/>         Can see situations from different perceptions<br/>         Create positive relationships with others<br/>         Good at resolving conflict in group<br/>         Can easily learn in groups through cooperative work<br/>         Children learn in groups through cooperative work. They easily understand social situation and develop easily relationships.</p> |
| <p>Intrapersonal intelligence</p> | <p>Good self-reflection<br/>         Good at being aware of own emotional state, feelings and motivations<br/>         Enjoys self-reflection<br/>         Good at analyzing personal strengths and weaknesses<br/>         Enjoys analyzing theories and ideas<br/>         Excellent self-awareness<br/>         Children learn through personal concentration and self- reflection.<br/>         They can work alone and are aware of their own feelings, strengths and weaknesses.</p>   |

**Summary:** Learner-centered and teacher-centered behavior in the classroom and facilitating participation and inclusion. Active learning case studies.

**Learners will be able to:** Describe and use the methods and practices of learner center teaching which can be employed in the classroom for the promotion of an inclusive culture in students.



**Preparation:**

- Printout Handout 5: Learner/Teacher Centered Behaviors for groups
- Printout Handout 6: Learner-centred Education Rating Scale
- Printout Handout 7: Active Learning Case Studies and cut out



**Activity 1:**

**Instructions:**

- ➔ Divide participants into small groups and give each group a copy of Handout 5 with the images on ‘learner- centered’ and ‘teacher-centered’ behaviors.
- ➔ Explain to participants that they have to ‘make sense’ of the images and identify the type of behaviors represented in the left-hand column (‘teacher-centered’) compared to the ones in the right-hand column (‘learner-centered’).
- ➔ After a few minutes, ask each group to explain their interpretation of one or two images.
- ➔ In the plenary (discussion), explain that in the inclusive and participatory classroom there is a shift from a ‘teacher-centered’ to a ‘learner-centered’ model.
- ➔ The process itself of teaching and learning becomes very important. For example, you could have given them a text to read about the different behaviors, but you preferred to use images and asked them to ‘make sense’ of them. The process itself was important, not only their final answers. You can ask them how they would adapt and use this technique and to think of different examples about the importance of the process.
- ➔ Explain that the teacher as a facilitator of learning contributes also to the holistic development of the child.
- ➔ Ask participants what holistic development means. After getting comments, explain that it is possible to talk about different types of development, but that it is crucial to combine all the different aspects together, and think about “the whole child”. In other words, all aspects of the child’s skills, character, abilities and difficulties should be considered at the same time.
- ➔ Give each participant a copy of Handout 6 on the learner centered rating scale. Working individually, the participant can decide if they are more teacher or learner centered in each category. They can decide if there are priority areas they want to work on to become more learner centered.
- ➔ Divide the participants into 4 groups and give each group the case studies per subject area (Handout 7). Ask the group to discuss:
- ➔ Discuss the difference between the 2 examples
  - What are the advantages / disadvantages for the child’s learning?
  - What are the advantages / disadvantages for the teacher?
  - Can the group think of an example of something similar to the active learning examples being used in their own classrooms?

What solutions do they have to make their own examples more “active”?

→ Each group presents back in plenary



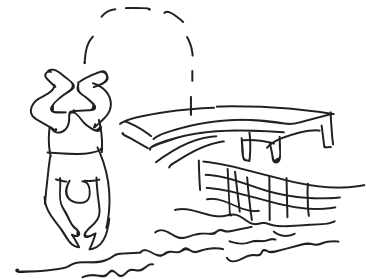
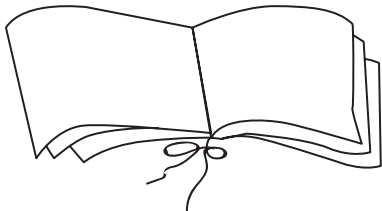
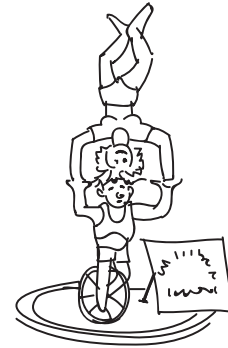
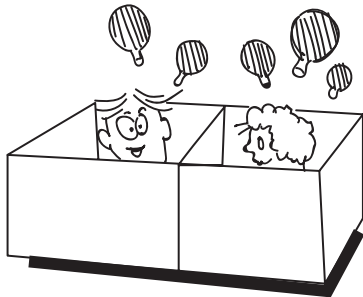
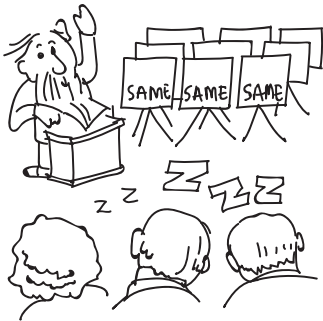
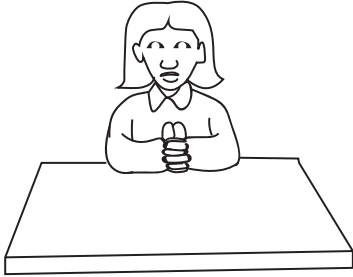
**Key points for the trainer to highlight:**

- The role of the teacher is to be a facilitator and to guide children as they learn. This is the overall aim of a learner-centered teacher. It is not about the teacher listening to their own voice, and wanting all the children to sit quietly and obediently as they speak!
- It is true that a child needs to learn to sit and listen to the teacher, but if true learning is to happen, that child also needs to engage with the topic being taught and truly understand it. This can only happen if the teacher is able to respond to the learner's needs, and guide them to discover the topic, by group work, giving exercises and examples, and demonstrating concepts using objects/ pictures and real-life examples wherever possible. This is a truly learner-centered teacher!
- A teacher is also a learner. Maybe, we are not doing all of these things in the classroom now and cannot do them all overnight. We can choose priority things which we want to practice in the classroom as part of our professional development.



Handout 5:

'Learner-Centered' and 'Teacher-Centered' Behavior<sup>2</sup>



<sup>2</sup> Kimberly Hare, The Trainer's Toolkit: Bringing Brain-friendly Learning to Life, Crown House Publishing, 2002, pp. 4-5.



**Handout 6:**  
**Learner Centered Education Rating Scale<sup>3</sup>**

|                                   | <b>More teacher-centered</b>  | <b>More learner-centered</b>  |
|-----------------------------------|---|---|
| <b>Classroom set-up</b>           | Desks in rows   | Desks in groups   |
| <b>Teacher talk</b>               | Teacher talks most of the time (lecture)  | Learners talk or do activities most of the time                                       |
| <b>Content &amp; activities</b>   | Teacher initiates all content & activities  | Learners initiate content & activities  |
| <b>Experience &amp; knowledge</b> | Learners experience & knowledge not used  | Learners' experience knowledge used in instruction                                    |
| <b>Learners creativity</b>        | Learners' creativity rarely encouraged  | Learners' creativity encouraged much of the time                                      |
| <b>Pair/group work</b>            | Teachers teaches learners as one group  | Learners learn in pairs or small groups   |
| <b>Peer teaching</b>              | Teacher does all the teaching   | Learners peer teach, lead activities  |
| <b>Housekeeping</b>               | Teacher carries out all housekeeping tasks (sweeping the floor, passing out books,...)  | Learners carry out housekeeping tasks   |
| <b>Checking learners' work</b>    | Teacher stays in front of the class, does not check children's work   | Teacher walks around and checks learner's work, learners check each other's work      |
| <b>Learning styles</b>            | Teacher uses one kind of instruction  | Teacher adjusts instruction to learners' individual learning styles                   |
| <b>Questioning techniques</b>     | Closed questions only, description, not evaluation  | Open-ended and higher order questions, evaluative reasoning and judgment              |
| <b>Assessment</b>                 | Teacher tests at the end of term only   | Learners are continuously assessed and assisted                                       |
| <b>Rapport</b>                    | Teacher talks to learners in class only, does not use names   | Teacher inquires how learners are doing in and outside of the class, uses their names |
| <b>Knowledge of the child</b>     | Teacher does not know learners' profile (strengths, and background difficulties, health) or backgrounds (family conditions, problems with other students, etc.) | Teacher knows learners' profile and background  |
| <b>Responsibility</b>             | Teacher assumes responsibility for instruction and discipline   | Learners assume responsibility for learning   |

<sup>3</sup> National Institute for Educational Development (NIED), 1999, How learner centered are you h?, Namibia, NIED, Ministry of Basic Education and Culture



## Handout 7:

### Active Learning Case Studies



#### Calculation

- **Case 1** - The teacher sends the children out of the class to collect small stones. They are still at the early stages of counting numbers. When they come back in the classroom they go and sit in small groups, with a pile of stones in the middle of each group. Each group has a dice, which the children throw one by one. Then they draw the same number of stones as the number of dots turned up by the dice.
- **Case 2** - The teacher shows one finger and says “one”, then shows two fingers and says “two”. She also asks the children to imitate and repeat with her. They continue this up to ten. Then she shows one finger and asks the class “how many?” Some children say one and she writes the number on the board. She continues up to ten. When children cannot say the number she is showing, she says it herself while writing it on the board. When all numbers are on the board, she makes the whole group to read the numbers out loud. Then she asks individual children to read out the numbers from one to ten. She then points out a number and asks, “what is this?” Finally, the children write the numbers in their notebooks.

#### Science and Nature

- **Case 1** - The children have been asked to get all kind of leaves from outside. Now that they are back, the teacher initiates a great deal of conversation around the leaves: Which is the biggest? How many pointed leaves are there? Are all the leaves of the same colour? Which is the smallest leaf? After this, children are asked to classify leaves into different categories, and there is further discussion.
- **Case 2** - The teacher says “Today we are going to talk about trees”. She then writes the name of the lesson on the board and takes out a chart of pictures of different trees. The teacher talks about some of the trees shown in the pictures and says “the leaves of ... trees are big, while the leaves of ... trees are small. Some trees have pointed leaves, for example...” She then tells the class that plants are divided into four types and explains the differences. Next, she asks children to go through the lesson and write about the characteristics of grass, shrub, tree and climbers.





## Letters

- **Case 1** - The teacher reads out the words given in the lesson. She then writes words on the blackboard and reads them out again, asking children to repeat with her. She reads out words by distinctly pronouncing each letter while pointing to each on the board. It is important to use words that can be sounded out easily such as “cat”, “cap” and “bag” etc. It is important she says how the letter sounds, and not the name of the letter!!  
N.B. She says “c”, “a”, “t” spells “cat” not “see”, “ay”, “tee” spells cat! The children say the letter sounds slowly first, and then a bit quicker, so they can try to merge them together to make the word. The teacher draws a simple picture next to each written word, so the children can understand the meaning. Next, she asks children to identify letters on the blackboard. Finally, she asks children to copy these letters in their book.
- **Case 2** – The children are going to begin the process of learning to read. The teacher asks the children to say their own names and writes them on the blackboard as they do. She asks the children to recognize where their own names have been written, their friends’ names, the names of those children who are wearing something red, and so on. A considerable amount of shape recognition activity is taking place and will help eventually in the process of children learning to read.

## Stories

- **Case 1** - The teacher selects a story from a textbook to read and instructs the children to ask her if they find anything difficult. Some children, who do not have their book, are uncertain about what to do. Finally, they look at their neighbors’ books. There is some confusion and the teacher asks what is happening, and put children who have a book together with children who don’t have a book. Some children have already finished reading the story are not very keen to go through it again! Some of them read it fast and feel like looking at stories in the later part of the book. Some children face difficulties with words they do not understand. But they are ashamed or afraid to ask for explanations.  
The teacher asks children to write down the answers to the questions that are given in the end of the lesson.
- **Case 2** - The teacher divides her class into groups and says: “Read the following story in groups, underline what you don’t understand, but only if no one in your group is able to explain it to you.” Once this is done, she asks each group to present the underlined words and then asks the class to see if another group can explain the words they don’t understand. She also gives time for the other children to discuss ideas before clarifying the underlined item. Then she goes through the story and clarifies any of the more difficult parts. Finally, the teacher asks each group to think of five questions from the story which she would find difficult to answer!





**Summary:** Positive and negative discipline and the difference between discipline and punishment. Reasons for behavior difficulties and techniques on how to reinforce positive behavior in the classroom.

**Learners will be able to:** Employ a range of classroom management strategies to promote learning for all in an inclusive classroom



**Preparation:**

- Printout Handout 8: Positive and Negative Discipline. One copy for an activity and cut it out. Additional copies for participants.
- Printout Handout 9: Positive Discipline for participants.
- A large room, or an outside space.



**Activity 1:**

**Instructions:**

- ➔ Ask participants to stand up and come to the middle of the venue. Agree that one side of the room is "positive" and the other side is "negative"
- ➔ Give each participant one card (cut out from Handout 8). One by one, ask participant to read disciplinary action written on his/her card, and ask all participants to decide if it is positive or negative, and move to "positive" or "negative" side of the room accordingly.
- ➔ Ask participants to come back to their seat and distribute Handout 8. Confirm which disciplinary actions are positive and which are negative.

- ➔ Ask questions and discuss

Which of the disciplinary actions have you ever used in your classroom?  
Any volunteers who wish to share their experience?

- ➔ Tell the participants that now they will do a case study. Ask them to make a pair. Tell them the following scenario

In the third grade, teacher pays attention to Martin who is repeatedly disturbing other children during the reading period

Now in pairs discuss:

What are the possible reasons for this?  
How will you react as the teacher?

Tell them the scenario continues:

After observing this behavior the teacher asks Martin to read aloud, but he fails. The teacher finds out that Martin has difficulties in reading.

Again in pairs discuss:

How will you react as the teacher?  
What techniques can you use to help Martin behave and not disturb the other children (\*)?

(\*) Suggested response:

The teacher discusses with colleagues who advises him/ her to give the students shorter paragraphs to read with larger print text, to make the task at the right level for him.

- ➔ Feedback in plenary. Distribute and go through Handout 9.



### Key points for the trainer to highlight:

In Unit 1 we looked at the UNESCO golden rules. Number 7 was managing behavior. This unit examined the importance to understand why a child has behavior difficulties and is displaying negative behavior, to identify our goals when disciplining children and to learn about different responses other than corporal punishment. There are various techniques for managing behavior and discipline.

A varied lesson plan with different teaching styles can also help to reduce behavior problems.

If a teacher is used to physical punishment (caning), it is useful to think in advance of an alternative method to try out.

Reinforce that every time we choose to discipline a child, we should think about the ultimate purpose of our actions. Invite participants to use the following checklist (written on a flipchart) to help in making appropriate decisions:

- Why is the child misbehaving? Are they bored? Do they not understand?
- Do they know why what they did was wrong?
- Is discipline really necessary, or are there other actions I should be taking?
- What is my goal in disciplining this child?
- Is the child learning from their mistakes with this form of discipline?
- Is the discipline logical? Can the child understand it?
- Is the discipline used humiliating to the child?
- Is it proportional to the offence?
- Is the teacher acting as a role model for the child?



## Handout 8:

### Positive and Negative Discipline



| Positive discipline is....   | Negative discipline is....  |
|--|---|
| Letting children help decide on the class rules and then explaining what the rules are                                   | Making assumptions about which child has behaved badly                                |
| Using direct instruction (tell them exactly what will be happening and how children are expected to behave)              | Making accusations without proof  |
| Acknowledging good behavior and rewarding it rather than always focusing on the bad                                      | Using physical force such as beating with a stick or the hand.                        |
| Acting in the way that you want the children to act (modeling)   | Repeatedly shouting at children without giving them a chance to explain               |
| Giving consistent guidance, which is firm but also fair  | Making a child stand on a chair for long periods                                      |
| Making children make amends when their behavior affects someone else   | Publicly comparing one child to another   |
| Logical consequences that are linked to the bad behavior. ( e.g. missing break time if they have messed around in class) | Denying a child food or clothing  |
| Talking about the bad behavior rather than the bad child.  | Saying “you are stupid” or “you are useless” rather than “your behavior wasn’t good ” |
| Teaching children to internalize self-discipline   | Teaching children to behave well only when they risk getting caught doing otherwise   |
| Using mistakes as learning opportunities   | Forcing children to comply with illogical rules “just because you said so”            |





**Handout 9:**  
**Positive discipline**

**Difference between Discipline and Punishment**

| <b>Discipline...</b>   | <b>Punishment...</b>  |
|--|---|
| Is teaching the child how to obey rules or code of behavior. Discipline aims to develop a child's behavior, by letting them understand their own behavior, taking initiative, being responsible for their choices and respecting themselves and others.  | Is an action or penalty that is imposed on a person for breaking a rule or showing incorrect aims to control behavior through negative means such as using verbal reprimands, disapproval, severe physical or emotional pain as in corporal punishment. |
| Is when the child takes responsibility for his own behavior and he is taught how to behave better in the future.<br>It helps children to: <ul style="list-style-type: none"> <li>• learn from their behavior</li> <li>• make better choices</li> <li>• prevent situations in which bad behavior occurs</li> <li>• stop a certain behavior</li> <li>• understand there are consequences for their behavior</li> </ul> | Focuses on the misbehavior and does not help the child to behave better in the future   |
| Is giving children positive alternatives; acknowledging or rewarding efforts and good behavior, when children follow rules because they are discussed and agreed upon; consistent, firm guidance; positive, respectful of the child; physically and verbally nonviolent.   | Is reacting harshly to misbehavior, when children follow rules because they are threatened or bribed; controlling, shaming, ridiculing; negative and disrespectful of the child; physically and verbally abusive and aggressive.                        |

**Positive discipline steps**

While punishment is a single act, positive discipline is a four-step process that recognizes and rewards appropriate behavior in the following manner:

Step 1: The appropriate behavior is described: "Everyone quieten down now, please."

Step 2: Clear reasons are provided: "We are going to start our mathematics lesson, and everyone needs to listen closely." This means that quietening down quickly will show respect for others. It is a good example of treating others as you would like them to treat you.

Step 3: Acknowledgment is requested: "Do you see why quietening down is so important?"  
Now we can all get on with the lesson and it's going to be fun!

Step 4: The correct behavior is reinforced: eye contact, a nod, a smile, an extra five minutes of play time at the end of the day, extra credit points, having a success mentioned in front of the class or school. Social recognition is the greatest award. When rewards are used, they should always be immediate and small, yet gratifying.

This process is effective for individual children. Moreover, for those of you who are working in large classes, it can also be effective for groups of children. The “trick” is to make the children feel they are on a “winning team” (being the class as a whole) and to praise each child’s efforts in being a good team member.

Remember, catch students doing the right thing and reward them immediately. This is the core of positive discipline.

### Challenging behavior

Children do not ‘plan’ to misbehave. They do not misbehave to make teachers’ work difficult. When they do misbehave, usually they do it for a reason. Some of the most common reasons for misbehavior are:

- the work is too easy or too difficult for the child
- the work is not interesting, the child is bored
- the teaching methods are not responding to the child’s learning style
- the expectations are not clear or are unreasonable
- the child has low self-esteem, or cannot communicate well with others
- the child is hungry and tired
- the child has come from a bad experience at home that morning (or in general)
- the child may experience physical discomfort e.g. worms, constipation.

All these reasons may cause the child to be discouraged to participate in the classroom. By misbehaving they are actually communicating to the teacher one of the above reasons. Only they are not saying it explicitly.

**A first step** in managing ‘challenging behavior’ is for the teacher to **find out what the reason is for the child’s behavior**, in order to respond to it in an adequate way.

Another ‘cause’ of ‘misbehavior’ can be that the child is not feeling appreciated and valued by the teacher or by the other children. If children feel ‘ignored’ or ‘excluded’ they might try to get attention by misbehaving.

Whether or not certain behavior is being repeated will depend a lot on the immediate reaction and feedback a child gets. Behavior is strongly controlled by the consequences and depending on whether the consequence is negative or positive for the child, the behavior will decrease or increase. This is true for misbehavior but also for good behavior.

Too often bad behavior is encouraged because teachers are not aware that they are actually reacting with a positive consequence for the child. Also, it happens a lot that teachers want to end the situation as quickly as possible in order to continue the lesson and very often this is done by sending the child away. For a child who is, for example, having a lot of difficulties with maths, and wants to avoid being in a situation where everybody can see his ‘failure’, he will probably prefer to be sent out of the classroom to spare the embarrassment of saying the wrong answer.

It is very important that children know the exact consequences to different behaviors. In this way, they will realize that they are influencing the response.

### Examples of Positive Reinforcement at work!

- Each child has a picture which is cut into 5 pieces, like a jigsaw. Each day that they managed to follow the rules, they are allowed to glue one of the pieces on their paper. At the end of the week, their picture will be complete! The teacher can write a nice message on the back and give it to the child to take home for the parents to see.
- You could also make jigsaws out of cardboard, and paint a nice pattern on the top. Give a child a piece of the jigsaw each day, or lesson, when they have followed the rules. Once they have completed the jigsaw they are allowed to take it home, or they could receive another treat such as extra playtime.

A child may not be encouraged to behave well if there is no positive consequence and recognition for their efforts, especially for children with severe behavioral difficulties. Positive reinforcement will sustain and increase good behavior.

### Encouraging learners

A good teacher encourages and support children in their learning. The performance of a child depends greatly on the relationship they have with their teacher. Children need to feel supported by their teacher and need to feel that the teacher believes in their abilities. Unfortunately, many teachers give negative rather than positive comments such as “look how many answers you got wrong” or “you are not a good student.” These negative comments do not tell the children what they should do and can easily destroy the child’s self-esteem. In order to create a productive and friendly atmosphere in the classroom, teachers should take time to think about how they can give constructive feedback to children and provide positive reinforcement. Examples of encouraging words and actions include:

- acknowledging effort even if the work is not up to standard
- smiling and a positive attitude
- giving a thumbs-up or pat on the shoulder
- displaying the work
- praising the child verbally e.g. saying, “well done”.

**Summary:** Different methods and tools to aid communication in the classroom.

**Learners will be able to:** Use a range of communication techniques to engage all children in the classroom



**Preparation:**

- Printout Handout 10: Communication Techniques for participants
- Identify 2 volunteers during the break before this unit and give the instruction\*. Ask them not to tell what they will do to other participants.

\*Instruction:

One volunteer can read out the first paragraph of Handout 10 in a 'negative way': No eye contact, talks to the board, talks quickly and quietly and looks 'unfriendly' The other volunteer reads the same paragraph in a 'positive way': smiling, looking at the class, writing clearly on the board, speaking clearly, checking attention and understanding.



**Activity 1:**

**Instructions:**

- ➔ Distribute Handout 10 to all participants.
- ➔ Tell them that 2 volunteers (previously identified and instructed) will come forward and read the first paragraph of Handout 10 in a different way. The other participants observe the different communication styles.
- ➔ Ask 2 volunteers to read the paragraph one by one.
- ➔ The other participants comment on:
  - Were they interested?
  - Did they understand?
  - Did they want to listen?
  - Which style do they prefer?

NB: the volunteers are role playing, the comments are not personal to them



**Key points for the trainer to highlight:**

We all have our own unique way of communicating with different personalities. However, if we are aware of how others hear and see us, we can adapt our language (slower, clearer) to enable people to understand us more easily.



## Handout 10:


### Communication techniques

The way the teacher stands, and moves can help learners who have trouble seeing or hearing the teacher clearly or understanding complex language. This 'body language' can help to reduce anxiety and keep learners engaged. Teachers can:

- Look at the children when you speak (don't speak and write on the board!)
- Smile frequently.
- Use gestures and body movements to emphasize or give clues to the meaning of what they are saying.
- Use clear but pleasant facial expressions, which can help students realize when the teacher wants them to answer a question or take action.
- Sequence: break down tasks and give step-by-step instructions
- Repetition and feedback: use daily testing of skills, repeated practice, and daily feedback. Repeat and revisit the main learning points from a lesson can help learners (especially those experiencing learning difficulties and behavioral problems) to pick up on things they did not notice or understand before. When repeating, teachers should not just present the information in exactly the same way as before; they should find a different way to convey that information, e.g. using a picture rather than words, or using a different example:
  - » can divide information into several smaller points
  - » can try moving to a different part of the room to maintain learners' attention (so long as this doesn't confuse learners with visual and hearing impairments)
- Start small and build: break down a targeted skill into smaller units or behaviors, and then build the parts into a whole
- Questioning: ask process-related questions ("how to") or content related questions ("what is")
- Graphics: emphasize pictures or other pictorial representations (for example of what is going to happen during a session)
- Visual timetable: don't rely on words alone to let children know what is happening! Use symbols and graphics
- Build in some kind of familiarity: start and end with a specific welcoming/closing activity and have your main activity in the middle of the session.
- Use simple language or explain difficult words
- Use large clear handwriting on the board or in exercise books.

### Traffic light system

This involves using colored cards (or pieces of cloth) to communicate with children or to give instructions. For example:




- when the teacher holds up a green card  it might mean "start the activity" or "you may leave the classroom"



- when s/he holds up an orange card  it might mean “you have 5 minutes left to finish the activity”
- when s/he holds up a red card  it might mean “stop what you are doing”.

This technique often makes it easier for the whole class to notice quickly what the teacher wants them to do. For children who have vision and hearing impairments or learning difficulties it can be a key activity to enable them not only to be present in the classroom, but to participate.

Children or young people who cannot easily speak can use similar cards or pieces of cloth to communicate with their friends and teachers. For example:

-  green card could mean “I am OK and I do not need help”
-  orange card could mean “I am unsure of something and I need help”
-  red card could mean “please leave me as I am angry/upset and need some time to myself”.

Learners will need time to practice the different meanings. To help visually impaired learners, teachers can use different shapes of card/cloth as well as different colors.



#### **Handout 10:**

#### **Individual Action Plan (3 month timeframe)**

[See Handout 13 under Module 1, pg. 41]



#### **Handout 11:**

#### **Developing a Case Study of Your Experience**

[See Handout 14 under Module 1, pg. 42]

**Rationale:**

In Module 1 students learnt about the theory of inclusive education and the diversity of learners, and in Module 2 specific pedagogical methodologies and techniques to enhance their teaching skills. Module 3 focuses on HOW to practice inclusion in the classroom context in Sierra Leone.

**Module summary:**

This module continues with the practical application of an inclusive approach by looking at tools and techniques to make our classrooms physically more inclusive and to encourage children to work together in buddy systems.

**Unit 1. Organizing and Arranging an Inclusive Classroom**

**Summary:** Practical ways of arranging the classroom and using resources to maximize participation and sharing responsibilities amongst students to engage them in their own learning environment

**Unit 2. Buddy systems**

**Summary:** Engaging children to work together through buddy systems and child-to-child activities and how this can support children with disabilities

**Unit 3. Pedagogical Tips for Children with Special Education Needs (SEN)**

**Summary:** Instructional and classroom management strategies to include children with a physical impairment, a visual impairment, a hearing impairment, children with an intellectual impairment and gifted children in an inclusive classroom

**3.3.1 Signs of Impairment and Pedagogical Tips****By the end of this module, learners will be able to:**

- Provide opportunities for the students to participate and engage in decision-making processes
- Develop / acquire ways for students to get a sense of their own responsibilities and practice inclusive behavior
- Employ a range of instructional and classroom management strategies to promote learning for children with Special Education Needs in an inclusive classroom.

**Summary:** Practical ways of arranging the classroom and using resources to maximize participation and sharing responsibilities amongst students to engage them in their own learning environment.

**Learners will be able to:** Provide opportunities for the students to participate and engage in decision-making processes



**Preparation:**

Printout Handout 1: Suggestions for Welcoming and Inclusive Teaching Spaces for participants



**Activity 1:**

**Instructions:**

- ➔ In small groups ask participants to discuss the following:
  - Describe your classroom
  - How would you like your classroom to be?
  - Not everything is possible, what can you do to make your classroom space more inclusive and inviting?
- ➔ Give each team paper to draw potential ideas for an ideal classroom, but making sure it would be feasible in the context.
- ➔ Choose at least 5 actions per group and feedback
- ➔ Distribute Handout 1 and discuss



**Key points for the trainer to highlight:**

- By using classroom management strategies, you can put into practice inclusive principles.
- Highlight the areas of lighting, desks and chairs, decorating teaching spaces and the different ideas for arranging furniture, visual displays.
- This promotes learning and social interaction in an accessible way (e.g. for students with visual impairment, learning difficulties etc) and encourage students' participation in all classroom activities.
- In many classes space and resources are severely limited. The desks and chairs are fixed and there is no room to move around. Thinking about what you can do as well as what you can't do is important. Even if the desks are fixed, the children can turn around to children behind to talk in small groups, for example.



## Handout 1:

### Suggestions for Welcoming and Inclusive Teaching Spaces

The following suggestions might give teachers some ideas to create more welcoming and inclusive teaching spaces. They might not be suitable or possible in every situation.

#### Lighting:

Teachers are not expected to solve electricity or window construction problems! However, in poorly lit classrooms or spaces they can:

- Think carefully about which areas of the room are used for which purpose or by which learners (e.g. learners with visual impairments may benefit from sitting near a window; a dark corner could be used for storing materials)
- Ask pupils for their ideas about how to arrange the desks so that everyone benefits from the available light
- Ask the pupils to set up a rotation system so that learners (without visual impairments) take it in turns to sit in darker or lighter areas of the room
- Make use of outdoor spaces if the weather and natural light is good and the security situation allows this.

#### Desks and chairs

Where there are not enough desks and chairs for everyone, teachers should think about how to ensure this does not lead to learners dropping out.

- Ensure that learners with disabilities always have access to any available furniture if it is suitable for their needs, especially if sitting on the floor is very difficult for them.
- Set up a rotation system so that learners take it in turns to sit at a desk or on the floor.
- Try to arrange the room so that children can move about freely, especially if some children have visual or mobility problems. For example, make sure that a child who uses a wheelchair or crutches can get in and out of his desk easily.
- If there is enough space, try to set aside an area of the classroom where they can work with certain children individually or in small groups.
- Where desks and chairs are not a suitable height or design for particular learners, teachers can:
  - » shorten table legs by cutting off some of the wood, or lengthen them by placing them on blocks of wood
  - » ask whether any vocational training or livelihoods programmes nearby are focusing on woodworking: they might be happy to have a furniture building/ adaptation project for their students.

## Rows and groups

In overcrowded classrooms, arranging seating in rows may seem like the only way to fit everyone in. However, where possible, working in small groups can help teachers to manage large classes of learners with diverse abilities. Teachers can:

- Reorganize the class into groups, for at least some of their lessons.
- Ask children to work in groups so that learners with disabilities or those experiencing learning difficulties feel more supported, to encourage active and participatory involvement of the children in their learning.

Children sitting in groups is ideal to follow instructions of the teacher easily and can see all members of their group. There is space in the middle of the table to display work for all to see. The group can discuss more easily with minimal disturbance to the other groups.

If you want the children to work in groups, but you cannot move the desks, then get the row in front to turn around to face the row behind.

- Make the task of rearranging desks (or floor seating positions) part of a regular lesson. For instance, in a maths lesson, learners could count the number of people and desks. They could even take measurements and draw diagrams illustrating possible layouts for the room that give all learners more space of comfort.

## Decorating the teaching space

Even when resources are limited, teachers can:

- Make teaching and learning materials (posters, models, etc.) from locally available resources.
- Encourage learners to make basic materials to decorate their classroom, which they can take with them to a new classroom.
- Ask older pupils or those who are learning faster to make materials or games to help younger or slower learners with their learning
- Display and use tactile natural materials such as stone, mud and plants.
- Have a box that contains some storybooks or simple games that children can use when they have completed their work ahead of others.
- Put up pictures, posters, drawings and examples of children's work on the walls. Make sure they are displayed at the children's eye level rather than high up on the walls. You can also add different textures for touching to help children with visual impairments.
- On the wall you can have all the children's names and good qualities written down for each of the initials (this can be done as an activity) e.g. ALL: Altruistic, Loving, Initiating, Bring in a mat to make a quiet reading corner.
- Keep the classroom clean. Make sure all the children, including children with disabilities, help to clean the classroom.

- Some learning is better done outside of classrooms. For example, lessons about plants and animals could be done in the school grounds. Remember that children with hearing and visual impairments will find lessons outside of the classroom more difficult to understand. Make sure such children sit very close to you.

### Teaching spaces

Teaching spaces refer to the physical space where the learning activities are organized such as classrooms. But teaching does not always have to happen in the classroom. Depending on the subject or the activity that is planned for, teaching can be organized outside. For example; a biology lesson about soil or trees can best be illustrated outside. Outside there is often more space to move around.



### Preparation:

Printout Handout 2: Sharing Responsibilities for participants



### Activity 2:

#### Instructions:

- ➔ In plenary, list the different daily or weekly tasks in class which the children can do
  - How do you choose which children will do them?
  - Are there any children with disabilities who have responsibilities?
  - Give any examples of tasks they can do
  - What are the different ways you use in your classrooms of explaining and maintaining the class rules?
  
- ➔ Distribute Handout 2 and discuss



#### Key points for the trainer to highlight:

- All learners can have the opportunity to share the responsibilities
- The rules are positive (what you can do) and clear
- Consistency in applying the rules and fairness amongst the students will help them to follow



## Handout 2: Sharing Responsibilities

The teacher can handover certain classroom tasks to the children so that they share responsibility. Every learner should get a turn and tasks can be done in pairs for children who need more support. It is important that individual abilities are taken into account, and that tasks can be adapted if necessary.

Examples of tasks that could be given to the children are:

- Distributing and collecting materials
- Marking attendance
- Keeping records
- Helping new students to find their way around the school
- Organizing small activities between lessons
- Cleaning the blackboard
- Sweeping the floor

To visualize the tasks a 'chore chart' can be made that is displayed on the classroom wall. The chart should display the different days of the week with the various tasks that need to be carried out by the children. Names of the children can be written on individual reusable cards which can be stuck next to the task to indicate which day there are going to do which task. The tasks on the chart need to be represented by using both text and pictures.

### Choosing classroom rules

In the 'traditional' classrooms, rules are often imposed by the teacher and pupils have to obey. They are not involved in elaborating the classroom rules, and rules are the same for all classes within the same school.

In an inclusive classroom the classroom rules are decided in collaboration with the pupils at the start of the school year. By involving the children in this process, a sense of ownership and responsibility is created among the children. Children should also determine the consequences for not respecting the rules. It is important that consequences are fair and relevant. If children are actively involved deciding the rules and consequences, chances are that they will respect and accept them better than when they are imposed on them.

Teachers will notice that children will come up with the same rules as they had in mind. If there is another rule that the teacher wants to add, it should be raised during the discussion by asking the children "do you think ... is allowed?" It is important to remind that even though each classroom may have their own rules; the children still need to abide to the general rules of the school.

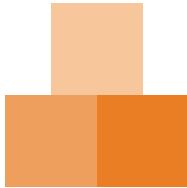


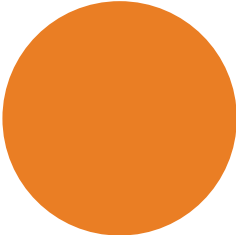
### Some practical guidelines:

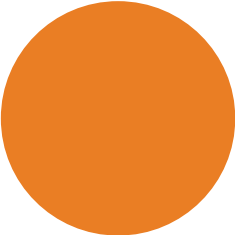
- The same classroom rules should apply to all children including those with disabilities.
- The classroom rules can be written on a big paper which can be decorated by the children and displayed on the classroom wall for all to see.
- The rules can be made more visual by posting drawing that illustrates the rule in the classroom. Children can draw the picture or make a cartoon.
- The rules should be written in a 'positive way' telling children what they should do, not what they are not allowed to do. For example: the rule "we don't talk during the lesson" tells children what not to do, but does not tell them what they can do. A more positive way of phrasing this rule is "we listen when somebody is talking".
- Children can 'sign' the classroom rules by writing their name under it and making it an official contract.
- Children can copy the rules in their notebooks, and can be brailled or written in large font or tactile letters for children with a visual impairment. For children with severe learning disabilities, behavioral problems or autism, it might be difficult to understand all those rules at once. The teacher could simplify the rules without changing the content and write them on a piece of paper that they can keep with them or make up symbols and hand signs.
- A 'reward system' to encourage positive behavior can be created. When the child has completed 4/5 tasks and stayed focused throughout, they receive a reward, such as:
  - » 10 minutes play time with a favorite toy/game.
  - » Color in a spot, or make a tick, each time they complete one task (example below).

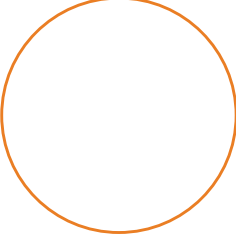
**I am working for...**

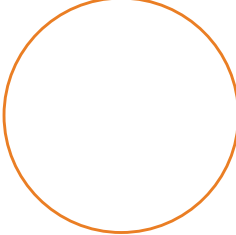
**blocks**











**Summary:** Engaging children to work together through buddy systems and child-to-child activities and how this can support children with disabilities.

**Learners will be able to:** Develop / acquire ways for students to get a sense of their own responsibilities and practice inclusive behavior.



#### Preparation:

- 3 sheets of paper (A4) per group
- Printout Handout 3: Buddy System and Handout 4: Examples of Child-to-Child Activities for participants



#### Activity:

#### Instructions:

#### The Magic carpet

This activity introduces the concept of helping and supporting one another and the importance of working together.

- ➔ Divide the participants into several teams with the same number of people (the teams must have the same number of people).
- ➔ Give each team 3 pieces of paper. Explain that the entire team must move from one side of the room to the other, but they can only do so while stepping on the piece of paper. They can never touch the floor directly. If they touch the floor, they must go back to the beginning. You may choose to assign several participants to serve as judges.
- ➔ Give the teams 5 minutes to make a plan and then start the game.
- ➔ After the game is over, discuss what happened:
  - Did anyone prepare a strategy?
  - What made the winning team successful?
  - Did each team have a leader?
  - Did people respect and listen to the leader?
  - What made the other teams fall behind?
  - What is the key learning point of this activity?
- ➔ Distribute Handout 3 and 4, and discuss



#### Key points for the trainer to highlight:

- The idea promotes caring and sharing in the classroom
- Children volunteer to be buddies, it is not a forced task but encouraged.
- Encourage looking at the abilities of each child. For example, when a buddy is 'helping' a child with a disability, encourage a mutual exchange (so that the child with a disability is not seen as 'less' or not able)



### Handout 3: Buddy System

Explain to teachers that the introduction of a 'buddy system' can help teachers manage the school day in the following ways:

- Buddies can help learners with disabilities, learning difficulties or behavioral problems to understand and remember the structure of the day, or get themselves to the right place at the right time.
- All learners can help each other with school work (especially when the class is very large and/or made up of diverse age groups).
- They can help each other with daily challenges, like fetching drinking water, or cleaning the classroom.
- Buddies can relieve some of the pressure from the teacher, especially when there is a large class to manage.
- Buddy systems should encourage all children to talk, play and eat together.
- At school level, child club members could be encouraged to set up buddy activities.
- For younger buddies, giving a few simple and clear suggestions for how they can help a fellow learner will be useful. For older learners, set up a meeting with the volunteer(s) and the learner(s) with disabilities. Ask the latter what they would like help with. Both should be asked to suggest ways in which they can work together.
- The buddy system approach should be introduced in a positive way, as being related to the need to help each other (link it back to the Magic Carpet idea). For example, the arrangement can be explained to the rest of the class by emphasizing that everyone can take part in education, and we all need different things to help us learn well.
- Buddy pairs should not be seated separately from the rest of the class, or isolated from the class.
- The teacher should regularly observe how learners with disabilities and volunteers appear to be working together. Teachers should be encouraged to think about how they can tell if the buddy system is going well, and what they can do to improve arrangements.
- Lessons learned from the first attempt can be used to expand the approach to other learners with disabilities. Teachers and supervisors will need to work together regularly to do this, but the long-term effects



## Handout 4: Examples of Child-to-Child Activities

### Peer tutoring

Peer tutoring means that two children work together during a lesson. The two children assist each other in their learning by explaining content to each other, asking questions on the content, discussing the content together. Peer tutoring is helpful in large classes for learners who need one-on-one coaching. The teacher needs to give the lesson, and during tutoring time, one child explains the work to another child and can ask questions to see if they understand.

It is very useful to pair children with impairments with a learner who understands them and can explain things in the way they learn best. In some classes hearing learners who can sign are paired up with deaf learners. It is paramount that the teacher thinks carefully about who to pair up in order to get the desired outcome. One child might need a peer to help him focus, while another might need someone to explain in their mother-tongue.

Other advances of peer tutoring are the following:

- Children can talk about what they learn, practice and read/write about it.
- They can ask questions without the fear of being embarrassed in front of the whole class.
- They can know immediately if the answer is correct or not.
- They have someone to help and encourage to finish the work.
- The explanation is given in the language or level of language that they understand.

The following practical steps could help the teacher to use peer tutoring in an effective way:

- The teacher should explain and demonstrate peer tutoring to the children and give them time to practice before doing it 'for real'.
- Children should be taught good tutor behaviors (e.g. how to tell partner that the answer is wrong; how not to get angry when being told that the answer is wrong and practice these behaviors).
- Children should know how to keep track of their partner's answers and their own.
- The teacher needs to make sure children have adequate materials i.e. adapted to their abilities to prevent frustration and new information to prevent boredom.
- All children should be given the chance of being a tutor, even if the subject is challenging to them as it will help them gain more confidence.
- Make peer tutoring fun, like a game, and remember to praise the children for their efforts.

You may even like to reward the peer tutors with a certificate or similar reward.

- **Circle of friends** - The 'circle of friends' is a method used to activate peer support around a child with special needs that has joined a class. The children will welcome and get to know the new member of the class by including them in activities both in and out of school.

## Child to Child approaches

Very often, children know each other far better than the teacher and children are more aware of the difficulties their peers face. The child-to-child approach is therefore used in inclusive education to capitalize on the knowledge and influence children have on each other.

Originally, the child-to-child approach was developed in the health sector. School-aged children learnt about a health problem and took action to protect the health and wellbeing of other children.

The child-to-child approach links children's learning in or out school with their lives at home and in the community. Knowledge that is relevant and understandable is more likely to result in a change in behavior and action. The approach gives children new knowledge and skills, better understanding of what they are doing and makes learning more interesting.

The child-to-child matrix shows what role children can play and how they can actively participate within education. Some examples include:

- older children can help younger ones
- children can help others of the same age
- child can pass on the message and take action in their families and communities.

As child-to-child is an approach to education, there is no 'right' way of introducing it. There is not a set of content and principles. One of the goals of the child-to-child approach in inclusive education is to help children without disabilities to understand children with disabilities, be their friends, include them in their games and help them to overcome difficulties and become more self-reliant.

82

Through the child-to-child approach children without disabilities can:

- Gain awareness of different impairments and what it might be like to be disabled. The teacher can organize small 'simulation activities' in which children may in part experience some of the challenges children with an impairment might face.
- Learn that although a child with a disability may have difficulties doing some things, he may be very good in other things.
- Think of ways they can help children with disabilities to feel welcome, take part in their play, schooling and other activities and manage to do things better
- Become the friends and defenders of any child who is different or has special needs

It is very important to understand that child-to-child approach is NOT about:

- children being asked to act as loudspeakers for adults
- children being used to do things adults do not want or should do
- richer children helping the poorer ones

a few children being put into positions of authority over their peers (e.g. "little teachers").

It happens too often that child-to-child activities are conducted in ways that do not include children with disabilities in central or leading roles. Too often the activities are 'about' children with disabilities instead of 'with' them. Sometimes it is useful to tackle a problem in the school such as dirty toilets that do not directly relate to disability. Make sure that all children are actively involved when using the child-to-child approach and that everybody is seen as an equal and valued partner in education.

In child-to-child activities, the teacher acts as a facilitator. The teacher introduces the topic through a story or by describing a case study. Then the teacher guides a discussion with the children. The questions asked by the teacher could relate to the differences that there are between all children and how it's good to be different. Then the teacher can introduce the idea of a "circle of friends" to help new children to join the school and make friends. The teacher could tell children in the classroom that a new child will be joining the group soon and can ask who wants to join the 'circle of friends'. All members of the circle should have a small meeting during which the teacher could give more information about the new child. The teacher can ask the children how they think they can do things together and how they can overcome difficulties they might meet. The 'circle of friends' may even visit the new child at home. The new child will be surrounded by the 'circle of friends'. The aim is that they will continue to spend time together and to do things together. It is important that those 'meetings' stay informal and children should be free to tell their story.

**Summary:** Instructional and classroom management strategies to include children with a physical impairment, a visual impairment, a hearing impairment, children with an intellectual impairment and gifted children in an inclusive classroom.

**Learners will be able to:** Employ a range of instructional and classroom management strategies to promote learning for children with Special Education Needs in an inclusive classroom.

### 3.3.1 | Signs of Impairment and Pedagogical Tips



#### Preparation:

Printout Handout 5-9 on pedagogical tips. 1 impairment per group (5 groups) for the activity, and all handouts for the participants.



#### Activity 2:

#### Instructions:

- ➔ Ask participants to go into pairs and discuss:
  - Are there any children in your classes who you think may have some form of impairment?
  - What signs are there?
  - Does it make learning difficult, if so how?
  - What is it like for you as a teacher and what do you do?
- ➔ Volunteer feedback from some pairs.
- ➔ Then divide the participants into 5 groups. Give each group a copy of the Teaching pedagogical tips for physical, hearing and visual impairments, intellectual disabilities and gifted children.
- ➔ Ask each group to read through and select 3 tips they have used and 3 tips they think are useful and will try to use in their classes
- ➔ Each group explains and demonstrates their points or uses a role play and explains the points to the other groups. Go through the other points and discuss how they could be used.
- ➔ Make sure all groups have the chance to look through all pedagogical tips (distribute Handouts 5-9 to all participants). Swap around so they all have chance to practice tips for all types of impairments.



#### Key points for the trainer to highlight:

Remember, as teachers we are not going to diagnose and label a child. It is helpful to notice signs of impairment and difficulties in learning so that we can find ways of helping the child to learn, helping the child to feel included in the classroom and helping the teacher to facilitate learning for all children. If a child has difficulties seeing, hearing or concentrating there are some small tips we can do to help them learn and take part.

A teacher may wonder how to think of all these tips for individual children when there are 50+ in the class!! Some of the tips such as "speak slowly and clearly, but not too loud" will help a child who does not hear so well but will also benefit all the children in the class.



## Handout 5: Physical Impairments

### Signs

- A child with mild cerebral palsy will be much harder to identify than a child who is unable to walk, or move their limbs without help. Signs include being in-coordinated in movements, bumping into things very often, jerky movements of the limbs, abnormal gait or posture, uneven walking, (e.g. one foot may drag during walking), poor balance and control etc.
- With progressive muscle wasting disorders, such as Muscular dystrophy, a child may gradually start to have more difficulties with standing up, climbing stairs, and you may notice changes in their walking style.
- With neurological conditions, which are to do with problems with brain control, the child is more likely to do sudden jerky movements, or be partially paralysed. With muscular/skeletal conditions, it will be more obvious which limbs are affected, and the difficulty is with the limb/joint itself. Therefore, children with muscular/skeletal conditions are more likely to do slow labored movements to move.

### Teaching pedagogical tips: children with physical impairment

- Ensure the classroom environment becomes accessible enough.
- Offer assistance, but do not insist.
- Allow the child to tell you exactly what help they would like.
- Avoid invading a person's space by leaning on or holding onto the wheelchair.
- Never pat the child on the head as this is demeaning and patronizing.
- Conduct conversations at eye level whenever possible.
- Remember that many children who use wheelchairs are quite independent. Incorporate words like "walking" and "running" into conversations as children who use wheelchairs still use the same words
- Remember that children with physical impairment benefit from physical adaptations to the classroom such as adaptive seating, ramps if they use wheelchairs, larger grip pencils if they have co-ordination difficulties, and possibly the use of computers with adapted keyboard if available.





## Handout 6: Hearing Impairments

### Signs

- Children with hearing impairments often do not respond when their name is called, especially if they are not looking at the speaker. They usually watch faces very intently!
- They usually have a delay in learning to speak, and some may never learn to speak.
- Those who do, usually develop speech with a lack of clarity, and may miss out or confuse letters within words.
- Children with hearing impairments find it difficult to listen and attend to long instructions.
- They may have much better results in other subjects not relying as much on reading and speaking. (e.g. maths/ art/ science).
- Their sentences tend to be shorter, and they often miss out small grammatical words such as “in” or “the” (in English).
- They also struggle with more complex forms of language such as verb tenses and endings.
- High frequency sounds such as “f”, “s” and “sh” are difficult to hear, so they are often omitted.
- During class, children with hearing impairments often ask for clarification from the teacher, e.g “What was that?” “Pardon?” They may also say that they can’t hear what has been said.
- They also may withdraw from the situation, sit in class quietly and nod/ shake their head in order to answer questions.
- Others may speak very loudly, and may show inappropriate behavior or tantrums if they have not understood something.
- Notice if a child has to watch others do something before doing it themselves. This is often a strategy that children with hearing impairment use to follow what is happening in class.
- They may also continue to do something even when the rest of the class have stopped, as they haven’t heard the instruction.

### Teaching pedagogical tips: children with hearing impairment

- Look at the child (with hearing impairment) while speaking to her/him.
- Speak slowly and clearly, but not too loud.
- Use short, simple, and clear sentences.
- Be consistent in the use of language.
- Use clear mimics and gestures.
- Ask the child (if s/he has an oral language) to repeat what s/he has understood.
- Write down key words from the information given during the class and give it to the child at the end of every day.
- Reduce all unnecessary noise, as multiple sources of sound will make it more difficult for the child to use her/his residual hearing. This is also important if the child is using a hearing aid.
- Be flexible with time, as most children with hearing impairment (both deaf and hard of hearing) will struggle to understand everything that goes on in the classroom (because of their hearing loss).
- Facial hair (e.g. beards and mustaches) worn by teachers may affect the ability of children with hearing impairment to read lip movement and understand facial mimics.
- Face covering – veils covering eyes, eyebrows, nose, mouth and cheeks (worn by teachers and fellow students – will affect the ability of children with hearing impairment to read lips and understand mimics.
- A child who is hard of hearing may also need more time to learn than other children, as s/he will not always be able to hear the teacher's voice and what the other children talk about in the classroom. Therefore, much of the information given during the lessons will be lost.



## Handout 7: Visual Impairments

### Signs

- A child's sight continues to develop in the early years provided the child is visually stimulated, so engage children in play activities to make the most of their sight (e.g. holding up bright toys close to their eyes, using items that attract light)
- Even if you think a child is completely blind, you may find that they are able to focus on certain objects. Check to see if they will reach out for items placed in front of them. (e.g. silver foil, CDs, reflectors, mirrors, high contrast black and white patterns etc.)
- A good test is to see whether children can track bright objects held in front of them, moving slowly from the midline to the left and then to the right.
- Check if the child responds better to larger print, high contrast picture, sitting near the front of the class, or being presented in text on a background with high contrast (e.g. black text with yellow background)
- It is important to use maximum contrast with any visual materials/ pictures (dark vs light, avoid pale colors)
- Check for the following symptoms of eye diseases: discharge from the eyes, pain or itching in the eyes, a feeling of a foreign body being stuck in the eyes, children excessively rubbing or poking their eyes or squinting.
- Also look out for abnormally large or small pupils, a child not blinking even in sudden bright lights, or eyes that move around quite a bit (nystagmus).
- Children with visual impairments may also avoid looking at books or other visually detailed information, and they may tilt their head in order to look at an object (using a "good" eye).
- They may also avoid eye contact, and may engage in self-stimulating activities such as rocking, bouncing and head-nodding.

## Teaching pedagogical tips: children with visual impairment

- Ensure proper seating arrangements (it is important that children with visual impairment sit in a position in the classroom where they can see the board as clearly as possible)
- Effective communication (the teacher should speak to the class when they enter and leave the room, so that visually impaired children know what is happening).
- Teachers should use auditory or tactile signals, and not just visual signals. For instance, if the teacher normally puts a finger on his/her lips to signal “please be quiet”, he/she could consider changing this signal to involve first a hand clap.
- If a teacher or other child wants to attract the attention of a child with a visual impairment, they should say the child’s name
- Teachers should treat visually impaired children equally in terms of discipline and special privileges, involvement in extracurricular activities, and leadership opportunities (e.g. being a prefect).
- When using visual materials (e.g. showing pictures), the teacher should explain (or ask another child to explain) verbally what is shown. Teachers should also read aloud what is being written on the board.
- Teachers should, in general, expect visually impaired children to complete the same assignments as the rest of the class. However, they should be flexible in terms of the time allowed and may reduce the number of examples a visually impaired child has to complete (e.g. they could do five instead of 10 sums, so long as they demonstrate in those five that they have understood the math principle).
- Teachers should focus on developing independence and self-confidence in all children in the class, including those with visual impairments. They should observe children and encourage independent problem-solving, and only assist a visually impaired child when the child asks for it or it is obvious they are struggling with a task.
- All students, including those with visual impairments, learn at different rates. Teachers must not automatically assume that all learning difficulties a visually impaired child displays are linked to their impairment. For instance, if the child experiences problems with reading, one of the questions they should ask is whether the language used in class is different from the language the child speaks at home.
- A child with a severe visual impairment may need extra time and energy to perform visual tasks, even with visual aids.



## Handout 8: Intellectual disabilities

### Signs

- Children with intellectual disabilities often have difficulty with everyday tasks such as dressing, washing and eating.
- They often take longer to hit developmental milestones such as walking and talking, and some may never develop spoken language.
- All children with intellectual disabilities take longer to learn new skills than their peers, and need lots of practice and repetition in order to learn something.
- Children with intellectual disabilities have auditory processing delay. This means that once they have been told something, or asked a question, there is a longer delay than usual while they process the information.
- They generally respond better if teachers give short concise instructions, and then wait for a sufficient length of time.
- Children with intellectual disabilities generally have very poor attention spans, and need to be given a variety of activities in order to keep focused.
- They benefit from support (e.g. from a peer/ older child) in order to help direct them with tasks in class.
- They often also have co-ordination difficulties, and benefit from activities to help develop these skills such as ball games and “cutting and sticking” arts and crafts activities.
- Some children who have intellectual disabilities in association with other conditions may have additional needs. For example, children with Autism benefit from a structured routine at school, and respond very well to visual timetables and visual instructions using pictures and symbols.
- Children with Downs’ Syndrome on the other hand respond very well to the use of lots of gesture, and may even use basic sign language to communicate before they develop speech.

### Teaching pedagogical tips: children with intellectual disabilities

- Use simple words and sentences when giving instructions. Check that the child has understood.
- Use real objects that the child can feel and handle, rather than just working abstractly with pen and paper. This is important for all children.
- Do one activity at a time with the child. Make it clear when one activity is finished and another one is starting.
- Break a task down into small steps or learning objectives. The child should start with an activity that s/he can do already before moving on to something that is more difficult. Go back one step if the child encounters problems.
- Try to link the tasks to the child's experience and everyday life (this is important for all children).
- Give extra practice by repeating the task a few times. This will ensure that the child masters the skill and will help increase her/his self-confidence. However, repetitions should not be exaggerated.
- Repeat a few main tasks at regular intervals so that they become "habits", to prevent skills from being forgotten.
- Ask other children (who are doing well academically) to help their classmates with developmental impairments as part of their own social, emotional, and academic development. This can be mutually enriching.
- Be generous with praise (honest praise) and encouragement when the child is successful and masters new skills, as well as when s/he is trying (and working) very hard.
- Motivate the other children in class to include the child with developmental impairment in out-of-class play and sport activities.
- Ignore unwelcome behaviour if the child is doing it to get your attention. Give praise and attention when the child's behaviour is good.
- Divide skill development into small steps and allow for slow progression.
- Make frequent repetitions. Give a lot of praise and motivation.



## Handout 9: Gifted children

### Teaching pedagogical tips: gifted, genius and talented children

They need:

- to be challenged to operate mentally and effectively at a complex level of thought and feeling
- to be challenged through opportunities of production
- to be challenged by discussions among intellectual peers
- to be challenged through work that demonstrates process/product outcomes
- to be challenged by experiences which promote understanding of human value systems
- to be challenged by the opportunity to see inter-relationships in all bodies of knowledge
- to be challenged by a special course that accelerates pace and depth
- to be challenged by tying abilities to real problems
- to be taught critical thinking, creative thinking, research, problem solving, coping with exceptionality, decision making and leadership.

**Rationale:**

In Module 1 students learnt about the theory of inclusive education and the diversity of learners, and in Module 2 specific pedagogical methodologies and techniques to enhance their teaching skills. Module 3 continues with the practical application of an inclusive approach by looking at tools and techniques to make our classrooms more inclusive.

**Module Summary:**

Module 4 takes a fully practical approach supporting teachers to creatively design and develop teaching and learning aids using locally accessible resources for use in the classroom. This practical module introduces different kinds of materials and tools to facilitate learning for children with learning difficulties, fine motor difficulties, behavior, attention or social skills difficulties, visual impairment, specific reading and writing problems, communication or hearing impairments. Teachers will be guided on how to select a tool, create it, use it and assess how it benefits both child and teacher.

**Learners will be able to:** Select and create appropriate teaching and learning aids for different learning needs.

MODULE 4  
UNIT 1:

## Accessible Teaching and Learning Aids

**Preparation:**

Printout Handouts 1-6 in color, in a big size paper (at least A3)

**Activity:****Instructions:**

- ➔ Pose a question "What are accessible and inclusive teaching and learning materials?"
- ➔ In plenary ask the group to define what they understand by accessible teaching aids, and learning aids. Show the PowerPoint showing ideas if you have access to a projector.
- ➔ Explain that there are tools which help the teacher to explain and the child to understand and learn.
- ➔ Refer back to learning styles, that a child may prefer a certain learning style and children with an impairment may need additional tools and techniques to help them participate and learn.
- ➔ Divide into 6 groups and each goes to a specific work station. Give each group one of the following handouts:
  1. Materials to help children with learning/ intellectual disabilities
  2. Materials to help children with fine motor difficulties
  3. Materials to help children with behavior, attention or social skills difficulties
  4. Materials to help children with visual impairment
  5. Materials to help children with specific reading and writing problems
  6. Materials to help children with communication or hearing impairments



- ➔ Each group reviews the given handout and selects samples of tools they think they could make, for who, and how they could use them in the classroom – rotate from one work station to the next, each group spending around 10 minutes per work station.
- ➔ Each group prepares a presentation on the tools developed answering the following key questions:
  - What is the tool?
  - Who is it for?
  - How is it used?
  - How does it benefit the child and teacher?
- ➔ Demonstrate its use / role play. At least 2 examples per group are demonstrated.
- ➔ Discuss:
  - How is it possible to apply this in school?
  - Who will make the materials?
  - How do you manage if 1 child is using a learning aid and the other 49 are doing something different?
  - How do you manage your time with the whole group if 1 or 2 students need extra support?
  - Are these tools for fairly simple numbers, language and literacy development?



#### Key points for the trainer to highlight:

A teacher does not have much time or many resources and these activities may seem like a lot of extra work. Try to think of:

- how and who could make these materials (once a term)?
- can parents and children get involved?

If there is a stock in the school you can use the tools when you need them. Some tools can be displayed on the walls for regular use, others might be kept by individual children. Try to prioritize those tools you would use most often for a variety of activities. There is a link with classroom management, and learner centered strategies to manage your time if children are doing different activities or using different tools in the class.

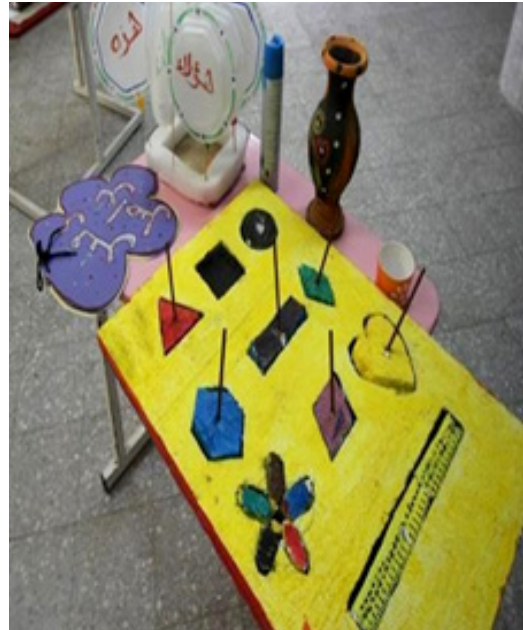
The tools help the children and also the teacher in reducing behavior problems if children are inactive, bored or not following.



## Handout 1:

### Materials to Help Children with Learning/Intellectual Disabilities

**Shape sorting** is an important early skill in maths development. Children with learning difficulties need lots of practice.



Teaching and learning aids to reinforce basic concepts in **maths and literacy** in kindergarten and grade 1. Fun match the letter or number games are good for children who need extra time to learn and who need lots of repetition.

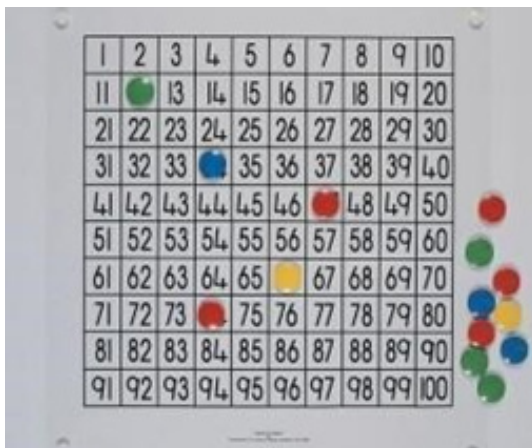


More ideas for basic maths skills. The concrete and visual material helps to reinforce the concepts for children with learning difficulties:

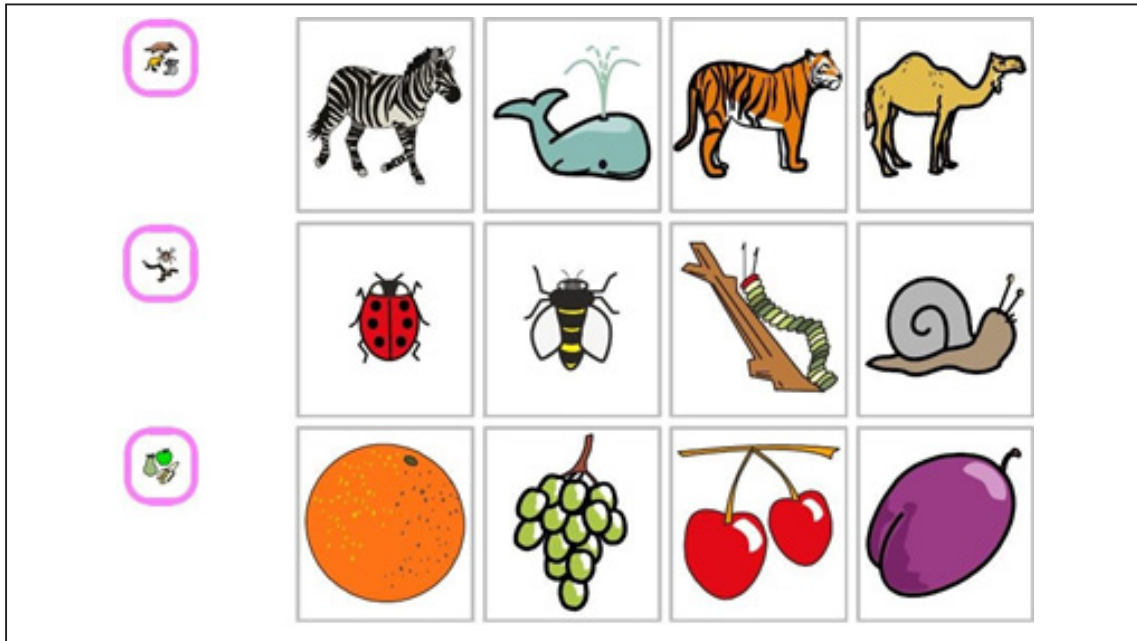


Children with learning difficulties benefit from visual prompts on their own desks to help with maths sums. E.g. **Number lines**

**Hundred squares, number bond cards and odd/even cards** are also very helpful and are easy to make.

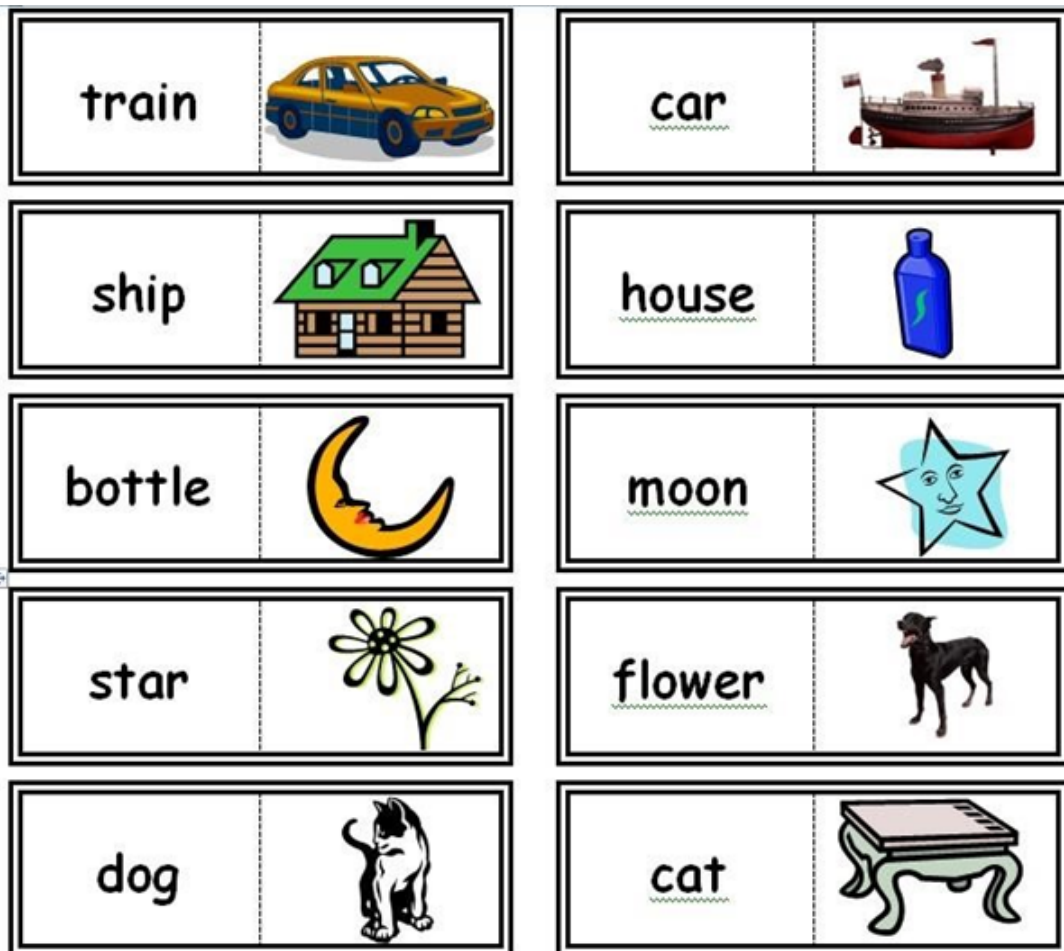


**Word picture matching** is especially useful for visual learners. Make cards for the high frequency words.

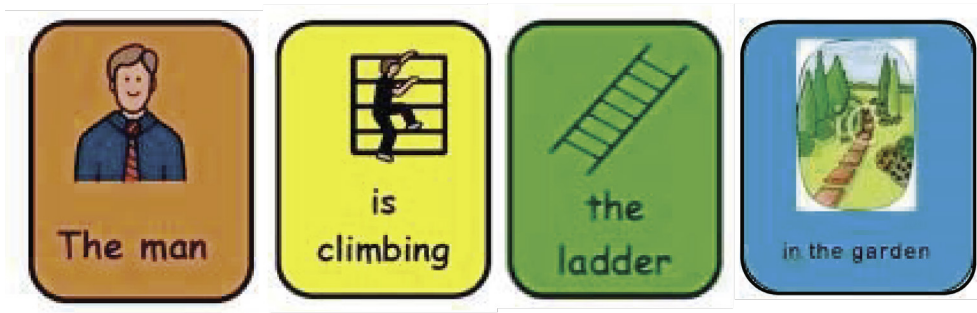
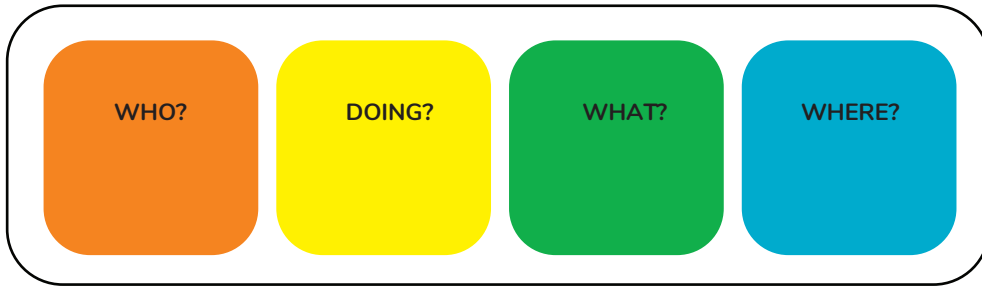


### Literacy Dominoes

The right-hand side of the last domino matches the left-hand side of the first domino



**Category cards** help to develop thinking and reasoning skills.  
Using colour coded sentence strips helps children to build sentences



Draw pictures of familiar words, cut out and then categorize...





## Handout 2:

### Materials to Help Children with Fine Motor Difficulties (e.g. Children with Cerebral Palsy)

Children with physical disabilities often find it difficult to hold a pen and write clearly. Simple assistive devices can be helpful as seen here:

A simple **elasticated strap** to support the wrist can help with **writing and pencil grips** can help children to hold a pen.



**Writing easels** can help children who need support for their upper arm when writing.



Give the children **number cards** (0-9) so they don't have to write the answer to the maths problems. Instead, they can just choose the answer and create the number




**Addition dominoes** – a useful way to practice maths for children who can't write well























**Templates** also help with writing development:

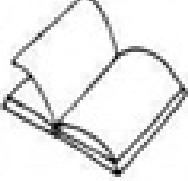
Name \_\_\_\_\_

**Race to Trace** 





















Roll the die. Trace the number the die lands on. Play with a partner and see who can trace all of the numbers first.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

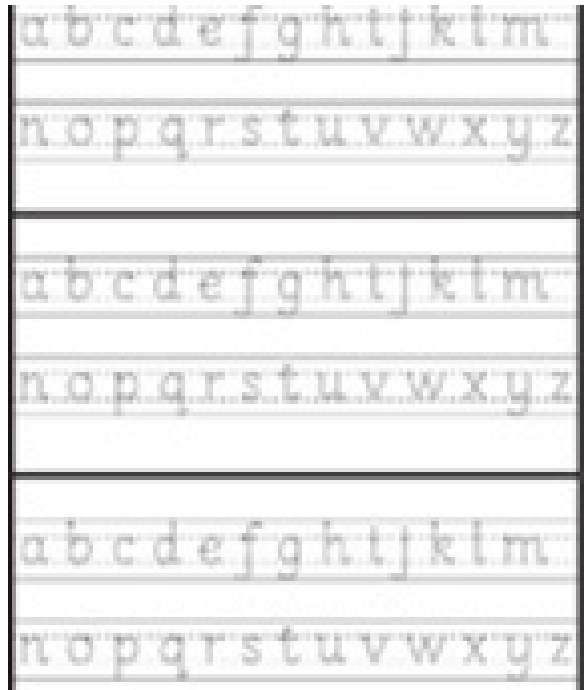





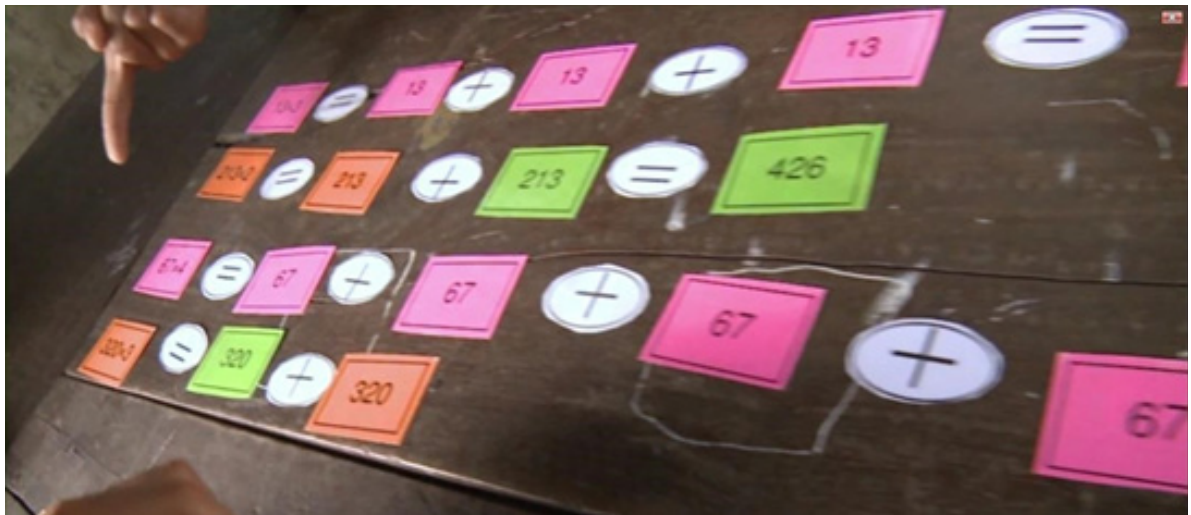
Book

|  |   |   |   |   |
|--|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

More templates and stencils



Color coded cards are great for group maths sums, so everyone can take part



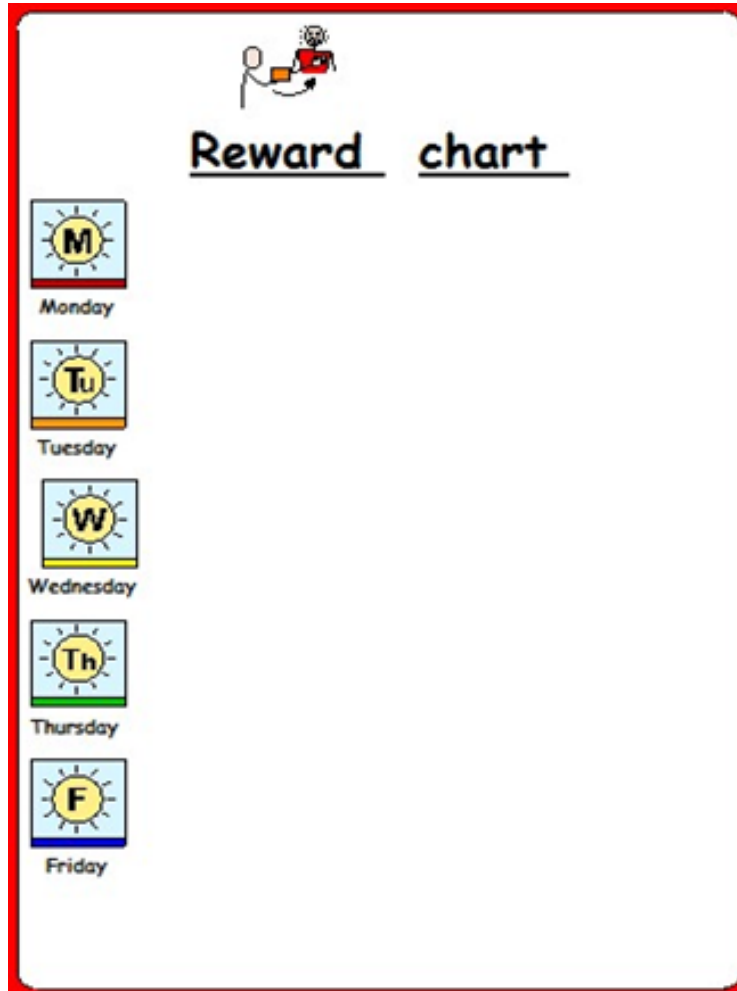




### Handout 3:

## Materials to Help Children with Behaviour, Attention or Social Skills Difficulties

### Reward chart for a week



Good behavior cards can also be put up in the classroom or in the playground

**Play with kind voices.**

العب بأصوات مهذبة.



**Play with kind feet.**

العب بأقدام مهذبة.



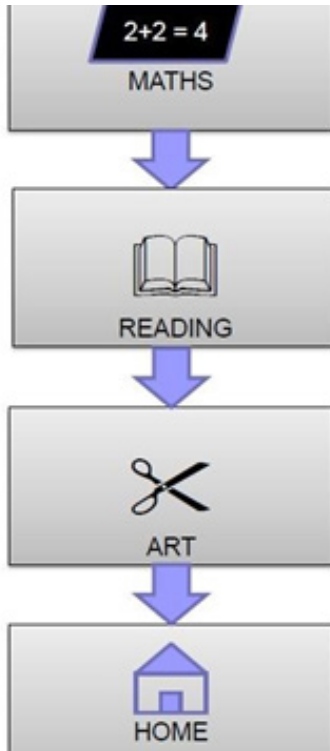
**Play with kind hands.**

العب بأيدي مهذبة.



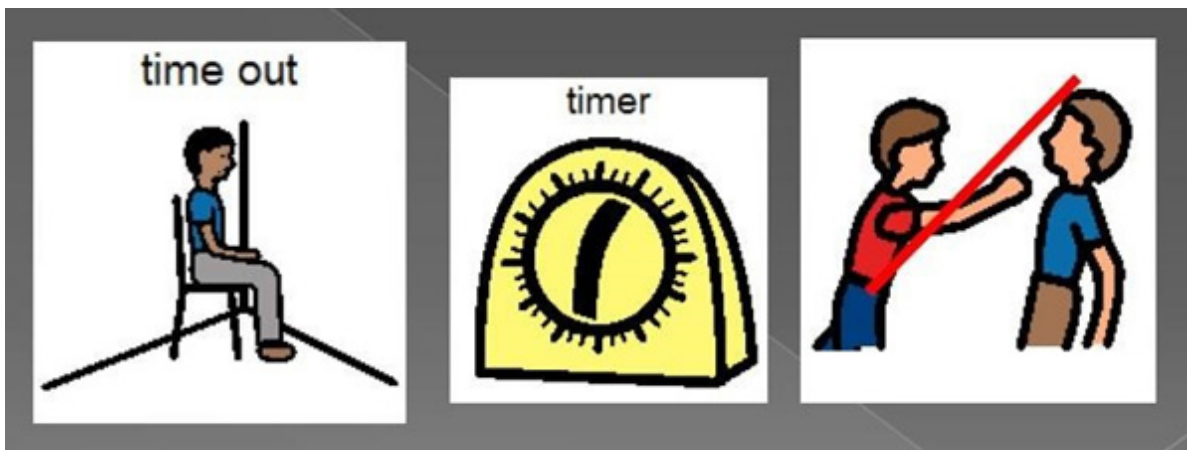
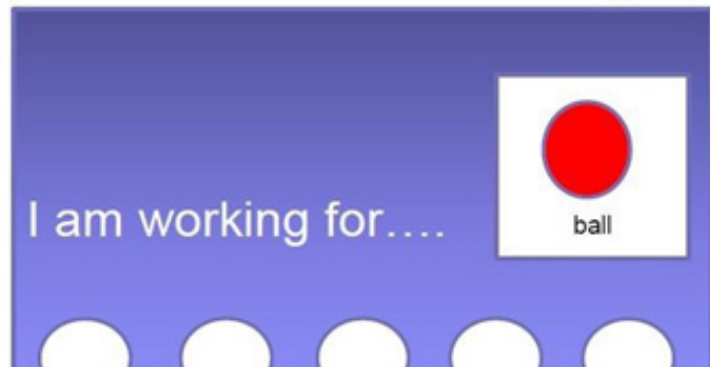
**Visual prompt cards** can also help to deal with difficult behaviors

Children respond best to simple language and pictures when they are displaying negative behaviors. They are unable to process lots of verbal information so are more likely to ignore it.



← calm children down as they know what is coming next.

Reward charts help to focus their attention and motivate them to work. ↓





## Handout 4:

### Materials to Help Children with Visual Impairment

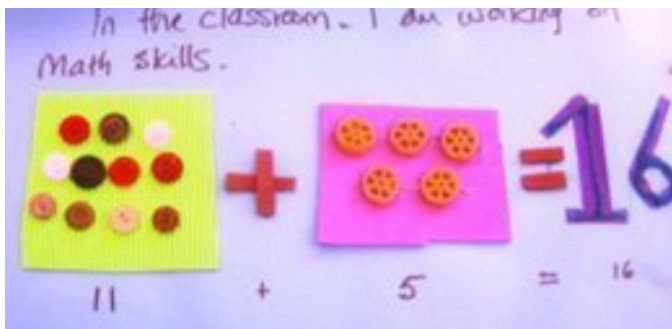
**Tactile learning aids.** Parents, teachers and other volunteers use local seeds, threads, and glue to create tactile pictures (e.g. animals)



### Tactile learning Aids for maths



Use buttons or counters (or make them out of cardboard) to help create visual and tactile sums for children with low vision, who are tactile learners



Make bead bracelets using sting or wire and beads, bottle tops, or other threadable low cost items



Remember tactile versions are **not always** necessary.

Many children with visual impairments are able to learn to read and write, provided that the font is large enough and they are provided with thick markers.

If there is a chance that the child will be able to learn to decode text using magnifiers and with large font versions, then this is preferable to only teaching them braille. If there are able to learn braille too, then this may also be helpful, but may not be possible and it has more restrictions.

Which of the below is clearer for you to read especially if you are reading from the blackboard or the room is quite dark?

Is this clear for you?

Is this clear for you?

Is this clear for you?

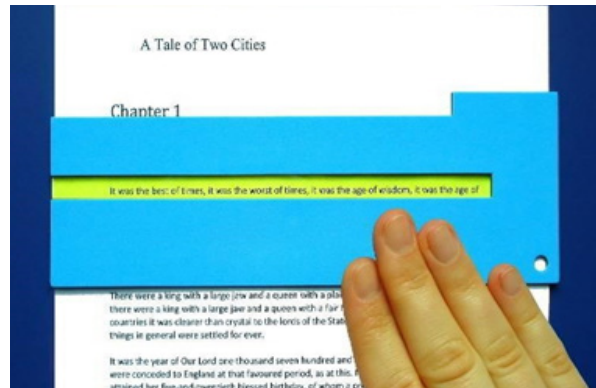
Is this clear for you?



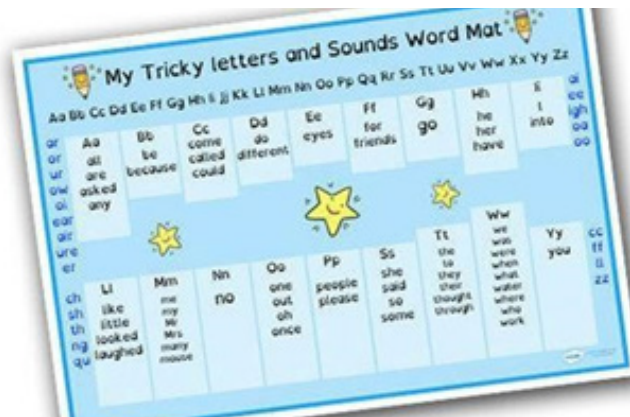
## Handout 5:

### Materials to Help Children with Specific Reading and Writing Problems (e.g. Dyslexia)

For more advanced readers, **reading frames** can help the words to stop “jumping around” on the page:



**Visual prompt learning aids** can be very helpful, such as cards showing the difficult letters/ sounds combinations. This is a learning aid that should be on the student's desk (or kept with the student for reference.)



Here is another example of an **educational game** to develop phonics:





## Handout 6:

### Materials to Help Children with Communication or Hearing Impairments

If children find it hard to hear or understand language:

- As the children develop their reading and writing skills, they should be able to use the written word as a way of explaining what they mean, in addition to using signs.
- Younger children can create sentences using pictures to explain what they mean.

Creating sentences and exchanging a sentence strip (PECS – **Picture Exchange Communication System**)



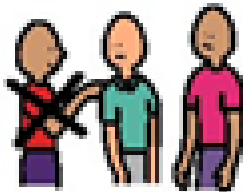
By learning to exchange the sentence with an adult and point to the words, the child learns to go up to someone and interact with them when asking something, rather than just pointing to the book. It is possible to make the same resources using cardboard, white tac, and home-made symbols reinforced with tape.

This is a really useful resource for children with any kind of communication impairment, or difficulty speaking. Children with Autism and other visual learners usually pick up this approach quite easily.

**Visual aids such as classroom posters** are helpful for children with hearing or communication impairments as they may miss parts of verbal instructions:

### GROUP RULES

don't interrupt



Say hello to your neighbour



Listen to what the others say



don't ignore someone when they ask you to join in



Wait for your turn during games



Join in the group



**Subject corners** are found in some schools in Sierra Leone. These everyday objects can become learning materials....



#### **Free software to create materials**

- [www.dotolearn.com](http://www.dotolearn.com)
- <http://www.mayer-johnson.com/boardmaker-software> (only the trial version is free so you have to make the materials in time!)
- <http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/free-and-open-source-software-foss/>
- <http://arasaac.org/index.php>
- <http://www.sclera.be/en/vzw/home>





**Handout 7:**

**Individual Action Plan (3 month timeframe)**

[See Handout 13 under Module 1, pg. 41]



**Handout 8:**

**Developing a Case Study of Your Experience**

[See Handout 14 under Module 1, pg. 42]

**Rationale:**

In Module 1 students learnt about the theory of inclusive education and the diversity of learners, and in Module 2 specific pedagogical methodologies and techniques to enhance their teaching skills. Module 3 continues with the practical application of an inclusive approach by looking at tools and techniques to make our classrooms physically more inclusive, to encourage children to work together in buddy systems, and Module 4 shows how to develop teaching and learning aids using locally accessible resources for use in the classroom.

This final Module 5 focuses on how to assess learning, progress and development of children who have special education needs. The final unit 5.3 focuses on how teachers can assess their own learning, progress and development in being an inclusive teacher in Sierra Leone.

**Module Summary:**

This module focuses on how to assess learning, progress and development of children who have special education needs.

**Unit 1** Assessment in the Learner-Centered Classroom

**Summary:** General assessment tools and how they can be adapted for children with special education needs with an example of a detailed assessment too.

**Unit 2** Individual Education Plan

**Summary:** The idea of an Individual Education Plan which is used for a few children who find it difficult to follow the usual curriculum at the same pace as their peers, due to an intellectual, physical or sensory disability

**Unit 3** Self /Peer Assessment

**Summary:** tools used to assess inclusive skills of a teacher in the classroom and as self-assessment tools including the Inclusive Pedagogical Principles Checklist and core competencies checklist.

**By the end of this module, learners will be able to:**

- Develop and employ a variety of assessment strategies and feedback processes.
- Develop an Individual Education Plan for a child with an intellectual, physical or sensory disability
- Create a list of indicators to measure inclusive behavior and affective change within the classroom.

**Summary:** This unit looks at general assessment tools and how they can be adapted for children with special education needs with an example of a detailed assessment too.

**Learners will be able to:** Develop and employ a variety of assessment strategies and feedback processes.

**Preparation:**

Printout Handout 1: Types of Assessments for participants and Handout 2: Sample Assessment Form for Children with Intellectual Disability

**Activity 1:****Instructions:**

- ➔ Ask the group to discuss in pairs what they understand by formative and summative assessment.
- ➔ In plenary ask what the current situation is for children with disabilities. For example,
  - What happens if they cannot sit or pass exams?
  - Do they move to another class or stay?
  - Who decides?
  - How is their individual progress measured?
- ➔ Distribute Handout 1 and discuss
- ➔ Have a look at the Handout 2 sample of an assessment form for a child with an intellectual disability.
  - What is your opinion?
  - How can it be used in Sierra Leone?
  - What are the advantages and disadvantages of using it?
  - What tools do you use?
  - How is a child's learning assessed if they do not sit their exams?
- ➔ Make a list of assessment tools as a group

**Key points for the trainer to highlight:**

It is true that classes can be very large but only a few children would require an adapted individual assessment so the teacher shouldn't panic!

The child is part of the assessment and the process gives them goals to work towards which will increase confidence. If a child with a disability feels that they cannot do what other children do, this is a way of reinforcing what they can do.

Again, as teachers we are not diagnosing or labeling a child. We are assessing their abilities, what they can do. For example, a child with a hearing impairment maybe labeled as having an intellectual impairment. They do not but due to communication problems it may seem so.



## Handout 1: Types of Assessments

Evaluating learning is a continuous process and informs learning and teaching.

The information can be gathered through formal or informal assessments. **Formal assessments** include standardized tests, state exams and tests or tasks drawn-up by the teacher which is called summative assessment (assessing the final outcome).

Assessment can be done in an **informal way** by observing the child, by listening to what the child says, by looking at the work the child does and asking the child questions. All the information gathered through assessment will help teachers to plan their teaching according to individual needs.

### Different ways to evaluate learning

**Continuous assessment (formative assessment** which is assessing the developmental progress) is used to know what the child knows, understands and can do, and to follow up the learning and see the child's progress. Children often learn a lot from good assessment tasks (writing stories, making models, solving problems, role play).

The teacher makes observations during tasks and exercises and judges about:

- How well the child is doing?
- What has the child learned?
- What did he understand well?

**Evaluation:** Overall judgment of the child's learning based on continuous assessment at the end of term or year. After a certain period, for example at the end of the term, the teacher can use his observations from the continuous assessment to formulate a more global evaluation of the child. Testing usually comes at the end of the topic to find out what the learner has learned – mostly related to theoretical knowledge. These are usually written and take place at the end of year or cycle. The feedback on the exam is a grade with no constructive feedback on how to improve. This includes a wide range of questions: multiple-choice, true-false, essays, matching.

### Possible adaptations to make for children with specific needs

- Reduce the penalty for spelling
- Exempt from learning a 2nd or 3rd language
- Do not penalize for incorrect spelling if the objective of the lesson is to understand a topic in science
- For a student with low vision, give extra time according to the severity of their sight e.g. 15 min extra per hour
- Increase the size of the font and use more spacing
- Let the child use the assistive devices they are accustomed to using
- Give extra time for the child to read text and interpret pictures
- Improve visibility
- Give extra time or break the test up into parts
- Use a reader and a scribe
- Give a bigger space to work

## **Physical impairment**

- Allow regular breaks in between and sitting for a long time is uncomfortable and child allocate extra time accordingly
- If the child writes slowly, allow extra time or provide a reader and a scribe
- If the child has difficulties with writing caused by reduced motor skills, let the child respond to questions orally and write his answers yourself or ask an assistant to write down what the child says

## **Intellectual/learning difficulties**

- Simplify the language and use pictures to enhance understanding.
- Use more practical than written tasks
- Provide a reader and a scribe
- Give extra time and add regular breaks
- Enlarge the font size and use clear spacing

Children with learning difficulties often find it very difficult to process language, both verbal and written, and it is important to test their understanding of the concepts they are learning (e.g. in maths or science) rather than the language that is being used.

## **Speech difficulties (for example a child with Cerebral Palsy)**

- Limit oral exams, but give the possibility to write the answers
- Use pictures, objects, or text-cards the child can point at

It is important that the child is being tested for their ability in the subject, rather than their ability to talk (or write) about the subject.



**Handout 2:**

**Sample Assessment Form for Children with Intellectual Disability**

**Part 1-1: Subject area**

(e.g. Written language (reading, writing), Oral language (communication and expression), maths,..)

|                               |  |  |  |
|-------------------------------|--|--|--|
| <b>Beginning of the year</b>  | <b>Strengths:</b>  | <b>Weaknesses:</b>   |  |
|                               | <p>Criteria to be met by the end of the year: they should seek to develop the strengths and overcome the challenges. Identify about 4 to 6 of them.</p> <p>1- At the end of the year, the student should.....</p> <p>2-.....</p> <p>3-.....</p> <p>4-.....</p> <p>5-.....</p> <p>6-.....</p> |  |  |
| <b>End of the first term</b>  | <b>Score:</b><br><br><b>/10</b>  | <p>Comments: What were the challenges faced or the achievements made by the student, and what are your observations on him/her...?</p> |  |
| <b>End of the second term</b> | <b>Score:</b><br><br><b>/10</b>  | <p>Comments: What were the challenges faced or the achievements made by the student, and what are your observations on him/her...?</p> |  |
| <b>End of the third term</b>  | <b>Score:</b><br><br><b>/10</b>  | <p>Comments: What were the challenges faced or the achievements made by the student, and what are your observations on him/her...?</p> |  |
|                               | <b>Redefining the criteria to be met</b>   |  | <b>Criteria met? (End of the year)</b> |
|                               | Based on what you observed during the last terms, redefine the criteria for deciding whether to promote the student to a higher grade, if required. If there is no change to be made, write "same" on the corresponding line.  |  |  |
|                               | 1-   |  |  |
|                               | 2-   |  |  |
|                               | 3-   |  |  |
| 4-                            |  |  |  |
| 5-                            |  |  |  |

## Part 2: Behavioral and social aspects

When evaluating the student at the beginning of the year, score their performance from 1 to 4:

|                     |     |
|---------------------|-----|
| Item not applicable | (-) |
| Poor                | 1   |
| Fair/Average        | 2   |
| Good/Fairly good    | 3   |
| Very good           | 4   |

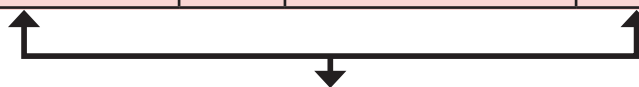
- For the second and third evaluations, score from -1 to +2

|           |    |
|-----------|----|
| Lower     | -1 |
| Unchanged | +1 |
| Improved  | +2 |

A few examples of how to fill in the criteria part.

### Part 2-1: Self-help skills.

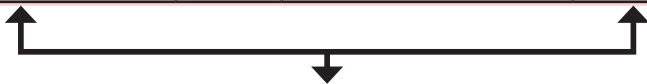
| First evaluation<br>(Beginning of the school year<br>- Score from 1 to 4 or (-))               |            | Second evaluation<br>(Middle of the school year<br>- Score +2/ +1/ -1) |            | Third evaluation<br>(End of the school year -<br>Score +2/ +1/ -1) |            |
|--|------------|--|------------|--|------------|
| Criteria   | Score      | Comments   | Score      | Comments   | Score      |
| Can get dressed and undress properly (clothes the right way round, buttons done, shoes on ...) |            |  |            |  |            |
| Eats independently and without excess spillage   |            |  |            |  |            |
| Washes his/her hands   |            |  |            |  |            |
| Can blow his/her nose  |            |  |            |  |            |
| Able to wash and clean his/her body  |            |  |            |  |            |
| Goes to toilet unaccompanied   |            |  |            |  |            |
| <b>Total for first term evaluation</b>   | <b>/24</b> | <b>Total for second term evaluation</b>                                | <b>/12</b> | <b>Total for third term evaluation</b>                             | <b>/12</b> |



**Improvement throughout the year:**  
 ..... /24 (Total of second and third term evaluation)

Part 2-2: Independence (in terms of mobility around school)

| First evaluation<br>(Beginning of the school year<br>- Score from 1 to 4 or (-)) |            | Second evaluation<br>(Middle of the school year<br>- Score +2/ +1/ -1) |           | Third evaluation<br>(End of the school year -<br>Score +2/ +1/ -1) |           |
|--|------------|--|-----------|--|-----------|
| Criteria   | Score      | Comments   | Score     | Comments   | Score     |
| Going to school<br>(including carrying bag)                                      |            |  |           |  |           |
| Attending classes  |            |  |           |  |           |
| Finding his/her way<br>around the school   |            |  |           |  |           |
| Finding his/her seat in<br>the classroom   |            |  |           |  |           |
| <b>Total for first term<br/>evaluation</b>                                       | <b>/16</b> | <b>Total for second<br/>term evaluation</b>                            | <b>/8</b> | <b>Total for third term<br/>evaluation</b>                         | <b>/8</b> |



**Improvement throughout the year:**  
 ..... /16 (Total of second and third term evaluation)



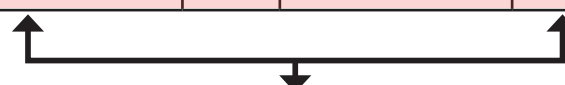
Part 2-3: Ability to work

| First evaluation<br>(Beginning of the school year - Score from 1 to 4 or (-)  |            | Second evaluation<br>(Middle of the school year - Score +2/ +1/ -1) |            | Third evaluation<br>(End of the school year - Score +2/ +1/ -1) |            |
|---|------------|---|------------|---|------------|
| Criteria  | Score      | Comments  | Score      | Comments  | Score      |
| Regular attendance<br>4 points: 4 to 5 days/week<br>3 points: 3 to 4 days/week<br>2 points: 2 days/week<br>1 point: 1 day/week                      |            |   |            |   |            |
| Pace of work<br>4 points: fast<br>3 points: high average<br>2 points: low average<br>1 point: slow  |            |   |            |   |            |
| Focus and attention span  |            |   |            |   |            |
| Follows instructions<br>4 points: without repetition<br>3 points: with 1 repetition<br>2 points: with many repetitions<br>1 point: needs extra help |            |   |            |   |            |
| Brings his/her own equipment  |            |   |            |   |            |
| Respect for equipment ( does not break it)  |            |   |            |   |            |
| Able to understand mother tongue language   |            |   |            |   |            |
| <b>Total for first term evaluation</b>  | <b>/28</b> | <b>Total for second term evaluation</b>                             | <b>/14</b> | <b>Total for third term evaluation</b>                          | <b>/14</b> |

**Improvement throughout the year:**  
 ..... /28 (Total of second and third term evaluation)

Part 2-4: Social skills

| First evaluation<br>(Beginning of the school year - Score from 1 to 4 or (-)            |            | Second evaluation<br>(Middle of the school year - Score +2/ +1/ -1) |            | Third evaluation<br>(End of the school year - Score +2/ +1/ -1) |            |
|---|------------|---|------------|---|------------|
| Criteria  | Score      | Comments  | Score      | Comments  | Score      |
| Relationship with classmates (playing, sharing, assisting...)                           |            |   |            |   |            |
| Relationship with adults (respecting, greeting, listening, confiding ...)               |            |   |            |   |            |
| Self-confidence (does not underestimate him/herself, is daring, will try new things...) |            |   |            |   |            |
| Is alert (asks/answers questions...)  |            |   |            |   |            |
| Expresses his/her basic needs (I want to drink/go to the toilet...)                     |            |   |            |   |            |
| <b>Total for first term evaluation</b>  | <b>/20</b> | <b>Total for second term evaluation</b>                             | <b>/10</b> | <b>Total for third term evaluation</b>                          | <b>/10</b> |



Improvement throughout the year:

..... /20 (Total of second and third term evaluation)

**Part 3: End of the year Evaluation: Subject Area, Behavioral and Social Aspects**  
**Report the scores earned by the student in each area.**

| Subject Area                                 |   |                       | Behavioral and Social Aspects |   |   |
|--|---|-----------------------|-------------------------------|---|---|
|  | Number of Objectives met (Specify how many objectives were set) | End of the third term |                               | Evaluation at the beginning of the year | Overall improvement throughout the year (T1+T2) |
| Written language (reading, writing)          |   | /10                   | Self-help skills              | /24                                     | /24   |
| Oral language (communication and expression) |   | /10                   | Independence                  | /16                                     | /16   |
| Maths  |   | /10                   | Ability to work               | /28                                     | /28   |
| Subject of your choice                       |   | /10                   | Social skills                 | /20                                     | /20   |
| <b>Total</b>                                 |   | <b>/40</b>            | <b>Total</b>                  |   | <b>/88</b>                                      |

STUDENT'S SCORE ...../128  
 Subject area .../40+ Improvement in behavioral and social aspects.../ 88)

NB: For the behavioral and social aspects, the main focus is on indicators relating to student's improvement.

**Signature of Certified Teacher**

|   |
|---|
| <p><b>Decision</b><br/>         Promotion to higher grade: <input type="checkbox"/> YES; <input type="checkbox"/> NO<br/>         Justification/Appraisal: _____<br/>         _____<br/>         _____<br/>         _____</p> |
|---|

**Signatures and dates:**

\_\_\_\_\_

Parents/Guardian

\_\_\_\_\_

Principal

\_\_\_\_\_

Inspector

**Summary:** This unit introduces the idea of an Individual Education Plan which is used for a few children who find it difficult to follow the usual curriculum at the same pace as their peers, due to an intellectual, physical or sensory disability.

It helps to set learning and progress objectives so that the child is achieving their potential.

**Learners will be able to:** Develop an IEP for a child with a physical, sensory or intellectual disability.

**Preparation:**

- Printout Handout 3 and an IEP sample template.
- Prepare a case example of a child

**Activity 1:****Instructions:**

- ➔ Explain what and who an IEP is for and how it could work in Sierra Leone (use Handout 3 and an template).
- ➔ Demonstrate a case example using the PowerPoint presentation if resources allow.
- ➔ Ask participants to work in pairs and complete a sample template by using an example of a child they know in their class and also by reading through the case study.
- ➔ In plenary ask each pair to give examples of how they completed each section, and ask what they feel the advantages and disadvantages of using such a plan are?

**Key points for the trainer to highlight:**

IEPs are not widely used in Sierra Leone. Teachers might feel that it is extra work and there is no time to do it. However, we should convince them of its importance and in the end, it saves time as it can help children to learn who are otherwise disruptive in class! The tool is only used for very few students and as with the individual assessment tool, it can give a child confidence and a sense of worth, by allowing them to be able to achieve their own goals. Inclusive education is all about each child reaching their own potential.

Inclusive education is about each child reaching their own potential.



## Handout 3:

### Designing an Individual Education Plan (IEP)

An IEP can be used to help children with disabilities learn at their own pace, even when they are learning in a large class in a mainstream school.

Below is a simple step-by-step guide for teachers in mainstream schools who are working with children with disabilities with specific learning needs to design an IEP.

#### Step 1: Identification

Not all children with disabilities will need an IEP. The first step is to identify which children find it difficult to follow the usual curriculum at the same pace as their peers, due to an intellectual, physical or sensory disability.

#### Step 2: Assessment

Once a child has been identified, make a list of his/her strengths and weaknesses. All children are good at something, even if they may not be good at reading or writing. For example, good social skills, good listening skills and good self-help skills are all important for a child's overall learning.

#### Step 3: Prioritize areas

Decide on 3 or 4 areas you think are the most important to work on, usually from the list of "areas of weakness". Think about what will have the most impact on the child's success in school. Talk to the child's family and others who know the child well, to discuss what is most important to work on, but remember to be realistic!

#### Step 4: Plan SMART targets

The aim of the IEP is to set specific short and medium-term targets for the child. So, once you have picked 3 or 4 areas to work on, you need to write targets that you can measure easily, by doing a simple test with the child. The targets should not be so difficult that they are impossible for the child to achieve, and they need to be relevant to the child's day to day life. In order to measure the targets properly, you will need to set a time limit. So... be SMART!

|                |
|----------------|
| S (Specific)   |
| M (Measurable) |
| A (Achievable) |
| R (Relevant)   |
| T (Time-bound) |

#### Step 5: Decide what you will need

After you decide on the SMART targets, you need to think about how you will work on these targets with the child. Think about the teaching strategies that you need to put in place (e.g. group work), who needs to help, how often, what resources you will need and when you are going to review this plan. To help make the targets measurable, you need to decide on the success criteria for each target (e.g. the child gets 80% or 8/10 questions examples correct, when tested).

### **Step 6: Gather materials**

Before you start working on a child's IEP, make sure you have the teaching and learning materials that you need. You can ask other pupils to help make these resources using recycled everyday household items. Set up a competition to see which pupil can create the best literacy or numeracy resource.

### **Step 7: Start to implement**

Once you have written the child's IEP, and you have gathered the resources and people to help, you are ready to begin. You need to decide who is going to monitor how well the child is doing (teacher, volunteer, a "group leader" etc.). Remember, you don't need to take the child out of a lesson to work on his/ her targets; try group work.

### **Step 8: Monitor and review**

Remember that whoever is working on the IEP targets needs to take notes about the child's progress. That way the IEP can be monitored continuously and if the targets are achieved, new ones can be set. The IEP is a living document!!

**Summary:** This unit looks at tools used to assess inclusive skills of a teacher in the classroom and as self-assessment tools including the Inclusive Pedagogical Principles Checklist and core competencies checklist.

**Learners will be able to:** Create a list of indicators to measure inclusive behavior and affective change within the classroom.

**Preparation:**

Copies of:

Handout 4: Individual Pedagogical Principles Checklists

Handout 5: Core Competencies Checklist for Inclusive Teachers

Handout 6: Individual Acton Plan

**Activity :****Instructions:**

- ➔ Looking at Handout 4 and 5, the checklist and the core competencies, working individually draw up a priority list of:
  - What you think you are good at / already practicing in class?
  - Where you think you need to practice more (not feeling confident or have not tried it in class)?
- ➔ Complete your individual action plan for the next 3 months (Handout 6).
- ➔ Ask the participants to prepare a blank exercise book which they will use as a reflective journal to note down observations as they start to teach in a more inclusive way. This is known as a reflective journal.

**Key points for the trainer to highlight:**

- This is not a test but an exercise of self-reflection. You can be honest with yourself.
- It is not possible to do everything overnight. Try to choose priority areas you wish to work on. When you are comfortable using one or two tools and methodologies, you can try some more. If you feel that you cannot tick the boxes it does not mean that you are a bad teacher. We have been learning tools and strategies which are maybe new to you. This training is to help you develop in the classroom which is a continuous process, there is always something to learn. Teachers are valuable professionals doing a critical job. It is important to take pride in the job so that all the children in the class are getting the education they deserve.



**Handout 4:**

**Individual Pedagogical Principles Checklists**

This form is completed by the head teacher, SEOs, DEOs and inspectors. This tool is focusing on supervising application of inclusive pedagogical principles within mainstream classrooms.

School : \_\_\_\_\_ Date: \_\_\_\_\_

Class : \_\_\_\_\_ Completed by : \_\_\_\_\_

**Difficulties faced by children with disabilities or special educational needs**

| No. | Name | Sex | Age | Particular difficulties |
|-----|------|-----|-----|-------------------------|
| 1   |      |     |     |                         |
| 2   |      |     |     |                         |
| 3   |      |     |     |                         |
| 4   |      |     |     |                         |
| 5   |      |     |     |                         |
| 6   |      |     |     |                         |
| 7   |      |     |     |                         |
| 8   |      |     |     |                         |
| 9   |      |     |     |                         |
| 10  |      |     |     |                         |



**1. Describe briefly the attitude of the teacher towards children with disabilities and other SEN**

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## 2. Pedagogical practices

| No. | Activities   | Yes | No | Evidence |
|-----|--|-----|----|----------|
| 1   | Use of cooperative learning (peer tutoring)  |     |    |          |
| 2   | Use of learner-centered approach: e.g., teacher using pupils' names and targeted questioning   |     |    |          |
| 3   | All children are on task   |     |    |          |
| 4   | The class work given to children respects their different learning needs and abilities   |     |    |          |
| 5   | The teacher is a good listener and has a good relationship with the students   |     |    |          |
| 6   | The teacher motivates the children through the use of praise and other forms of positive reinforcement   |     |    |          |
| 7   | Children's work and visual aids are displayed throughout the classroom   |     |    |          |
| 8   | The teacher uses multi-sensory activities to help all students learn (visual, auditory, oral, tactile and kinesthetic)                                 |     |    |          |
| 9   | The curriculum is adapted to meet the learning needs of all learners   |     |    |          |
| 10  | The teacher provides opportunities for students to connect their learning to their previous experiences and to explore learning in a real-life context |     |    |          |
| 11  | The teacher creates a learning environment that enables all students to participate in all aspects of classroom life                                   |     |    |          |
| 12  | The teacher moves throughout the classroom using continuous monitoring and evaluation to support students' learning                                    |     |    |          |
| 13  | The teacher monitors and manages students' behavior through encouraging positive behavior  |     |    |          |

|    |   |  |  |  |
|----|---|--|--|--|
| 14 | The teacher is motivated to work with children with impairments and other SEN   |  |  |  |
| 15 | The teacher communicates appropriately for all learners' needs (e.g., volume and tone of voice, speed of speech)                      |  |  |  |
| 16 | Students' communication books demonstrates collaboration between home and school (e.g., behavior, health concerns, academic progress) |  |  |  |
| 17 | The teacher involves children with impairments and other SEN in recreational activities (sports, drama, etc)                          |  |  |  |
| 18 | In the classroom, statements and regulations are posted that stipulate education and inclusion as a right                             |  |  |  |
| 19 | The classroom is arranged in a way that is physically accessible to all learners  |  |  |  |
| 20 | The teacher's practice demonstrates an awareness of the importance of accident prevention   |  |  |  |
| 21 | The teacher promotes hygiene and life skills in the classroom throughout all learning and teaching activities.                        |  |  |  |

### 3. Supplementary questions

3-1. What activities are the following children engaged in during the observation?

|  |  |
|--|--|
| Children on Individual Education Plans |  |
| Children receiving resource assistance |  |
| Children utilizing the Resource Centre |  |
| Mainstream learners                    |  |

**3-2. What are the learning resources that the teacher is using to teach inclusively?**

- a. Ordinary subject text books
- b. Braille text books
- c. Sign Language Dictionary
- d. Locally made educational materials
- e. Educational materials provided by the school
- f. Audio-visual aids
- g. Assistive devices
- h. Other (please explain)

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**3-3. Are the lesson's objectives inclusive? What are the objectives?**

- e.g. By the end of the lesson, - 39/40 will be able to count 1 – 5 orally.
- 1 will count 1 – 5 with Sign Language.

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**3-4. How is the classroom furniture arranged?**

- a. Format of U
- b. Semi circle
- c. Table groups
- d. Rows
- e. Other (please explain or illustrate)

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**3-5. What are the teacher's strengths?**

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3-6. Next steps to develop the teacher's practice are:

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General remarks if necessary

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Teacher's signature

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Supervisor's signature

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## Handout 5:

### Core Competencies Checklist for Inclusive Teachers

| Attitudes and communication skills |   |                  |          |
|------------------------------------|---|------------------|----------|
| No.                                |   | Rating Scale 1-3 | Comments |
| 1                                  | The teacher meets and greets children warmly and positively   |                  |          |
| 2                                  | The teacher demonstrates listening attentively and positively responding to their queries   |                  |          |
| 3                                  | The teacher integrates children in a positive and respectful manner   |                  |          |
| 4                                  | The teacher supports children's interactions according to their developmental abilities and supports their learning               |                  |          |
| 5                                  | The teacher models integrity and applies processes and procedures that maintains the dignity of children and positive self esteem |                  |          |
| 6                                  | The teacher plans and shares organized meal and snack time with children – in a relaxed and pleasant manner                       |                  |          |
| 7                                  | The teacher utilizes positive approaches to deal with emotional and behavioral issues   |                  |          |

## Teaching and facilitation skills

|    |  |  |  |
|----|--|--|--|
| 8  | The teacher demonstrates good knowledge of child development and active learning issues  |  |  |
| 9  | The teacher plans appropriate activities that provides balance of individual, small group and whole group learning experiences             |  |  |
| 10 | The teacher plans and uses a variety of active learning strategies to meet the social, emotional, physical and cognitive needs of children |  |  |
| 11 | The teacher uses clear language, explains each activity, and ensures that all children understand what is expected of them                 |  |  |
| 12 | The teacher encourages children's exploration and experimentation  |  |  |
| 13 | The teacher uses available resources and methods such as drama, play, puzzles, songs, coloring, painting to promote children's learning    |  |  |
| 14 | The teacher encourages children to select activities (reading, writing, dramatic play etc)   |  |  |
| 15 | The teacher plans and participates in play and outdoor activities  |  |  |
| 16 | The teacher uses a child friendly and child centered approach which encompasses both the emotional, social and learning needs of the child |  |  |
| 17 | The teacher able to follow the daily educative program keeping children's attention and participation                                      |  |  |

|    |   |  |  |
|----|---|--|--|
| 18 | Time for playing foreseen in the educative program and respected                    |  |  |
| 19 | Time for recreational and art activities foreseen in the program and respected      |  |  |
| 20 | Active participation of the child is promoted by The teachers during the activities |  |  |
| 21 | The teacher is following up students through using individual educational plans     |  |  |

### Relationships

|    |   |  |  |
|----|---|--|--|
| 22 | The teacher has established a positive relations with children (i.e. encouragement, individual listening, absence of physical and psychological punishment)                   |  |  |
| 23 | The teacher and parents have established a positive relation (i.e. frequent talks, cooperative attitude, and interest on child development as well as academic achievements). |  |  |
| 24 | The teacher plans in a team (and seeks team support as and when need) and evaluates appropriateness of curriculum   |  |  |

### Health and Safety

|    |  |  |  |
|----|--|--|--|
| 25 | The teacher ensures children are supervised at all times   |  |  |
| 26 | The teacher maintains a healthy environment, taking preventative measures against illness, such as hygiene and cleanliness |  |  |
| 27 | The teacher maintains a safe, clearly organized environment for children to move, learn and play                           |  |  |



## Organizational

|    |  |  |  |
|----|--|--|--|
| 28 | The teacher manages time well, demonstrates punctuality and good organizational abilities  |  |  |
| 29 | The teacher helps children to end up following activities and prepares them for closure of session / transition to following session |  |  |
| 30 | The teacher keeps confidential records of children's assessments and shares them with parents and other teaching staff               |  |  |



### Handout 6:

#### Individual Action Plan (3 month timeframe)

[See Handout 13 under Module 1, pg. 41]

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# INCLUSIVE EDUCATION TEACHER TRAINING MANUAL

For Primary School Teachers

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Sierra Leone  
2021

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