



SPECIAL PROGRAM
FOR
UNCERTIFIED PRE-PRIMARY AND PRIMARY
SCHOOL TEACHERS IN RWANDA

MODULE : INCLUSIVE EDUCATION AND
CROSS-CUTTING ISSUES

Kigali, 2023

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FOREWORD

Dear Teacher Trainee,

In response to overcrowded classrooms and long distance travelled by learners as a result of insufficient school infrastructure, the Government of Rwanda built 22,505 new classrooms which led to recruitment of a big number of new teachers including uncertified teachers countrywide. It is against this background that the Ministry of Education, through Rwanda Basic Education Board (REB), in collaboration with World Bank has developed this special program for the uncertified teachers to equip them with necessary pedagogical skills.

Thus, we are pleased to present to you the module titled “**Inclusive Education and Cross-Cutting Issues**”. This module was developed to equip you with knowledge, skills and attitude that are essential for effectively managing and teaching an inclusive class. It will also provide to your essential skills to teach learners with Disabilities and other Special Educational Needs. The module will also introduce to you how you can integrate cross-cutting issues within and across subject areas in the implementation of Competence-Based Curriculum (CBC).

For effective learning of this module, your role is to:

- regularly participate and take responsibility for your own learning.
- participate in all the activities suggested in this module for your effective learning. All the activities will help you to develop cooperation, communication, critical thinking, innovation, and problem-solving skills.
- to work in groups in some activities you are requested to kindly cooperate with your group members, through effective communication, discussions, research, group work, and work presentation.
- share relevant information with other trainees through presentations, discussions, group work and other active learning methods such as role-play, case studies, investigation, and research in library, from internet or from your community.
- apply learnt skills in your subject of specialization in the teaching learning process.

Dr. MBARUSHIMANA Nelson

Director General / Rwanda Basic Education Board (REB)

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I wish to express my appreciation to all of the people who played a major role in the development of this special programme for uncertified teachers in pre-primary and primary schools. This was successful because of the active participation of different education stakeholders.

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Finally, my word of gratitude goes to the Rwanda Basic Education Board staff particularly those who were directly involved in the whole process of this programme production.

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LIST OF ACRONYMS AND ABBREVIATIONS

ADHD	Attention Deficit Hyperactivity Disorder
ART	Attitude of Regular Teachers
ASD	Autism Spectrum Disorder
BIE	Barriers to Inclusive Education
BSNIE	Basics of Special Needs and Inclusive Education
CFS	Child-Friendly School
CHI	Chronic Health Impairment
CSE	Comprehensive Sexuality Education
CSOs	Civil Society Organizations
DB	Deaf-Blindness
EBD	Emotional and Behavioral Disorder
EBD	Emotional and Behavioral Disorders
ECSE	Early Childhood Special Education
EDPRS	Economic Development and Poverty Reduction Strategy
FBOs	Faith-Based Organizations
FSDP	Financial Sector Development Program
GBV	Gender Based Violence
GRPC	Gender Responsive Practices in Classroom
GTC	Gifted and Talented Children
HI	Health Impairments
HI	Hearing Impairment
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
IE	Inclusive Education
ITS	Individualized Teaching Strategies
LIDs	Learners with infectious diseases
MDT	Multi-Disciplinary Team
MIE	Media in Inclusive Education
MSOI	Muscular Skeletal or Orthopedic Impairment
NGOs	Non-Government Organizations
NMD	Neuro Muscular Disability
PD	Physical Disabilities
PDD	Pervasive Developmental Disorder
PSP	Policy and Strategic Plan
PVE	Peace and Values Education
PwDs	Persons with Disabilities
RDA	Referral for Diagnostic Assessment

REB	Rwanda Education Board
RSB	Rwanda standard Board
SCB	Social communication/interaction behaviors
SE	Special Education
SEN	Special Educational Needs
SENA	Special Educational Needs Assessment
SNE	Special Needs Education
SNECO	Special Needs Education Coordinators
SRGBV	School Related Gender Based Violence
UDL	Universal Design for Learning
SET	Science and Elementary Technology
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Education Scientific Cultural Organization
UR-CE	University of Rwanda – College of Education
VI	Visual Impairment
BSL	British Sign Language

LIST OF SYMBOLS AND ICONS



Introduction to the Module



Activity



Module Learning Outcomes



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Unit learning outcomes



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INCLUSIVE EDUCATION AND CROSS-CUTTING ISSUES



INTRODUCTION

The Ministry of Education’s mission is to transform Rwandan citizens into skilled human capital for the socio-economic development of the country by ensuring equitable access to quality education, focusing on combating illiteracy, promotion of science and technology, critical thinking, and positive values. In an effort to achieve this mission and the Sustainable Development Goal (SDG) 4, which states: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, the Government of Rwanda in collaboration with the World Bank, introduced the special program for uncertified pre-primary and primary school teachers to equip them with pedagogical skills that will enable them to effectively deliver lessons of their specialization.

This module is designed for teacher training under the special program for uncertified pre-primary and primary school teachers. This module titled, “Inclusive Education and Cross-Cutting Issues”, aims at training uncertified pre-primary and primary school teachers on the best practices of inclusive education and how to integrate crosscutting issues in teaching and learning. The module is divided into seven units that include (1) Introduction to Inclusive Education; (2) Categories of Learners with Special educational needs: Characteristics, identification, and Educational Support; (3) Identification, assessment, and placement of learners with SEN; (4) Parental and Community Involvement in Inclusive Education; (5) General strategies for inclusive teaching and learning; and (6) Cross-Cutting Issues. The module units are also structured into sections, activities, self-assessment, end-of-unit assessment and summary.



Module Learning Outcomes

This module contains the following learning outcomes:

Teacher Trainees will be able to:

- demonstrate a positive attitude towards all learners with disabilities and other Special Educational Needs.
- identify different categories of learners with Special Educational Needs.
- differentiate discriminatory and inclusive behaviors within the school and the community.
- adapt teaching, learning and assessment approaches.
- assess their individual limitations or needs and strengths.
- use various teaching strategies, adaptations, resources, and technologies to support learners with Special Educational Needs.
- manage inclusive learning and teaching environment.
- demonstrate an understanding of key gender responsive practices in the classroom.
- engage parents and communities on issues related to inclusion of learners with disabilities.
- demonstrate the ability to integrate cross-cutting issues within and across subject areas.

UNIT 1

INTRODUCTION TO INCLUSIVE EDUCATION

This unit introduces you to the key concepts used in inclusive education.



Introduction

You are most welcome to Unit I of this module *Inclusive Education and Cross-cutting Issues*. In this unit, you will develop an understanding of the terms used in Special Education Needs and Inclusive Education, background of Special Needs Education (SNE) and Inclusive Education (IE), legal frameworks on SNE and IE, principles of Inclusive Education and models for inclusion of learners with disabilities and other Special Educational Needs (SEN).



Unit learning outcomes

By the end of this unit teacher trainees will be able to:

- develop an understanding of Concepts used in Inclusive and Special Needs Education.
- describe the history of Inclusive and Special Needs Education.
- develop awareness of International, Regional and National legal framework guiding Inclusive and Special Needs Education.
- explain the principles of inclusive education.
- identify barriers to Inclusive Education and how they can be addressed.



Activity

GS Rindiro is a school that receives and teaches all learners regardless of their background, gender, ability, disability, race, and culture. Some learners walk with a white cane, others use wheelchairs, while others use sign language to communicate. All learners are happy, and they support each other while learning.

- Which type of school is GS Rindiro?
- Based on the scenario, which types of disabilities do you observe?
- Differentiate between “inclusive education” and “special education.”
- Provide examples of some national policies or legislation regarding people with disability in Rwanda.

Section 1.1: Basics and background of Special Needs and Inclusive Education

This section gives an overview of the key concepts used in Inclusive and Special Needs Education.

1.1.1. Concepts / Terminologies in Inclusive and Special Needs Education



Activity

Differentiate between:

- impairment, disability, and handicap.
- rehabilitation and habilitation.
- inclusion and mainstreaming.
- learning difficulties and communication difficulties.

1.1.2. Key Terminologies / Concepts used in Inclusive and Special Needs Education

REB (2018) defines the key terminologies as follows:

- **Assistive devices:** these are equipment and materials used to facilitate or aid the functionality of a person with impairment.

- **Child-Friendly School (CFS):** It is an educational setting characterized as inclusive, healthy, and protective for all children, irrespective of their differences in abilities, gender, social status, background, and others.
- **Disability:** it refers to the difficulties faced by an individual because of impairment. It is also referred to as activity limitations or participation limitations. Examples of disabilities are visual disability, hearing disability, physical disability, communication disabilities, intellectual disabilities, and multiple disabilities. *Some disabilities* are mild, or moderate while others are severe. Disabilities can be seen or not seen.
- **Habilitation:** Habilitation refers to a process aimed at helping individuals with disabilities attain, keep, or improve skills and functioning for daily living.
- **Handicap:** Handicap is a failure to perform tasks because of impairments, disabilities and community influence towards the child.
- **Impairment:** This is a damage to a part of the body (organic system) caused by genetic factors, disease, accident, or other factors which may cause a certain disability. It is a partial or complete loss of use (or ability) of certain part of the body.
- **Inclusive Education:** It refers to an educational process that addresses all learners' educational needs. It is based on the principle that every learner is unique, can learn, develop differently, and get individualized support.
- **Individualized Teaching Strategies:** They refer to the personalized instructional strategies, approaches, or methodologies to cater for the learners' Special Educational Needs.
- **Integrated education:** It refers to the process of bringing children with disabilities into an ordinary school with focus on the individual child needs and fitness into the existing school system. The child can adapt to the existing system or fail.
- **Learning difficulties:** Learning difficulties refer to a group of disorders involving significant difficulties in listening, speaking, reading, writing, reasoning or mathematical abilities.
- **Mainstream schools:** They refer to "Ordinary" or "Regular" schools which educate learners that present no or minimal

Special Educational Needs (SEN) and therefore do not require any exceptional educational adjustments. For instance, most of Rwandan mainstream schools, accommodate learners with a range of mild and moderate disabilities without any adjustment to suit their needs.

- **Multi-Disciplinary Team (MDT):** It is a team of experts with different backgrounds working together in the delivery of education service and/or programming for an individual (or group of) learner (s) with Special Educational Needs.
- **Multiple disabilities:** This means that a child has more than one disability.
- **Rehabilitation services:** Rehabilitation refers to regaining skills, abilities, or knowledge that may have been lost or compromised because of illness, injury, or acquiring a disability.
- **Resource room:** This is a room/place equipped with specialized resources, in a school, for supporting and teaching learners including learners with SEN.
- **Special Educational Needs (SEN):** These refer to the specific needs that a learner requires in schooling. This learner requires specific support from the teacher.
- **Special Needs Education (SNE):** Special Needs Education is an education for Learners with disabilities, in consideration of their individual educational needs. For instance, in Rwanda, some children learn in specialized settings with trained teachers who provide adjusted educational programmes or services known as “Special Needs Education” (SNE)
- **Special needs education professional staff:** They are professional service providers with specialized skills that offer specialized services to learners with special educational needs. Examples include sign language interpreters, Special Needs Education Coordinators (SNECO) and resource room technicians.
- **Special Needs:** Special needs are any of various difficulties (such as a physical, emotional, behavioral, health, ultra-poor or impairment) that cause an individual to require additional or specialized services or reasonable accommodations (in education or recreation).

- **Children from Very poor families:** These are children that are living in extreme poverty. Learners who are brought up in low-income families are at risk for academic as well as social problems, poor health and well-being which can in turn undermine their educational achievements.



Self-Assessment

Can you differentiate the following terms?

- special Needs Education and Special Educational Needs.
- inclusive education, special education, and integrated education.
- disability, multiple disabilities, and handicap.

1.1.3. Background of Special Needs Education and Inclusive Education



Activity

Who is the founder of Special Needs Education? Discuss his revolutionary idea that contributed to Special Needs Education and Inclusive Education.

- Educational Historians typically trace the beginning of Special Education to the late of eighteenth and the early nineteenth centuries. Before that time, persons with disabilities and other people with special needs were not taken into consideration.
- The earliest documentation was an attempt of French physician Jean Marc- Gaspard Itard (1775-1838) to provide a special education when educating 12-year old Victor, the so called "Wild Boy of Aveyron". Victor who was discovered by a group of hunters in a forest near the town of Aveyron. When found, Victor was unclothed, without language, ran but did not walk, and exhibited animal-like behaviour. Itard, an authority on diseases of ear and teaching youngsters with Hearing Impairments endeavored in 1779 to civilize Victor. He attempted to teach Victor through a sensory training programme and what today would be called behaviour modification. Because this adolescent failed to fully develop language after five years of dedicated and painstaking

instruction, and only mastered basic social and self-help skills (dressing, sleeping, eating), Itard considered his efforts a failure. Yet he successfully demonstrated that learning was possible even for individual described by his contemporaries as a hopeless and incurable idiot. The title “Father of Special Education” is rightly bestowed on to Itard because of his ground-breaking work 200 years ago.

- Another influential pioneer was Itard’s disciple Edouard Seguin (1812-1880). He developed instructional programmes for youngsters whom many of his fellow professionals believed to be incapable of learning. Like his mentor Itard, Seguin was convinced of the importance of sensorimotor activities as an aid to learning. His methodology was based on a comprehensive assessment of the Learner’s strengths and weaknesses. Seguin also realized the value of early education; he is considered one of the first early interventionists.
- The work of Itard, Seguin and other innovators of their time helped to establish a foundation for many contemporary practices in special education. Examples of these contributions include individualized instruction, the use of positive reinforcement techniques and a belief in the capacity of all children to learn.
- In Rwanda, the history of special education can be traced back in the year 1962 when Father Joseph Fraipont Ndagijimana opened the first centre for medical, education and reintegration of persons with disabilities in Gatagara. Persons with disabilities in Rwanda suffered stigmatization, isolation and segregation and were denied their rights to education. It is only after the 1994 Genocide against the Tutsi that the government of Rwanda committed to leave no one behind. Inclusive Education was then adopted as a means to give rights to education to all children including those with disabilities.

1.1.4. National, Regional, and International Legal Framework for People with Disability and SNE



Activity

Provide examples of some national policies or legislation regarding people with disability in Rwanda that you know.

International, Regional and National Legal Framework

- *The constitution of the Republic of Rwanda of 2003 as amended in 2015 (Art.51)* states that the State has duty to establish measures facilitating education of persons with disabilities.
- *Law n° 01/2007 of 20/01/2007 (Article 11)* relating to the protection of persons with disabilities in general states that a person with disabilities has the right to appropriate education in respect of the nature of his or her disability.
- *Law N°12/2001 of 28 April 2001* relating to rights and protection of the child against violence, in Article 15, stipulates that the child with disabilities shall benefit from special protection, access to medical care, education and social welfare. This protection is the responsibility of both the parents and the Ministry having the Social Affairs in its attributions.
- *Economic Development and Poverty Reduction Strategy 2 (EDPRS2)* stipulates that Education personnel and teachers with skills in inclusive and special needs education must be increased in number. Assistive devices and appropriate learning resources must also be scaled up.
- *National Strategy for Transformation 1 (NST 1) priority Area 4, pillar 62* stipulates that people with disabilities are able to start school and progress through all levels of education. This must be achieved by developing a system for identifying children with special education needs, availing suitable special needs education materials, building capacity of teachers and ensuring accessibility of infrastructure.
- *MINEDUC Policy and Strategic Plan on Special Needs and Inclusive Education (2018)* provides guidelines on Inclusive and Special Needs Education in schools in Rwanda.
- *Competence Based Curriculum (CBC) framework (2015)*

includes Inclusive Education among other cross cutting issues that need to be addressed by any subject teacher.

- *East African Community Persons with Disability Act 2015* specifies that the partner State shall take appropriate and effective measures to ensure that the goal of inclusive education for persons with disability is realized. For instance:
 - a. Persons with disabilities access free, quality and compulsory primary and secondary education.
 - b. Persons with disabilities are able to access general tertiary education, vocational training and adult education.
 - c. Persons with disabilities learn life and social development skills to facilitate their full and equal participation in education as members of society.
- *United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)* explains that Persons with Disabilities include those who have long-term physical, mental, intellectual, or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. UNCRPD states that all Persons with Disabilities can access an inclusive, quality, and free primary and secondary education on an equal basis with others in the community in which they live.

1.1.5. Principles of Inclusive Education

This topic introduces main principles that guide inclusive education practices within the education system.

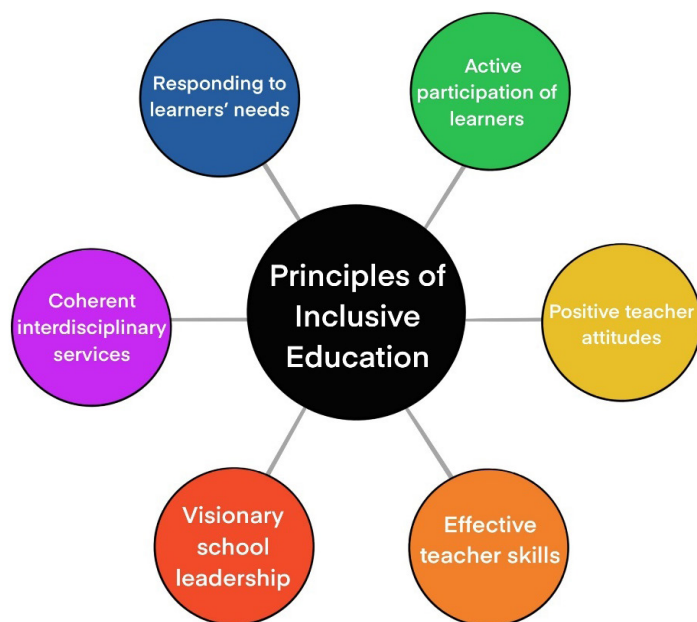


Activity

At GS Karange every learner is welcomed and valued. Everyone in the community talks about that school. Learners with disabilities or without disabilities study together in the same classroom. The school has managed to make all buildings accessible to everyone without discrimination. Related to the teaching and learning process, all teachers have received training in inclusive education.

Teachers have positive attitudes towards all learners and have developed appropriate pedagogical skills to enable them to meet an individual learner's needs. School leaders encourage and empower staff to develop their capacity and competence through different approaches in order to meet a diversity of learners 'needs. Everyone feels at home at GS Karange and it has become an inclusive education model school in the district.

- After reading this case study, why do you think GS Karange has been selected as an inclusive education model school?
- Now, assess your school and compare it with GS Karange. Do you think it is inclusive? If yes, why? If not, what is missing to make it inclusive?



Principles of Inclusive Education

All learners should fulfill their potential by taking into account individual needs. Support should be guaranteed and fully resourced across the whole learning experience. To ensure the success of inclusive education, it is necessary to apply the following guiding principles:

Responding to learners' needs

Learners have different ways of accessing information and making it meaningful. Therefore, the education system is expected to respond appropriately to learners' learning differences.

Active participation of learners

All learners are entitled to be active participants in the life of the school and community and feel valued for the individual contribution that they make.

Positive teacher attitudes

All teachers should have positive attitudes towards all learners and the will to work collaboratively with colleagues to respond to their educational needs.

Effective teacher skills

All teachers should develop appropriate pedagogical skills to enable them to meet an individual learner's needs.

Visionary school leadership

School leaders should value diversity among staff and learners, encourage colleagues and support innovation. Throughout the whole school, inclusive values should be evident in all school rules, regulations, development plans and practices.

Coherent interdisciplinary services

Every school should have access to support of interdisciplinary community services. Learners and young people will not be successful in their learning if their basic health, social and emotional needs are not met. Note that all the above principles are interconnected, complementary and focused on the support services and/or approaches for learners with disabilities and other

special educational needs at both family, community and school levels.

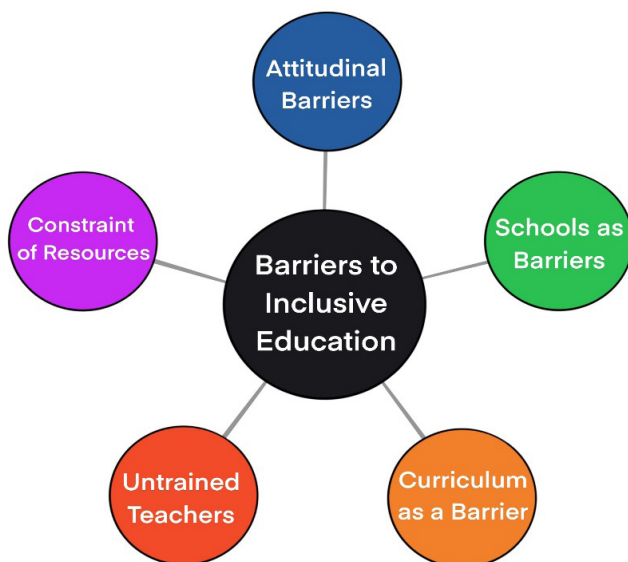
1.1.6. Barriers to Inclusive Education



Activity

Keza is a schoolgirl at GS Nyarubuye, she comes to school in a wheelchair because one time she had an accident, and one leg was amputated.

- Explain some challenges that Keza is likely to meet at school or a long way coming to school.
- How do people in your school view learners with such disabilities? And what are the barriers that they face in learning?
- What possible educational support can be provided to Keza?



Various factors may hinder the practice of Inclusive Education. Most of our schools may not be able to effectively accommodate learners with various diversities of learning needs. This is because of the many existing barriers in our education system towards learners with special needs. The barriers include:

1. Attitudinal Barriers

Negative and non-Cooperative attitudes of members of the community, peers, classmates, and teachers can hinder full inclusion by:

- **Social exclusion and Discrimination:** The social exclusion and negative attitudes result in social discrimination which lead to isolation and produce barriers to inclusion.
- **Peer Pressure:** Children with disabilities are often an easy target for being teased and bullied by their non-disabled peers. This vulnerability to bullying is found across all types of disabilities. Hence, a negative peer attitude of peers proves to be a major barrier to full social inclusion at school for Learners with disabilities.
- **Attitude of Regular Teachers:** Teachers feel children with disabilities to be a 'disturbance' to the class and as causing distractions which delay course completion. Therefore, they choose to ignore their presence and concentrate on the execution of their lesson plans.

2. Schools as Barriers

The challenges faced by children with disabilities who have secured admission to inclusive schools are:

- **Admission:** Children with disabilities aspiring to study in inclusive schools have a greater challenge in their attempt to secure admission. It is observed that most inclusive schools enroll children with only mild disabilities. They also give preference when parents are willing to take on the extra responsibility for their child. Parents' inability to pay high fees, particularly in case of private schools, also is another barrier to get admission.
- **Accessibility Problem:** Sometimes non-availability of school or its location in an area that cannot be accessed becomes the major barrier for children with disabilities to get inclusive education. Learners undergo difficulty in reaching the schools by themselves or with the help of their parents. Lack of proper local transport facilities adds to the problem.
- **Buildings and Infrastructure:** Children with disabilities face barriers if the buildings have not been constructed with their

mobility needs in mind. Most school buildings don't respond to the requirement of these learners properly. Learners with special needs cannot access all the places in the school compound such as playgrounds, washrooms, library, doors, passageways, stairs and steep ramps, recreational areas, etc.

- **Materials and Technology:** For the learners with hearing-impairment, teachers hardly use any visual aids. Similarly, for children who are visually impaired, schools often do not provide Braille slate, Braille, Braille sheets, Braille-Text books.
- **Classroom Size:** Another challenge in the inclusive schools is high teacher-Learner ratios. Generally, in a normal classroom there are fifty to sixty Learners. This becomes difficult for a teacher to support learners with diversity in a such classroom.

4. Curriculum as a Barrier

Sometimes, the curriculum does not allow teachers to meet the needs of a wide range of different learners. In it, there is little flexibility for local adaptations or for teachers to experiment and try out new approaches. As a result of the knowledge-based curriculum, the examinations are also too much content-oriented rather than success oriented. This is also a barrier to measure the achievement of children with special needs.

5. Untrained Teachers in inclusive Education as Barrier

Teachers' training, abilities and attitudes can be major limitations to inclusive education. The teachers are not trained adequately to teach children with special needs. So, all teachers do not have proper skills and positive attitudes towards learners with special needs, it is unlikely that these children will receive satisfactory education.

6. Constraint of Resources

Lack of adequate financial resources is a big challenge to inclusive education. For inclusion every institution should make financial provisions for providing facilities like lifts, ramps, barrier-free classrooms, toilets etc. Technology should be used in the form of

motion sensors to open doors, flush toilets, and automatic door buttons for easier access through doors. There should be a need to create learning resources for learners with disability. This could be in the form of digital library, braille literature and additional visual resources for Learners with hearing disability etc. Financial resources should also be required to train and retrain teachers for teaching learners with disabilities in an inclusive environment. For this, the Government's spending on education will have to be increased to effectively provide inclusive set up.

Conclusion



End of Unit Assessment

1. Differentiate between disability, impairment, and handicap.
2. Distinguish between Special Needs, and Special Educational Needs.
3. Do you have a resource room in your school? If yes, what is it for? Now discuss what is missing and state what should be done to ensure all schools in Rwanda have resource rooms.
4. Discuss how poverty can affect the education of children.
5. How can you overcome negative attitudes among stakeholders in education and the community towards learners with Special Needs Education?
6. Which aspect do you think your school is missing to be fully inclusive?



Unit Summary

In Unit 1, the following key content was covered:

Concepts and terms used in SNE/IE with their definitions.

- **Disability** refers to difficulties faced by an individual as a result of impairment. It is also referred to as activity limitations or participation limitations.

- **Impairment** is a damage to a part of the body (organic system) caused by genetic factors, disease, accident, or other factors, which may cause a disability. It is a partial or complete loss of use (or ability) of certain part of the body.
- **Inclusive Education** refer to an educational process that address all learners' educational needs.
- **Learning difficulties** refer to a group of disorders involving significant difficulties in listening, speaking, reading, writing, reasoning, or mathematical abilities.
- **Special Educational Needs** refers to the specific needs that a learner requires in schooling. This learner requires specific support from the teacher.
- **Special Needs Education (SNE)** is an education for Learners with disabilities, in consideration of their individual educational needs. For instance, in Rwanda, some children learn in specialized settings with trained teachers who provide adjusted educational programs or services known as "Special Needs Education" (SNE).
- **Principles of Inclusive Education** include responding to learners' needs, active participation of learners, positive teacher attitudes, effective teacher skills, visionary school leadership and coherent interdisciplinary services.
- **Barriers** that learners with disabilities face in your school and the community include attitudinal, school related, curriculum, untrained teachers in inclusive education as a barrier, and constraint of resources.

UNIT 2

CATEGORIES OF LEARNERS WITH SPECIAL EDUCATIONAL NEEDS



Introduction

You are most welcome to Unit 2. This unit will focus on categories of learners with disabilities and other special educational needs. The unit will highlight the characteristics, ways of identifying, and educational support to each category of learners with special educational needs. This unit will focus on the following categories of learners with disabilities and other special educational needs:

- learners with visual impairment.
- learners with hearing impairment.
- learners with Deaf-Blindness.
- learners with physical disabilities and other health impairments.
- learners with Specific Learning Difficulties.

- Learners with communication difficulties: speech and language difficulties.
- learners with attention deficit hyperactivity disorder (ADHD).
- learners with autism.
- gifted and talented learners.
- learners with emotional and behavioral disorders (EBD).
- children who are educationally vulnerable.

This unit introduces trainees to different types of special educational needs and strategies to respond to those needs in the classroom.



Unit learning outcomes

By the end of this Unit, trainees will be able to:

- identify characteristics of learners with visual difficulties and teaching approaches
- apply teaching methods and strategies to support learners with hearing difficulties.
- provide educational learners with deaf-blind disability.
- apply teaching strategies to support learners with physical disabilities and other Health Impairments.



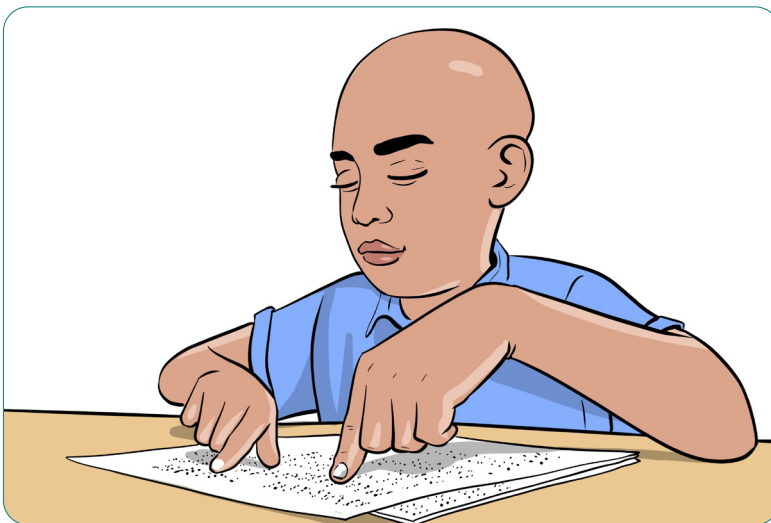
Activity

GS Muhondo has more than 60 learners. Some learners use wheelchairs, glasses, sign language, and others cannot be able to afford learning materials.

- What are the possible categories, causes, and characteristics of disabilities and special educational needs in GS Muhondo?
- Which support can you provide to such different learners according to their disabilities?

- portray the characteristics of learners with learning difficulties for suitable educational support.
- identify the characteristics of learners with speech and language difficulties with appropriate teaching strategies.
- classify the characteristics and educational needs of gifted and talented learners.
- explain the characteristics of learners with emotional and behavioral disorders (EBD) and use appropriate teaching/learning approaches.
- identify all other categories of learners with different special educational needs, specify their characteristics and impact on learning and teaching.

Section 2.1. Learners with Visual Impairment



Activity

Martha is a new student at Mugina Primary School. He is in P5 classroom. During the first two weeks, the teacher suspected that he could have some difficulties due to his unusual behaviour. During note taking, Martha frequently asks his classmates to help him read on the blackboard. He often squints (guhunyeza) his eyes so that he can see well when there is a lot of light in the classroom. He always has tears in her eyes.

- What do you think could be Martha's problems?
- If you are Martha's teacher, what can you do to respond to his special needs?
- What are possible causes and characteristics of Martha's impairment?

2.1.1. Definition of Visual Impairment

Visual difficulties or Visual Impairment refers to the loss of vision, whether total or partial. Visual Impairment is an umbrella term that encompasses all types of vision losses. Visual difficulty can be:

- any abnormality or problem in vision.
- any factor that can cause one to see less.
- inability of the eye or brain or both to visualize things in the normal way.

2.1.2. The causes of Visual Impairment

- **Parental problems:** poor nutrition of pregnant mothers, eating foods that contain insufficient energy, proteins, vitamins, and mineral salts; alcohol use, smoking or strong drug-taking; cultural practices where women are not allowed to eat some nutritious foods; premature births resulting in babies being born with premature retina.
- **Birth problems:** inappropriate use of tools to deliver the baby; difficult during birth like anoxia (absence of oxygen in the brain) which can cause brain damage.
- **Malnutrition of the child from birth:** lack of a balanced diet, especially insufficient vitamin A, which can cause night blindness or dry eyes.
- **Injuries:** accidents which may affect different parts of the eye; brain damage due to injuries/disease, e.g. cerebral palsy; chemicals/poison in water, air and food, plus the use of traditional herbs; pregnant mothers exposed to dangerous chemicals at work; poor hygiene related to poverty and ignorance.
- **Diseases/conditions:** meningitis; cerebral malaria; glaucoma; cataract.

- **Old age:** as people grow old, they tend to become susceptible to some diseases such as cataract, long-sightedness.
- **Heredity:** genetic/parental diseases, diabetes, allergy.

2.1.3. The Characteristics of Visual Impairment

Generally, learners with visual difficulties are characterized by different behaviors including:

- problems reading the notes from the chalkboard or scanning information quickly.
- distortion of perception: i.e., what is being seen and perceived.
- problems in maintaining and changing focus at near and far distances.
- visual discomfort and fatigue.
- avoiding tasks and activities that require good vision.
- tendency to sit next to the teacher at the front.
- reading by putting books close to the eyes.
- sitting too close to the TV or holding toys and books too close to the face.

2.1.4. Strategies of Accommodating Learners with Visual Disabilities in Class

- **Sitting arrangements:** for learners with some visual difficulties, it is important that they sit in a position in the classroom where they can see the board as clearly as possible.
- **Mobility and Orientation:** when a learner with Visual Impairment starts in a new classroom/school, the teacher and/or other children should help to orient them to where the main facilities and obstacles are, and where to find the learning materials that they will need daily (books, pens, etc).
- **Effective communication:** teachers should speak to the class when they enter and leave the room so that learners with Visual Impairment 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”, she/he could consider changing this signal to involve first a hand clap.

- Pairing children: asighted learner could volunteer to read out loud to a learner with impairment.
- enlarge and enhance printed materials.
- convert print to Braille formats.
- use tactile and three-dimensional mode.
- Adapt instruction : be explicit when giving oral presentations and use oral output devices.
- Allocate enough time to complete tests.



Self-Assessment

- Define the term “visual Impairment” and give three causes of “visual impairment”?
- Explain the three classifications of visual impairment?
- Give three characteristics of a learner with visual impairment?
- In the classroom, how can you identify a learner with visual impairment?
- In your own words, explain how you can accommodate a learner with visual impairment in the classroom.



Practical Activity

In your classroom, observe all learners during lesson time, identify those with visual impairment. Then identify strategies that you can use to meet their learning needs in the classroom.

Section 2.2. Learners with hearing impairment





Activity

Kamali has problems of listening to all what the teacher is saying in the class. When he wants to hear what is said, he gets close to the teacher. He always asks the teacher to repeat or speak loudly. Sometimes you need to use signs when you communicate with him.

- What types of impairment does Kamali have?
- Can you name some causes of that impairment?
- What educational challenges does Kamali face?
- How can you support Kamali for effective learning?

2.2.1. Definition, Causes, and characteristics of Hearing Impairment

A. Definition of hearing difficulties

Hearing Impairment signifies full or partial loss of the ability to detect or discriminate sounds due to an abnormality associated with the physiology, anatomy, or function of the ear. Hearing Impairment is an inability to hear well or not hearing at all.

B. Causes of Hearing Impairment and deafness

The main causes of Hearing Impairment include:

- **Hereditary factors:** this is hearing loss or deafness that is inherited from parents or relatives.
- **Prenatal factors:** an expectant mother can be exposed to many kinds of infection during pregnancy, such as rubella and influenza. Some of these infections are more damaging to the developing embryo than others. One of the most serious infections is rubella. Other infections contracted by the mother such as syphilis, may also cause Hearing Impairment in the developing embryo. Certain drugs such as quinine taken during pregnancy may also cause Hearing Impairment in a child.

- **Peri-natal factors:** hearing impairment may occur just before, during or just after birth due to the lack of oxygen (anoxia).
- **Post-natal factors:** infectious diseases such as meningitis, measles and mumps can lead to hearing impairment, this can be during childhood or later in life. Discharge from ears is mainly as a result of chronic ear infections which may lead to hearing loss.

C. Characteristics of learners with Hearing Impairment

Learners with Hearing Impairment have the following characteristics:

- difficulty in hearing high pitched speech sounds such as: /s/, /f/, /z/, /t/, /k/, /t/
- difficulty in understanding directions
- rely more on visual information processing.
- difficulty in group discussions
- do not develop speech spontaneously.
- day does not participate in useful conversation with others.
- inappropriate rhythm in speech and poor articulation.
- a feeling of inferiority and may withdraw from the hearing community if misunderstood.
- may become aggressive or impulsive if not given appropriate support by the hearing learners.
- asking repetition of what has been said.
- cupping the ear in the direction of sounds.

2.2.2. Strategies to teach learners with Hearing Impairment

- Organize the classroom so that all learners are sitting in a U-shape to make easy hearing.
- Use sign language, lips reading, and understand mimics, thereby making it possible to participate more actively in discussions and classroom activities.
- Spend some time giving face-to-face instruction, since group situations can be quite challenging for 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.
- Work together with an audiologist (if available) to teach and encourage the child to use her/his residual hearing to the maximum extent possible, even if the preferred means of communication is signing language.
- 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.
- If some of the classrooms in the school are noisier than others (e.g., noise from busy roads, airports, or factories), the school should be flexible and move any classes with children with Hearing Impairment (as well as classes with children with Visual Impairment or other disabilities) to less noisy rooms.
- Be flexible with time, as most of the 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).
- Focus more on content than on grammar when assessing the writing of learners who primarily use sign language for communication. Because the grammar of sign languages is very different from written languages
- Please take into consideration that:
 - Facial hair (e.g. beards and moustaches) worn by male teachers may obscure lip reading and facial expressions.
 - Face covering – veils covering eyes, eyebrows, nose, mouth and cheeks (worn by some teachers and fellow learners), may obscure lip reading and facial expressions.



Self-Assessment

- What is Hearing Impairment?
- Give five characteristics of a learner with Hearing Impairment.
- What are the five major categories of Hearing Impairment?



Practical Activity

In your classroom, observe all learners while teaching. Identify those with hearing impairment and recommendations for appropriate teaching strategies and necessary accommodations to meet their learning needs in the classroom.

Section 2.3: Learners with Deaf-Blindness



Activity

Teacher Paul received a learner who cannot see and hear properly the instructions in the classroom. It was too difficult for the teacher to support such a learner.

- What type of disability does the learner have?
- What do you think could be the causes of such disability?
- How can you support a learner with such disability?

2.3.1. Definition and causes of deaf blind disability.

Deaf blindness is a combination of sight and hearing impairments that affect how one communicate, access information, and get around. The deafblind does not necessarily mean to be totally deaf or totally blind.

2.3.2. Causes of deaf blind disability

There are four primary causes of vision and hearing loss:

- **genetic factors:** (Hereditary/Chromosomal Disorders): are inherited from parents, for example, Usher syndrome (is a condition characterized by partial or total hearing loss and vision that worsen over time) is caused by eye disease called retinitis pigmentosa, this syndrome is present from birth with effects appearing gradually over the years.
- **prenatal factors:** Those are some complications before birth. It also includes chronic maternal illnesses, viral/bacterial diseases, or harmful chemicals (Teratogens).
- **complications at birth:** There are many congenital complications that may be one of causes of disability.
- **post-natal:** Infections, accident, and illness

2.3.3. Characteristics of deaf-blind disability:

- needing to turn up the volume on the television or radio.
- difficulty following a conversation.
- not hearing noises such as a knock at the door.
- asking others to speak loudly, slowly, and more clearly.
- needing to hold books or newspapers very close to the eyes or sitting close to the chalkboard/screen.
- difficulty moving around in unfamiliar places.

2.3.4. Key difficulties experienced by deaf-blind learner include:

- **finding out information:** Deafblind have challenges of finding out information that help them participate in the daily life of their community, such as the meaning behind facial expressions or the shape of objects that cannot be reached, or the sound of an approaching vehicle.

- **communicating with others:** Deaf-blind learners are unlikely to meet many people who can communicate with them straight away. They use one or more ways of communication including sign language etc.
- **movement:** Deafblind learners can neither see nor hear. Therefore, most of the time they do not want to move around avoiding obstacles, planning routes or climbing stairs.

2.3.5. Teaching approaches for deafblind learners

Here are some strategies that maybe used when teaching deafblind learners:

- **Making contact:** cued communication can be used to provide meaningful information through a combination of approaches, tangible object cues, touch cues and tactile signs/gestures.
- **Build relationship/ provide feedback:** the partner should be consistent in the way they approach the learner while making a physical contact.
- **Interrupted routines:** it is one strategy where communication partner interrupts the learners' established routines to see/observe how she /he responds. The partner may use this interruption to initiate a conversation or to teach a sign related to the interrupted activity.
- **Choice making:** this is to help the learner to use cognitive skills, communication, motor skills and social skills. This helps him/her to avoid imposed decisions to them for other people.
- **Establishing routines:** use simple communication techniques especially in teaching daily living activities to establish a predictable routine from which further communication is developed.
- **Acknowledging communications efforts:** the learner's effort to initiate a conversation must be encouraged.
- **Using tactile cues:** Refers to three dimensions' tangibles objects that can be manipulated easily and possess tangible qualities such as shape, textile, consistency. These are real objects, miniatures objects, or partial object that are fixed on the cards.

There are different ways of communication for deafblind such as:

- **clear speech:** Speaking clearly is one of the most effective and common ways of communicating with deafblind learner who have some remaining vision and hearing ability.
- **deafblind manual alphabet:** A tactile form of communication where words are spelt into the deafblind person's hand using set positions and movements.
- **block alphabet:** A simple tactile form of communication where a word is spelt out in capital letters that are drawn into the deafblind person's palm.
- **hands-on signing:** An adapted version of British Sign Language (BSL) where the deafblind person feels what's being signed by placing their hands-on top of the signer's hand.
- **visual frame signing:** An adapted version of BSL where the signs are adapted to be signed in a smaller space to match the position and size of a deafblind person's remaining sight.
- **braille:** A system that uses a series of raised dots to represent letters or groups of letters.
- **moon:** Similar to Braille, but uses raised, adapted capital letters that are simpler to feel.



Self-Assessment

- Explain the deaf blindness?
- Name the difficulties faced by deafblind learners in everyday life.
- How can you communicate with a deafblind learner?
- Explain how you can support a learner with deaf-blindness disability in your classroom.

Section 2.4: Learners with Physical Disabilities and other Health Impairments



Activity

Karama is a learner in Mugina Primary school, and he has difficulties with walking, standing, and use of hands and arms. Karama sometimes have seizures or chronic tiredness, and asthma.

- What types of disability does Karama have?
- What are possible causes of disabilities for Karama?
- How can you support Karama to deal with his disability?

2.4.1. Definition of Physical Disabilities and other Health Impairments

- **A Physical Disability** is the long-term loss or impairment of part of the body's physical function. It can involve difficulties with walking and mobility, sitting and standing, use of your hands and arms, sight, hearing, speech, breathing, bladder control, muscle control, sleeping, fits and seizures or chronic tiredness.
- **Health Impairment** means chronic or acute health problems such as asthma, Epilepsy etc, and that adversely affects a child's educational performance.

2.4.2. Categories of Physical Disability and Health Impairment

Physical Disability and Health Impairment can be classified into three broad categories:

Musculo skeletal or Orthopedic impairment: the inability to carry out distinctive activities associated with movements of the body parts due to muscular or bony deformities, diseases, or degeneration. *For instance,* Loss or Deformity of Limbs or amputation, Osteogenesis Imperfecta or brittle bones, Muscular Dystrophy,

Neuro Musculo Disability: the inability to perform controlled movements of affected body parts due to diseases, degeneration, or disorder of the nervous system. For example, Cerebral Palsy, Spina Bifida, Poliomyelitis, Multiple Sclerosis, Poliomyelitis.

Chronic Health Impairment: Learners with chronic health problems, illness or diseases are extremely limited in their activities and require intensive medical and educational help. The side effects of medications can have a significant impact on memory, attention, strength, endurance, and energy levels. Some of the chronic health problems include Asthma, Cancer, HIV and AIDS, Heart condition, Rheumatic fever, Tuberculosis, Leukemia.

2.4.3. Causes of Physical Disability and other Health Impairment

- **Chromosomal and genetic causes:** Among the most common causes of physical and health disabilities are hereditary conditions resulting from defects in one or both parent's chromosomes and genes.
- **Teratogenic causes:** Many physical and health disabilities are caused by teratogenic agents that affect the developing fetus. Teratogens are outside causes, such as infections, drugs, chemicals, or environmental agents, that can produce fetal abnormalities.
- **Prematurity and complications** of pregnancy
- **Acquired causes:** Many physical and health disabilities are acquired after birth.

2.4.4. Characteristics of Physical Disability and other Health Impairment

- **Amputation:** it is the removal of a body extremity, most often referring to the loss of an arm, leg, fingers, or toe.
- **Muscular dystrophy:** it is a genetic (inherited) condition that gradually causes the muscles to weaken. It often affects a particular group of muscles, before moving on to the other muscles.
- **Cerebral Palsy (CP):** it means “concerning the brain” and palsy means “paralyses or the inability to move.
- **Epilepsy:** it is currently defined as a tendency to have recurrent seizures (sometimes called fits). A seizure is caused by a sudden burst of excess electrical activity in the brain, causing a temporary disruption in the normal message passing between brain cells. The disruption results in the brain’s message becoming halted or mixed up.
- **Spina Bifida:** it is a birth defect that occurs when the spine and spinal cord don’t form properly. It’s a type of neural tube defect.
- **Poliomyelitis:** is a highly infectious viral disease, which mainly affects young children. The virus is transmitted through contaminated food and water and multiplies in the intestine from where it can invade the nervous system.
- **Asthma:** it is the most common pulmonary disease of childhood. Children who have asthma breathe normally until they encounter a substance or situation that triggers an asthma attack such as pollen, air pollution, a respiratory infection or exercise.
- **Infectious diseases:** several infectious diseases fall under the heading of other health impairments. Some infectious diseases are readily transmittable (such as tuberculosis), others may pose no threat in the school environment (such as AIDS).

2.4.5. Teaching Strategies for Learners with Physical Disabilities and Health Impairments

- The teacher sets up a support system in class so that other learners can assist the child with physical or health impairments.
- Encourage learners to tell you about any accessibility concerns.
- Incorporate into lessons/ and or wall hanging, examples of role models who have physical disability.
- If the learner has a seizure attack, ensure the following:
 - remain calm to avoid emotional reactions from the learners.
 - never try to restrain the learner because nothing can be done to stop a seizure once it has begun.
 - do not interfere with the movement in any way.
 - talk to other teachers and learners to assure them that the condition is not contagious.
 - move the learner into horizontal position. loosen his/ her collar, tilt his/ her head sideways for release of saliva and place something soft under the head.
 - after the learner has got full consciousness, let him/ her rest.
- Construction of ramps to all areas to enhance accessibility to all facilities.
- Widening of the doors to enable movement of children on wheelchairs and those using crutches.
- Avoid overcrowding the room so that there is ease in movement around.
- Ensure the door handles are easy to manage and are low.
- Ensure the chairs, tables, beds, and toilets are adapted to the learners' heights.
- Clear the area around the learner so that no injury from hard objects occurs.
- Be aware that Learners with upper-body weakness or paralysis may be unable to raise their hand. Make eye contact to include the Learner in classroom discussions.

- Try to consider some learners' needs. If the learner with a physical disability is coming from a long-distance place; the learner may take longer to reach the school/ classroom.
- Have Learners with communication difficulties (as is the case with cerebral palsy) use an alternative way of presentation (augmentative and alternative communication) in place of oral reporting.
- If writing is difficult, let the learner use a tape recorder, where one is available or get a note taker.
- If a visit or trip is planned to somewhere outside the school, plan well in advance to ensure that accessibility challenges on the journey and at the destination can be tackled.
- Plan activities at accessible locations so that all learners can participate or, as a last resort, substitute an alternative activity with the same learning outcomes.
- Consider alternative activities/exercises that can be used with less difficulty for the learner but have the same or similar learning objectives.
- Arrange for syllabus coverage for learners with Health Impairments since they may miss class when their conditions do not allow his/her participation.
- Use appropriate learning, teaching aids and adapted physical education and sport equipment.
- Refers the child (especially those with cerebral palsy) for appropriate professional support like: Speech therapist, physiotherapist, occupational therapists, guidance and counselling specialist.
- Provide assistive and compensatory devices such as wheelchairs, braces, calipers, special boots depending on the challenges to enable the child to undertake school tasks.
- Consider the introduction of an assistive device when required.
- Encourage learners who use crutches or other assistive devices to keep them within easy reach. Make a suitable space available in the classroom near the learners.
- Allow scheduled breaks during lectures, tests and exams.
- Allow more time for the learner to finish his/her work.

- Provide different accommodations during exams. For example, provide separate venue, provide extend time for learners with Cerebral Palsy or Muscular Dystrophy, provide a scribe to those who are unable to write their answers.
- If appropriate, let the learner use computers during the exam (when the learner has been using it in the instruction)
- Where appropriate, give completely oral tests or completely written tests, whichever suits the learner's needs.
- Adapt some questions in exam without lowering the learning objectives. For example, the teacher may ask a question: Which is the capital of Rwanda?
- For a learner with severe cerebral palsy who is unable to talk or has difficulty in writing, the teacher may reformulate the question and ask: The capital of Rwanda is: a) Bujumbura, b) Kigali, c) Kampala.



Self-Assessment

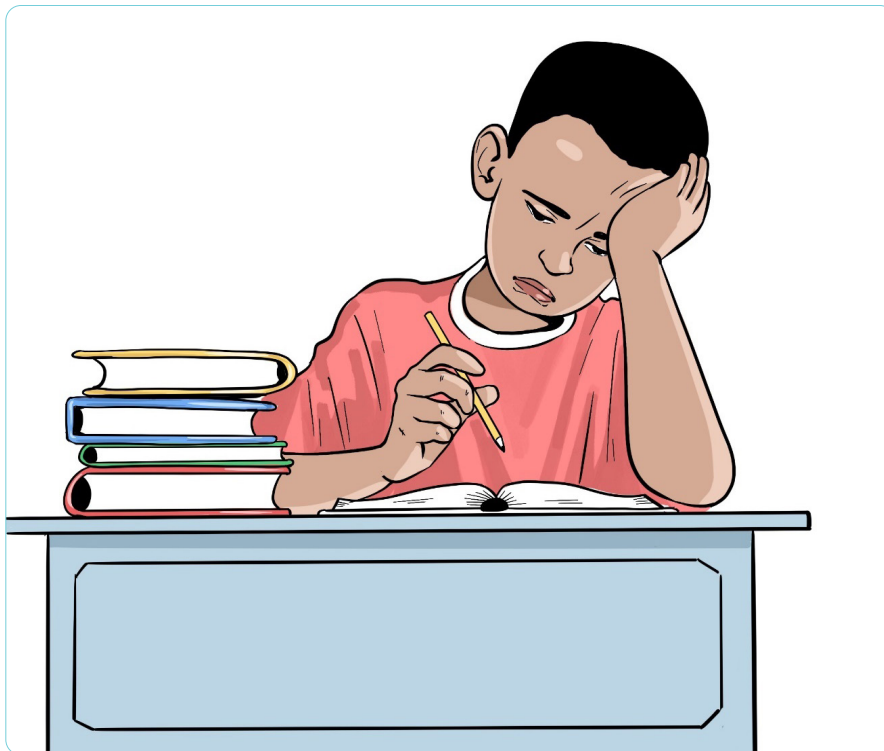
- What possible strategies can you use to support learners with Physical and Health Impairments in classroom?
- What can you do when a learner get a seizure attack in your class?
- What are the common causes of Physical Disability?
- Discuss the impact of Asthma and HIV/AIDS on learners' learning and development?
- How can you identify children with Muscular Dystrophy in your classroom?
- disability in your classroom.



Practical Activity

Make an observation, in your class, identify learners with Physical Disabilities & other health impairment. Suggest teaching strategies to meet their needs.

Section 2.5: Learners with Specific Learning Difficulties



Activity

In my classroom, I have learners with difficulties in reading, writing, listening, speaking, reasoning, and doing math.

- What type of learning difficulties do you observe in my classroom?
- What strategies do you recommend dealing with learning difficulties in reading, writing, listening, speaking, reasoning, and doing math?

2.5.1. Definition of Learning Difficulties

According to Center for Parent Information and Resources, learning disability is a general term that describes specific kinds of learning problems. A learning disability can cause a person to have trouble in learning and using certain skills. The skills most often affected are reading, writing, listening, speaking, reasoning, and doing math.

Types of specific learning difficulties

Type of Learning Difficulties	Creates Problems with
1. Dyslexia	Reading, writing, spelling, speaking
2. Dyscalculia	Doing math problems, understanding time, using money
3. Dysgraphia	Handwriting, spelling, organizing ideas
4. Dyspraxia	Hand-eye coordination, balance, manual dexterity
5. Dysphasia/Aphasia	Understanding spoken language, reading comprehension

2.5.2. Causes of Learning Disabilities

Some causes of learning disabilities are as follows:

- **acquired trauma:** smoking, illicit drugs, and use of alcohol, strokes, concussions, meningitis/encephalitis, high fever, and head injury resulting from falls or accidents.
- **genetic/ hereditary influences:** prenatal causes.
- **biochemical abnormalities:** this refers to the presence of certain chemical substances in our bodies. this could be due to the inability of the body to metabolize certain vitamins, artificial colouring and flavours used in some foods.
- **environmental possibilities:** poor diet and nutrition, exposure to toxins such as alcohol, smoke, and cocaine, either prenatal or postnatal.

2.5.3. Characteristics of learners with Learning Disabilities

A. Characteristics of learners with Dyslexia

- Reads slowly and with difficulty.
- Experiences decoding errors, especially with the order of letters.
- Shows wide disparity between listening comprehension and reading comprehension of some text.
- Has trouble with spelling.
- May have difficulty with handwriting.

- Exhibits difficulty recalling known words.
- Has difficulty with written language.
- Decoding real words is better than nonsense words.
- Substitutes one small sight word for another: a, I, he, the, there, was.

B. Characteristics of learners with Dyscalculia

- Shows difficulty understanding concepts of place value, and quantity, number lines, positive and negative value, carrying and borrowing.
- Has difficulty understanding and doing word problems.
- Has difficulty sequencing information or events.
- Exhibits difficulty using steps involved in math operations.
- Shows difficulty understanding fractions.
- Is challenged with change and handling money.
- Displays difficulty recognizing patterns when adding, subtracting, multiplying, or dividing.
- Has difficulty putting language to math processes.
- Has difficulty understanding concepts related to time such as days, weeks, months, seasons, quarters, etc.
- Exhibits difficulty organizing problems on the page, keeping numbers lined up, following through on long division problems.

C. Characteristics of learners with Dysgraphia

- May have illegible printing and cursive writing (despite appropriate time and attention given the task)
- Shows inconsistencies: mixtures of print and cursive, upper and lower case, or irregular sizes, shapes, or slant of letters.
- Has unfinished words or letters, omitted words.
- Inconsistent spacing between words and letters
- Exhibits strange wrist, body, or paper position.
- Has difficulty pre-visualizing letter formation.
- Copying or writing is slow or labored.

- Shows poor spatial planning on paper.
- Has cramped or unusual grip/may complain of sore hand.
- Has great difficulty thinking and writing at the same time (taking notes, creative writing.)

D. Characteristics of learners with Dyspraxia

- Exhibits poor balance; may appear clumsy; may frequently stumble.
- Shows difficulty with motor planning.
- Demonstrates inability to coordinate both sides of the body.
- Has poor hand-eye coordination.
- Exhibits weakness in the ability to organize self and belongings.
- Shows possible sensitivity to touch.
- May be distressed by loud noises or constant noises like the ticking of a clock or someone tapping a pencil.
- May break things or choose toys that do not require skilled manipulation.
- Has difficulty with fine motor tasks such as coloring between the lines, putting puzzles together; cutting accurately or pasting neatly.
- Irritated by scratchy, rough, tight, or heavy clothing.

E. Characteristics of learners with Dysphasia, or Aphasia

- Difficulty remembering words.
- Difficulty naming objects or people.
- Difficulty speaking in complete sentences.
- Difficulty speaking in any fashion.
- Difficulty reading or writing.
- Difficulty expressing thoughts and feelings.
- Difficulty understanding spoken language.
- Using incorrect or jumbled words.
- Using words in the wrong order.

2.5.4. Teaching and learning strategies for learners with Learning Disabilities

A. Teaching and learning strategies for learners with dyslexia

- Provide a quiet area for activities like reading, answering comprehension questions.
- Read aloud to learners regularly.
- Mnemonics can help with spelling difficult words the learner always struggles with (such as Big Elephants Can't Always Use Small Exits to remember the spelling of "because").
- New concepts and vocabulary should be introduced gradually.
- Use books with large print and big spaces between lines.
- Provide meaningful reading materials such as dictionaries, categorized list of words.
- Dyslectic learners struggle with copying notes from the black board, provide printed notes or assign someone to help her/ him with note taking.
- Let the child read aloud (oral reading). If the child makes mistakes, they can be easily identified by the teacher and corrected.
- Read as a group (choral reading). Here the children get both auditory and visual stimulation to correct themselves.
- Use of colours also helps in providing some useful hints to children who have problems with reading. For example, if the child confuses b and d, b could be coloured with green and d with red.
- Allow the use of a laptop or any other computer for in-class essays.
- Use multi-sensory teaching methods.
- Teach Learners to use logic rather than rote memory.
- Present material in small units.

B. Teaching and learning strategies for learners with dyscalculia

- Allow use of fingers and scratch paper.
- Use diagrams and draw math concepts.

- Provide peer assistance.
- Use concrete material such as buttons, straws, seeds, pebbles, and beads to teach children how to count.
- Use a lot of visual aids to teach simple mathematical operations and concepts.
- Concepts such as time and money should be linked to day-to-day events. Use of meaningful vocabulary which includes phrases as tomorrow, in five minutes, as soon as possible will help the child in increasing his/ her awareness about concepts related to time.
- Give smaller number of problems to these children. These children can also be given some extra time to complete maths assignment.
- Suggest use of coloured pencils to differentiate problems.
- Work with manipulatives
- Draw pictures of word problems
- Use mnemonic devices to learn steps of a math concept.
- Use rhythm and music to teach math facts and to set steps to a beat.
- Schedule computer time for the Learner for drill and practice

C. Teaching and learning strategies for learners with Dysgraphia

- Provide sufficient time for writing activities.
- Provide notes or outlines to reduce the amount of writing required.
- Encourage the children to write more in a non-threatening environment. This helps the children to gain confidence over themselves.
- Match the posture, pencil grip and position of the paper when a child is writing.
- Have Learners form letters using clay.
- Peers with good writing could also become models for those learners, who manifest problems with writing.
- Suggest use of word processor

- Avoid penalizing learners for sloppy, careless work.
- Use oral exams whenever necessary.
- Allow use of tape recorder for teaching where necessary.
- Allow the use of a note taker.
- Reduce copying aspects of work.
- Suggest use of pencil grips and /or specially designed writing aids.
- Provide alternatives to written assignments (video-taped reports, audio-taped reports).

D. Teaching and learning approaches for learners with Dyspraxia

- Pre-set learners for touch with verbal prompts, “I’m going to touch your right hand.”
- Avoid touching from behind or getting too close and make sure peers are aware of this.
- Provide a quiet place, without auditory or visual distractions, for testing, silent reading or work that requires great concentration.
- Warn the Learner when bells ring or if a fire drill is scheduled.
- Whisper when working one to one with the child.
- Allow parents to provide earplugs or sterile waxes for noisy events such as assemblies.
- Make sure the parent knows about what is observed about the learner in the classroom.
- Refer the learner to occupational therapy or sensory integration training.
- Be conscious of light and light sources that may irritate the child.
- Use manipulatives, but make sure they are in learners’ field of vision and don’t force learners to touch them.

E. Teaching and learning approaches for learners with Dysphasia, or Aphasia

- Ensure that learners have the opportunity for a quiet environment.

- Teachers should communicate slowly, clearly, and repetitively using gestures and pictures.
- Teachers should simplify sentence structure and reduce the rate of speech.
- Encourage learners to be as independent as possible.
- Allow learners as much time as needed without interruption to express verbally.
- Provide word choice boards, vocabulary flashcards, and pictorial representations.
- Clearly teach semantics and syntax concepts.
- Present information using multiple modalities.
- Allow learners to use many forms of expression such as writing, drawing, choices, gestures, or yes/no responses.
- Allow learners the opportunity to prepare anything that will be shared in class.
- Allow alternative option to oral presentations such as visual presentation or recording.

2.5.5. General Interventions for Learners with Learning Disabilities

- Show, demonstrate and model.
- Utilize multi-sensory learning.
- Avoid disruptive surrounding environment.
- Break information down into smaller units.
- Allow additional time to learners with poor time management skills to complete a task.
- These children need to do a task many times before they can master it.
- Utilize peer tutoring and cooperative learning. In peer tutoring, allow the child with a learning disability to be a tutor also.
- Make information as concrete as possible.
- Read test materials to the learner.
- Find out how the learner learns best and utilize the learning channel.

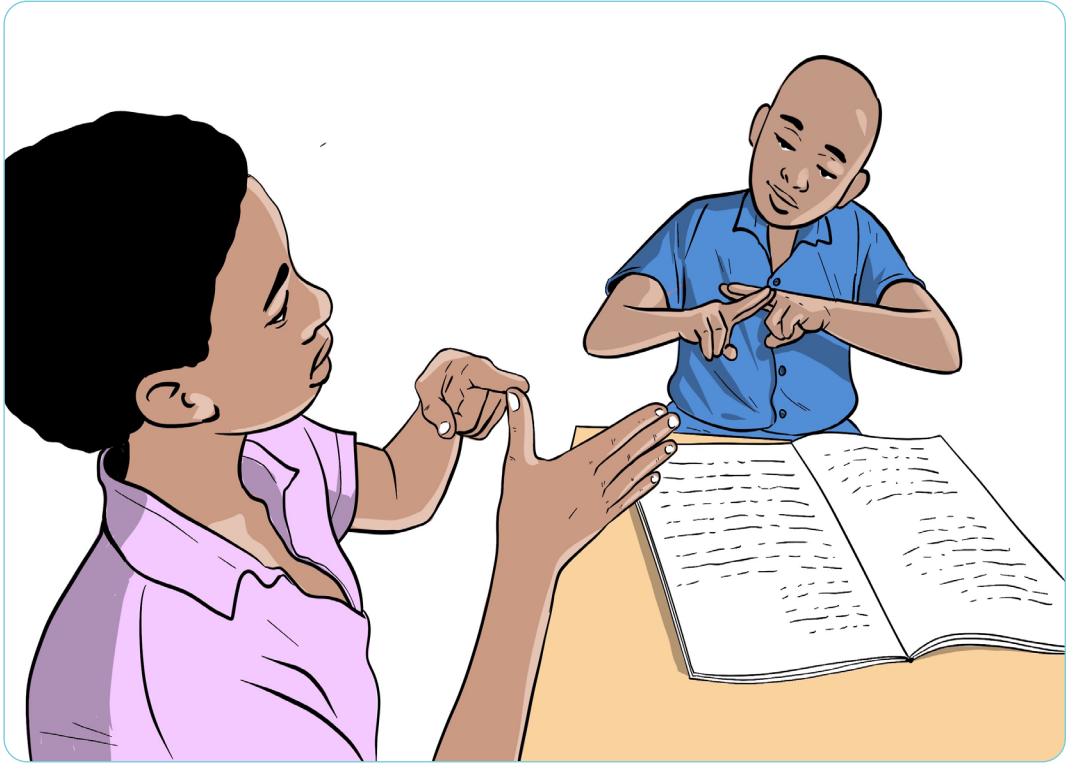
- Remember that 'Individualization' does not always mean a learner has to be taught one to one, it simply means the programme should be tailored to the learner's needs and capabilities.
- Praise and encouragement are the key words in channelizing the efforts towards these children's learning in the right direction.



Self-Assessment

- What is a Specific learning Disability?
- With reference to the definition of learning disabilities, which are the areas that a learner with learning disabilities may struggle with?
- How can you identify a learner with the following conditions?
 - Dyslexia
 - Dysgraphia
 - Dyscalculia
- In your classroom, identify the specific learning disability you may have noticed with learners? Specify how you can support them.

Section 2.6: Learners with Communication Difficulties: Speech and Language Difficulties



Activity

Kalisa is a 10-year-old boy at GS Kabazi and has a stammering problem. He fears talking in public because other children laugh at him when he is talking and responding to the teacher in class. When teachers invite him to give an answer in the class, he answers with panic.

- Which type of disability is Kalisa likely to be having?
- Explain the problems that Kalisa faces in class.
- Have you ever met people who have communication difficulties? How would you define communication difficulties?
- What is the difference between speech and language difficulties?

2.6.1. Communication Difficulties

Communication difficulty is defined as an observed disturbances in the normal speech and language process. This may include listening, speaking, reading, writing, and thinking processes.

Communication difficulties can be classified into two:

- speech difficulties
- language difficulties

A. Speech difficulties

Speech difficulties refer to difficulties in producing sound as well as difficulties of voice quality and fluency. Speech involves the production and articulations of sounds in the language. Speech difficulties may be noted when there is lack of fluency in speech, poor pronunciation of words and problems in voice production.

There are **three main types of speech difficulties**, these are:

- **articulation difficulties:** Articulation difficulty is a speech difficulty related to problems of pronunciation. A child with articulation difficulty may find it difficult to articulate sounds in isolation or in sentences.
- **fluency difficulties:** Fluency of speech is a significant problem for persons with a fluency disorder. Their speech is characterized by repeated interruptions, hesitations or repetitions that seriously interfere with the flow of communication.
- **voice difficulties:** Abnormalities due to pitch, intensity, and quality of one's voice.

B. Language difficulties

A language difficulty occurs when a learner is unable to compose his/her thoughts, ideas, and messages using a language.

There are two main types of language difficulties. These are:

- **receptive language difficulties:** A learner with receptive language difficulties may not be able to perceive or comprehend spoken or written language.
- **expressive language difficulties:** Expressive language involves conceptualization of a message, symbolization, memorize the messages, use of intonation and stress, general use of language, use of senses, use of speech and use of voice and generally use of the body.

2.6.2. Causes and Characteristics of Communication Difficulties: Speech and Language Difficulties

A. Causes of Speech Difficulties

Causes of speech difficulties include:

- structural defects affecting the organs of speech for example, cleft palate or cleft lip.
- psychomotor difficulties such as difficulty in activating organs of speech to move and control their movement to produce a particular sound. for example, a patient with paralysis may not be able to move the tongue or lips to produce a sound.
- delayed language development because of delayed growth and development hence lagging behind their peers.
- hearing impairment is a major cause of articulation difficulties.

B. Causes of Language Difficulties

Cause of language difficulties is brain damage or deficits affecting part of the brain dealing with language. This may lead to the following:

- memory deficits.
- encoding and decoding difficulties.
- problems related to vocabulary acquisition and sentence construction.
- attention deficits.
- inability to associate the message received through the sense and what they symbolize or with previous experience.

2.6.3. Characteristics of Learners with Communication Difficulties

Learners with communication difficulties may display the following characteristics:

- problems in learning subject content that demands oral or written language.
- too low or too high pitch.
- not taking part in conversations.
- tendency to speak in isolated words and short sentences.
- difficulty putting words together to make sentences.
- using incoherent speech.
- not responding to voices or everyday sounds.
- stammering or stuttering.
- speaking too fast.
- substituting, omitting, distorting, or adding speech sounds

2.6.4. Teaching and Learning Approaches for Learners with Communication Difficulties

The following are approaches that teachers and parents might use to help learners with communications difficulties:

- interact with the child right from birth and throughout childhood in order to establish a bond which is the cornerstone of communication.
- encourage the child's siblings and peers to involve him/ her in their activities.
- engage the child in all activities that are done by his or her age mates.
- exposing the child through visits to social functions, places of interest friends and relatives
- refer the learner to education assessment centre for assessment and early intervention.
- refer the learner too other professionals such as speech therapists, ear-nose & throat (ent) doctors, occupational therapist, and physiotherapists.
- engage Sign Language Interpreters in case of a child who is deaf.



Self-Assessment

- Have you ever taught a learner with speech and language difficulties? What are the characteristics of a learner with speech and language difficulties?
- Discuss three broad categories of speech difficulties and give an example of each.
- Differentiate between Receptive Language and Expressive language difficulties.
- Discuss the role that teachers may play to support learners with Communication difficulties.

Section 2.7: Learners with Attention Deficit Hyperactivity Disorder (ADHD)



Activity

Teacher Mary at EP Kirambo received one of the students named Keza enrolled in P5 class. Since day one Keza did not look happy in the classroom. He was always distracting moving from one desk to another or lining on the table and seemed not to be able to control his behaviour and interaction with others.

Teacher Mary knows what to do because she has tried hard to solve the problem but in vain. Finally, Teacher Mary went to the Head Teacher to report the case because it was going beyond her control.

- What problems does Keza have?
- Suggest appropriate educational strategies in finding solution to keza's problem.

With resources, do research on:

- Meaning of Attention Deficit Hyperactivity Disorder (ADHD)?
- According to you, what do you think are the major causes and characteristics of ADHD?
- Differentiate the following three subtypes of ADHD:
 - inattention
 - hyperactivity
 - impulsivity
- What is the difference between speech and language difficulties?

2.7.1. Definition of Attention Deficit Hyperactivity Disorder

Attention Deficit Hyperactivity Disorder (ADHD) is a combination of persistent problems related to difficulty in sustaining attention, hyperactivity, and impulsive behavior.

2.7.2. Causes of Attention Deficit Hyperactivity Disorder (ADHD)

The exact cause of ADHD is not well known but researchers explore possible possibilities including neurological foundations, hereditary and environmental conditions.

2.7.3.Characteristics of Learners with Attention Deficit Hyperactivity Disorder (ADHD)

Attention Deficit Hyperactivity Disorder is the chronic nature of characteristics and their duration that often lead to impaired functioning in activities of daily living. ADHD has three subtypes:

- ADHD with inattentive type, ***inattention*** indicates that child might have attention span, or difficulties of sustaining his or her attention for more than a brief period of time.
- ADHD with predominantly hyperactive-impulsive type, ***Hyperactivity*** is a condition in which a child is easily excitable or overactive. ***Impulsivity*** is the inability to think first before resorting to an action.
- ADHD with combined inattentive and hyperactive-impulse types.

A. Characteristics of learners with ADHD by each subtype

◆ Characteristics of Inattention

- Often fail to give close attention to details or makes careless mistake in schoolwork, or other activities.
- Have difficulties to sustaining attention in tasks or play activities.
- Often does not seem to listen when spoken to directly.
- Does not follow the instructions and fails to finish schoolwork, chores, duties in the workplace (not due to oppositional behaviour or failure to understand instructions)
- Often avoid, dislike, or is reluctant to engage in tasks that require sustained mental efforts (schoolwork and homework)
- Often loose things necessary for tasks or activities (e. g: toys, school assignments, pencils, books, or tools)
- Is often easily distracted by extraneous stimuli.
- Is often forgetful in daily living.

◆ Characteristics of learners with Hyperactivities

- Often fidgets with hands or feet or squirms in seat.
- Often leaving seats in classroom or in other situations in which remains seated is expected.

- Often runs about, claims excessively in situation in which it is inappropriate.
- Often has difficulty in playing or engaging in leisure activities quietly.
- Talk excessively.

◆ **Characteristics of learners with Impulsivity**

- Often blurts out answers before questions have been completed.
- Often has difficulty of waiting for his/her turn.
- Often interrupts or intrudes on others (e. g: butts into conversation or games).

The symptoms must be present in before 7 ages. Clear evidence must also be present in the two or more settings (social, academic, and occupational functioning...).

2.7.4. Teaching and learning approaches for learners with ADHD

Here are four main approaches that help to teach learners with attention deficit hyperactivity disorders (ADHD):

- **Instructional adaptations:** instructional adaptation coupled with modification of the learning environment are powerful tools that can help people to sustain attention while cultivating a climate that fosters learning and encourage the child to control his/her behaviour. Teachers should know individual differences and learning styles of children who exhibit impairment that limit a major life activity like learning.
- **Behavioural interventions:** this approach helps to determine the purpose of or function that a particular behaviour serves and how to discourage or motivate it. Once a good assessment is done the goal is to construct interventions that modify the antecedent or triggering behaviours and/or the consequences that are reinforcing and maintaining the undesirable performance.
- **Home - school communication:** communication between parents and teachers is essential for all learners but especially for those who have ADHD, it is an important ingredient in promoting their success at school, the partnership must be

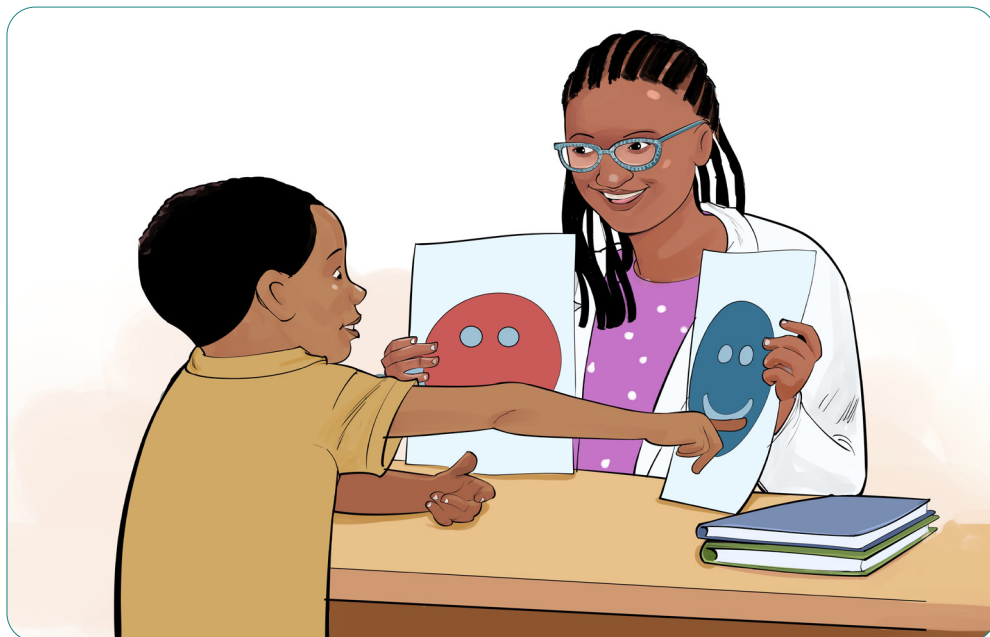
ongoing, reciprocal, mutually respect, and learner centred. Parents are encouraged to participate actively in their children’s plans and collaborate with the multidisciplinary team. Teacher-parents may use strategies that work best for them.

- **Medication, and counselling** represent some of available intervention options for individuals with ADHD. Some medication may play an important role in the treatment of behaviours of ADHD. It is good to use this medication in conjunction with educational and behavioural interventions. Teachers should not recommend to parent that their children with ADHD needs to be on medication but only the child’s health care professional can make such a determination.

Self-Assessment

- Describe one method that help schools and parents to teach learners with ADHD.
- Discuss the instruction adaptational methods of teaching learners with ADHD that should be used by teachers.

Section 2.8: Learners with Autism





Activity

Use different sources of information to answer the following questions:

- what is autism?
- what do you think are the causes of autism?
- provide some characteristics of autism.
- What is the difference between speech and language difficulties?

2.8.1. Definition of Autism

Autism is a complex neurobiological disorder of development that lasts through a person's lifetime. Autism Spectrum Disorder (ASD) affects three area of deficiencies (also called triad of impairment) of development namely Communication development, social relatedness, and Behaviours.

According to Diagnostic and Manual of Mental Disorders of American Psychiatric Association (2000), there are five specific autism diagnoses under pervasive developmental disorders (PDD) such as:

- **Autistic disorder:** it is a disorder which is characterized by deficit in reciprocal social communication, deficits in communication and language, restricted and repetitive behaviours and interests.
- **Asperger disorders:** it is known as milder form of autism. The major characteristic of these disorders is a lack of interest in social relationships or difficulties in forming a relationship with others. According to Ozonoff and Rogers (2003), The language is not impaired and there is no impairment in cognitive functions.
- **Rett disorder:** it is a condition found only in girls. Children who receive diagnosis usually show typical growth up to 5 or 6 months of age. They begin to use their interest in other over time.

- **Childhood disintegrative disorders:** it continues a period of typical growth in the child followed by loss of developmental skills, which eventually ends in severe cognitive deficits and other abilities.
- **Pervasive Developmental Disorder (PDD)** refers to a group of disorders which are characterized by delays in the development of socialization and communication skills.

2.8.2. Causes of Autism

There is no one cause of autism. Researchers believe that genetic and non-biological factors may influence the risk of having autism. For instance, having a sibling with autism, having certain genetic or chromosomal conditions, such as fragile X syndrome or tuberous sclerosis, experiencing complications at birth, and being born to older parents.

2.8.3. Characteristics of Autism

A. Social communication/interaction behaviors may include:

- making little or inconsistent eye contact.
- having a tendency not to look at or listen to people.
- rarely share enjoyment of objects or activities by pointing at or showing things to others.
- failing to or being slow to respond to someone calling their name or to other verbal attempts to gain attention.
- having difficulties with conversation recalling.
- often talking at length about a favorite subject without noticing that others are not interested or without giving others a chance to respond.
- having facial expressions, movements, and gestures that do not match with what is being said.
- having an unusual tone of voice that may sound sing-song or flat and robot-like.
- having troubles in understanding another person's point of view or being unable to predict or understand other people's actions.

B. Restrictive/repetitive behaviors may include:

- repeating certain behaviors or having unusual behaviors, such as repeating words or phrases (a behavior called *echolalia*)
- having a lasting intense interest in certain topics, such as numbers, details, or facts
- having overly focused interests, such as with moving objects or with parts of objects
- getting upset by slight changes in a routine.
- being more sensitive or less sensitive than other people to sensory input, such as light, noise, clothing, or temperature

People with ASD may also experience sleep problems and irritability. Although people with ASD experience many challenges, they may also have many strengths, including:

- being able to learn things in detail and remember information for long periods of time
- being strong visual and auditory learners
- excelling in math, science, music, or art

C. Communication:

- does not respond to his/her name by 12 months of age.
- cannot explain what he/she wants.
- language skills are slow to develop, or speech is delayed.
- doesn't follow directions.
- seems to hear sometimes, but not other times.
- doesn't point or wave "bye-bye".
- Is used to say a few words or babble, but now does not.

D. Social Behavior:

- doesn't smile when smiled at.
- has poor eye contact.
- seems to prefer to play alone.
- is very independent for his/her age.
- seems to tune people out.

E. Stereotyped Behavior:

- gets “stuck” doing the same things over and over and can’t move on to other things.
- shows deep attachment to toys, objects, or routines.
- spends a lot of time lining things up or putting things in a certain order.
- repeats words or phrases.

F. Other Behaviors:

- has unusual movement patterns.
- doesn’t know how to play with toys.
- does things “early” compared to other children.
- walks on his/her toes.
- throws intense or violent tantrums.
- is overly active, uncooperative, or resistant.
- seems overly sensitive to noise.

2.8.4. Teaching strategies for learners with Autism

Some of the techniques of a structured educational approach include but not limited to:

- use task analysis: very specific, tasks in sequential order.
- always keep your language simple and concrete.
- teach specific social rules/skills, such as turn-taking and social distance.
- give fewer choices and avoid using sarcasm.
- avoid using idioms. “put your thinking caps on”, “open your ears” and “zipper your lips” will leave a learner completely mystified and wondering how to do that.
- give very clear choices and try not to leave choices open-ended.
- repeat instructions and checking understanding.
- using short sentences to ensure clarity of instructions.
- providing a very clear structure and a set daily routine including time for play.

- providing warning of any impending change of routine, or switch of.
- use adaptations and modification strategies.

According to Bayat (2012) adaptations and modification of the environment and curriculum for autistic learners should be based on their sensory and behavioural needs. **Early childhood special education and inclusive classrooms** will benefit from arranging the environment based on the following guidelines:

- **use of visual aids in the classroom:** these are the objects and pictures that can be used in order to enhance communication with learners with autism. Picture exchange communication system is an effective method of working with autism that enables them to communicate with peers and adults.
- **specific physical arrangement of the classroom and home:** the environment should provide messages regarding where things are and what to be done. Visual aids should be used to labels, desks, drawers, and materials.
- **cozy corner and sensory-oriented activities to support self-regulation:** children with autism should have a cozy corner, contained refuge that has a calming effect for children. pillows beanbags, and blankets should be available for children to calm down when they are having outburst because of a sensory overload.
- **providing daily and weekly schedules:** children with autism benefit from predictable routine. In daily schedule the adults give clear messages to children about plan of a day and what exactly will happen through the day.



Self-Assessment

- Mention four main approaches teachers can use to teach learners with ADHD.
- Discuss ADHD subtypes and its characteristics.
- What is the role of early intervention for learners with autism?

Section 2.9: Gifted and Talented Learners





Activity

Mary excels in Mathematics, English, and Geography. On the other hand, Peter performs well in Sport, Music, and Drama. John excels in Mathematics, Elementary Science, and technology with an outstanding performance in Musical, Drama, and Sports activities with less effort.

- Do you have such learners like Mary, Peter, and John in your class?
- To which categories of learners do you think Mary, John, and Peter belong to?
- How do you differentiate between a gifted learner from a talented learner?
- How can you support Mary, John, and Peter for effective learning?

2.9.1. Gifted and Talented Children

According to Karnes and Suzanne (1993), gifted and talented children and youth are those with outstanding talents and who perform or show their potential in performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.

They exhibit high performance capability in intellectual, creative and/or artistic areas. They possess an unusual leadership capacity or excel in specific academic fields. They require services or activities not ordinarily provided by schools.

Here are some differences between Gifted and Talented learners:

- gifted learners are those with abilities in one or more academic subjects, such as Maths or English.
- talented learners are those who have practical skills in areas such as sport, music, design or creative and performing arts.
- genius learners excel in almost all academic domains and with less effort.

2.9.2. Causes of Giftedness and Talentedness

Researchers indicate that genetic factors are known contribute significantly to behavioral development, including intelligence and gifted performance. But also, environmental factors, families, schools, and communities are also known to influence the development of giftedness.

Based on this argument, giftedness is therefore the result of combined biological and environmental influences that is therefore the result of combined biological and environmental influences that is nature and nurture. They further suggest that one's collection of genes sets limits of performance; the actual performance within those limits is determined by environmental factors.

2.9.3. Classification of Learners who are Gifted and Talented

Children who are gifted and talented are a heterogeneous group. They are classified into six categories such as:

- *general intellectual ability*: learners have excellent memories and ask many questions. They can grasp concepts, generalize, analyse or synthesize new ideas.
- *specific academic aptitude*: learners with specific aptitude are those who are high academic achievers, study purposefully and achieve high academic grades in their work.
- *creative and productive thinking*: Creative and productive thinkers are those learners who develop or come with new ideas, projects, and products (they may involve all spheres like Science, Medicine, politics, or leadership).
- *leadership ability*: learners with leadership ability are those who typically display:
 - well-developed social skills
 - empathy
 - ability to motivate others.
 - ability to keep others united.
 - effective communication skills

- *visual and performing Arts*: learners who are gifted in visual and performing Arts are good in performances that please the eyes and the ears of their audience (include different Artists A like dancers, musicians, actors...)
- *psychomotor ability*: Psychomotor means “high coordination of the mind and muscle for super performance”. It is closely related to visual and performing arts since performance are required in both.

2.9.4. Characteristics of gifted, genius and talented learners

- Learn new material faster, and at an earlier age, than age peers.
- Always remember what has been learned without making revision.
- Can deal with concepts that are too complex and abstract for age peers.
- Has a passionate interest in one or more topics and would spend all available time learning more about it if possible.
- Does not need to look at the teacher to hear what is being said.
- Can operate on multiple brain channels simultaneously and process more than one task at a time.
- Fluent and flexible thinker.
- Excellent thinking and reasoning.

2.9.5. Teaching approaches for gifted and talented learners

School management of the gifted and talented involves the provision of an educational programs that encourages:

- **use of special classes**: Gifted learners are removed from the regular classroom for special instruction, so they benefit from classes which are like resources rooms.
- **ability grouping**: Can be defined as the practice of placing learners in groups according to their level of cognitive ability. Children who are good achievers are put together in one group for the purpose of providing differentiated learning experiences. The benefits of ability grouping include learning activities can be accelerated or enriched, it reduces boredom

and frustration, develops creative and thinking skills among the learners. But also, this technic may lead to elitism in the class where learners who are gifted and talented may feel superior to others and this may de-motivate the weak ones.

- **acceleration:** It is the practice of offering the standard curriculum to learners who are gifted and talented at a younger age than usual or covering the content in less time than as normally prescribed. Some forms of accelerations include early admission to school, grade skipping, and telescoped programs.
- **enrichment:** It refers to study, experience or activity which is above and beyond the normal curriculum followed by other children of the same age. The learners are given the opportunities to explore the subjects in-depth.
- **curriculum diversification:** Considering the curriculum for these groups of learners, one should consider chronological age of the child, the current class of the child and the child's mental age.
- **guiding and counselling:** Gifted and talented learners need special attention to be able to function normally in society. Some supports are very crucial such as intra and inter-personal relations, development of communication skills such as turn taking in conversations / dialogues and development of self-care skills.

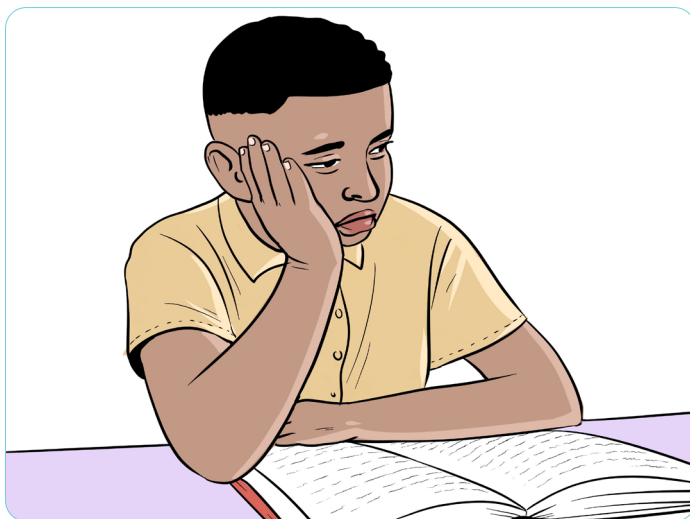
Acceleration, accommodation, enrichment, and modification are qualities of differentiated instructions of which should be used for the education of all exceptional children. The assessment guides the Individualized Education Plan (IEP). Specific curricula activities and strategies are highly recommended for all learners who are gifted/talented.



Self-Assessment

1. Differentiate between gifted and talented learners?
2. Discuss the different characteristics of gifted and talents learners.
3. What strategies can teachers use to teach gifted and talented learners?

Section 2.10: Learners with Emotional and Behavioral Disorders (EBD)



Activity

Jeff is a learner at Karama Primary school in P5 class. He is a very clever and smart boy. However, he doesn't have friends at school. He likes to be doing his activities in isolation. He doesn't like someone who reprimand or give him direction. Whenever someone tries to do so, he becomes so aggressive and starts fighting. Even though he is clever and smart, he doesn't perform well in class due to his short attention span.

From Jeff's story above:

- list the characteristics of jeff's difficulties?
- if you were Jeff's teacher, what would you do to respond to his special need in the classroom? What do you understand by the term "Emotional and Behavioural Disorder (EBD)"?learning?

2.10.1. Definition of Emotional and Behavioural Disorder (EBD)

Emotional and Behavioural disorder (EBD) is a disability that is characterized by behavioural or emotional responses in school programmes different from appropriate age, culture, or ethnic

norms that affect education performance, including academic, social, vocational, and personal skills.

EBD is a broad term used commonly in educational settings, to group a range of more specific difficulties experienced by learners and adolescents.

There are four dimensions of EBD which are common to each of the Emotion and Behaviour disorders:

- the frequency at which the behaviour occurs.
- the frequency of the behaviours.
- the duration of the behaviours.
- age-appropriateness of the behaviours.

2.10.2. Causes of Emotional and Behavioural Disorders

Even though there are no known and exact causes of Emotional and Behavioural Disorders. Researchers believe that biological, developmental, and environmental factors with some preventive measures are considered as leading factors of Emotion and Behaviour disorders in young children.

- **Biological causes:** chemical imbalances in the brain and body can help managing emotional challenge. Here are some examples of biological condition that may lead to Emotion and Behaviour disorders:
 - Prenatal exposure to drugs or alcohol
 - A physical illness or disability
 - An undernourished or malnourished lifestyle
 - Brain damage
 - Hereditary factors
- **Environmental factors:** this is the condition of a person's daily life in the community. There are so many elements that have been correlated to emotional disturbance including family income below the poverty level, stress in the family unit because of divorce or some other emotional upset; inconsistent rules or expectations as well as inconsistent

and unhealthy discipline, parents have a lack of interest or concern for the teen, which leads to a lack of supervision or neglect; family members are poor role models, perhaps violent, perhaps getting in trouble with the law; parents or siblings physically abuse the teen; there is an overall low rate of positive interactions and high rate of negative interactions in the family; the family has a poor attitude toward school or education.

- **Developmental factors:** development refers to the lifelong process of changing and maturing. Every stage of life has its tasks that must be completed successfully for mental health and life satisfaction. When a child's development is disrupted and problematic, there can be negative consequences for mental health and cognitive growth. There is no single known factor that may cause Emotional Behavioral disorder.

Here are some examples of **developmental causes**:

- attachment problem: It may be either lack of positive attachment to the primary caregiver or over attachment leading to clinginess and difficulties separating from the caregiver.
 - a failure to develop trust during infancy and early toddlerhood, resulting in fear and mistrust.
 - inability to experience some autonomy and instead internalize a sense of shame for exploring.
 - opposed attempts to show initiative and instead made to feel guilty for wanting to try new things.
 - failure to experience a sense of competence, which leads to feelings of inferiority, during the elementary years.
 - *biological*: genetic, biochemical, and neurological influences (schizophrenia, autism, and tourette syndrome).
 - *family*: domestic violence.
 - *School*: failure to accommodate individual needs, inappropriate expectations, inconsistency.
 - *cultural factors*: peer groups, urbanization, neighborhood factors.
- **Personality disorders:** personality disorder refers to a disorder enduring pattern of inner experience and behavior

that deviates markedly from the expectations of the individual's culture, that is pervasive and flexible, has an onset in adolescent or early adulthood, is stable over time and lead to distress of impairment.

2.10.3. Characteristics of Learner with EBD

Learners with emotional or behavioral disorders are characterized primarily by behaviors that fall significantly beyond the norms of their cultural and age group on two dimensions:

- **externalizing and**
- **internalizing.**

Both patterns of abnormal behaviours have adverse effects on children's academic achievement and social relationship.

- **Externalizing behaviors** are the under-controlled disorders which are characterized by aggressiveness, temper tantrums, acting out and noncompliant behaviours.
- **Internalizing behaviors** sometimes referred to as "over controlled disorders" which are characterized by social withdrawal, depression, and anxiety. Learners with internalization are unlikely to be identified by the teachers and families because they do not create the chaos that are commonly associated with learners with externalizing behaviours.

Learners with Emotion and Behaviour disorders portray:

- ability to concentrate.

2.10.4. Teaching Approaches for Learners with Emotional and Behavioural Disorders

◆ **Preparing the class**

- Models for tolerance and acceptance.
- Provide opportunities to assume class responsibilities.
- Adapt teaching styles.
- Maintain a positive relationship.
- Positive comments and motivation.

◆ Teaching adaptations

- Illustrate class rules with clear examples and consistency.
- Models of acceptable behaviors.
- Maintain a positive relationship.
- Social skills instruction.
- Positive comments/reinforce good behavior.
- Teaching self-monitoring.
- Use behavioral contracts.

The components of effective instructional cycle include:

- Beginning each lesson with a statement of goals, with a review of previous, prerequisite learning.
- Presenting new material in small steps with Learner's practice following each step.
- Providing active and sufficient practice for all Learners.
- Asking questions, checking frequently for Learner understanding and obtaining responses from all learners.
- Providing systematic feedback and corrections to Learners.
- Providing explicit instructions and practice for seatwork activities and actively monitoring learners during those activities.
- Continuing to provide practice until learners are independent and confident.



Self-Assessment

- Explain the classification of Emotion and Behaviour disorders.
- Discuss the characteristics of learners with Emotion and Behaviour disorders.
- What are three teaching approaches for a learner with Emotion and Behaviour disorders?

Section 2.11: Education for Vulnerable Children



Activity

Kamanzi is a primary school learner. He does not like to play and socialize with others in the class. He is always sitting in class while others are playing during the break time. He always enters the class first and leaves the class last. The teacher observed the unusual behavior of Kamanzi. When the teacher approached him, the child became open and disclosed that his short uniform was severely torn at the back, and he did not want other children to see and laugh at him. He also mentioned that parents cannot afford to buy a new uniform.

- What challenges/ problems does Kamanzi face in his learning process?
- How can you support Kamanzi as a teacher in that situation?

2.11.1. Meaning of Children who Are Educationally Vulnerable

Children are said to be vulnerable when their basic needs for food, shelter, education, medical care, or protection and security are not met. This has different factors including political, socio-cultural, and economic and health difficulties. Such children are at great risk of suffering malnutrition, disease, and possible death. Unless their own situation changes their conditions of gross disadvantages will extend to their own children who may suffer even greater misery

2.11.2. Categories of children who are educationally vulnerable.

- Street children.
- Abused and neglected children.
- Children who are traumatized
- Child mothers.
- Children from poor families.
- Children from rich families.

- Child soldiers.
- Children Heading Families.
- Child labourer.
- Children who are refugees and displaced.
- Homeless and unaccompanied children.
- Orphaned children.
- Children affected and infected by HIV/AIDS.

2.11.3. Characteristics of Children who are Educationally Vulnerable

The characteristics fall under four categories:

- physical characteristics
- cognitive characteristics
- behavioural characteristics
- socio-emotional characteristics

A. Physical characteristics: those are physical events that may cause a child not to attend the class as expected including: fractures, bruise, and welts, burns and scalds, head or brain injuries, human bite marks.

B. Cognitive characteristics: they are drivers and or mind-set that push a learner to have a repeated absence in school like development delays in cognitive abilities, distractibility and poor attention span, unrealistic expectation in life.

C. Behavioural characteristics: behavioural characteristics include drug and alcohol misuse, abusive behaviour and language, poor memory, and concentration, suicidal behavioural, truancy and running away from the school, etc.

D. Socio-emotional characteristics: some characteristics are self-harming behaviours such as head-banging, persistent rocking, disturbed toileting behaviours, excessive hunger drives, short

attention span, excessive hunger drive, bizarre eating behaviours, disrupted sleep behaviours.

2.11.4. Intervention Strategies for Children who are Educationally Vulnerable

Children with different problems have the right to protection and participation like all other children. Learners who are educationally vulnerable should be helped in different ways at school by teachers or any others education providers.

It is important for a teacher and other education stakeholders who work with vulnerable learners to bear in mind that all children may not present the same challenges due to their individual experiences.

Measures that teachers can keep in mind when taking care of vulnerable children:

- exercise caution in assigning homework.
- be conscious of educational gaps of learners.
- be on the alert for mental health problems.
- be attentive to other matters.
- be vigilant of children who are streetwise or manipulative.

The way children are helped will depend on different factors including families, parenting styles, environmental, literacy levels and economic status of the parents among others.

The interventions and support are categorized into the following:

- **crisis interventions:** This is to offer short term or immediate support to someone who experiences an event that produces mental, physical, and emotional difficulties. Crisis happens to everyone, and intervention may take many forms. They are aimed at helping people to individually cope with crisis in ways that it reduces the negative psychological, physical, physiological, and behavioural effects of trauma on that person and his/ her environment.
- **improved family interventions:** family plays a very crucial

role in a child's development and growth. A child learns much from a good family like social role through interaction. This fosters a sense of psychological and emotional security necessary for the child's growth and development. Families are encouraged to create a conducive family environment for health interactions.

- **mobilization of the community:** various professionals, csos (civil society organization) and NGOs are mobilized to contribute in different ways for example donations, trainings through workshops and seminars, availability of communication and transport).
- **Government policy and interventions:** the government has the obligation to organize and have relevant policies in place to support vulnerable children.

Conclusion



Self-Assessment

- Who is a vulnerable child?
- What are some of the characteristics of learners who are educationally vulnerable in the following areas.
 - Physical
 - Cognitive
 - Behavioural
 - Socio-emotional
- Discuss strategies to help children who are educationally vulnerable in your school.
- In your school, identify the categories of learners who are educationally vulnerable.



End of Unit Assessment

Test your understanding.

1. In the classroom, how can you identify a learner with visual impairment?
2. How can you support a learner with visual impairment in your class?
3. What is hearing impairment? As a teacher, how can you support a learner with hearing impairment in your class?
4. Explain how you can support a learner with deaf-blindness disability in your class.
5. What are the strategies needed to be put in place to support learners with physical and health problems in the class.?
6. With reference to the definition of learning disabilities, which are the areas that a learner with learning disabilities may struggle with?
7. In your classroom, identify the specific learning disability you may have noticed with learners? Specify how you can support them.
8. Discuss the role that teachers may play to support learners with Communication difficulties.
9. Describe one method that may help schools and parents to teach learners with ADHD.
10. What are the possible strategies for supporting learners with autism?
11. What strategies should teachers use for proper management of gifted and talented learners?
12. What are three teaching approaches that teachers can use to support a learner with Emotional and Behavioral disorders?
13. What can teachers do to support children who are educationally vulnerable?



Unit Summary

- **Visual difficulties or Visual Impairment** refer to the loss of vision, whether total or partial.
- **Hearing Impairment** signifies full or partial loss of the ability to detect or discriminate sounds due to an abnormality associated with the physiology, anatomy, or function of the ear. Hearing impairment is an inability to hear well or not hearing at all.
- **Deaf blindness** is a combination of sight and hearing impairment that affects how you communicate, access information, and get around. The deafblind does not necessarily mean to be totally deaf or totally blind.
- **Physical Disability** is the long-term loss or impairment of part of the body's physical function. It can involve difficulties with walking and mobility, sitting and standing, use of your hands and arms, sight, hearing, speech, breathing, bladder control, muscle control, sleeping, fits and seizures or chronic tiredness.
- **Health problems** means having limited strength, vitality or alertness including a heightened alertness to environmental stimulus. It results in limited alertness with respect to the education environment that is due to chronic or acute health problems such as asthma, Epilepsy etc, and that adversely affects a child's educational performance.
- **Learning difficulties** is a general term that describes specific kinds of learning problems. A learning difficulty can cause a person to have trouble learning and using certain skills. The skills most often affected are reading, writing, listening, speaking, reasoning, and doing math.
- **Type of Learning Difficulties:** Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia, Dysphasia/Aphasia, Auditory Processing Disorder, and Visual Processing Disorder.
- **Communication difficulties** are an observed disturbance in the normal speech and language process. These may include process of listening, speaking, reading, writing, and thinking.
- **Attention deficit hyperactivity disorder (ADHD)** is defined as persistent pattern of inattention and/or hyperactive impulsivity that is more frequent and severe than is typically observed in individual at a comparable level of development.

- **Autism** is a complex neurobiological disorder of development that lasts through a person's lifetime.
- **Gifted and talented children and youth** are those with outstanding talents and who perform or show their potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.
- Emotional and behavioural **disorder (EBD)** is a disability that is characterized by behavioral or emotional responses in school programs different from appropriate age, culture, or ethnic norms that affect education performance, including academic, social, vocational, and personal skills.
- **Vulnerable children are** those who lack basic needs like food, shelter, education, medical care, or protection and security are not met.

UNIT 3

IDENTIFICATION, ASSESSMENT AND REFERRAL FOR LEARNERS WITH DISABILITIES



Introduction

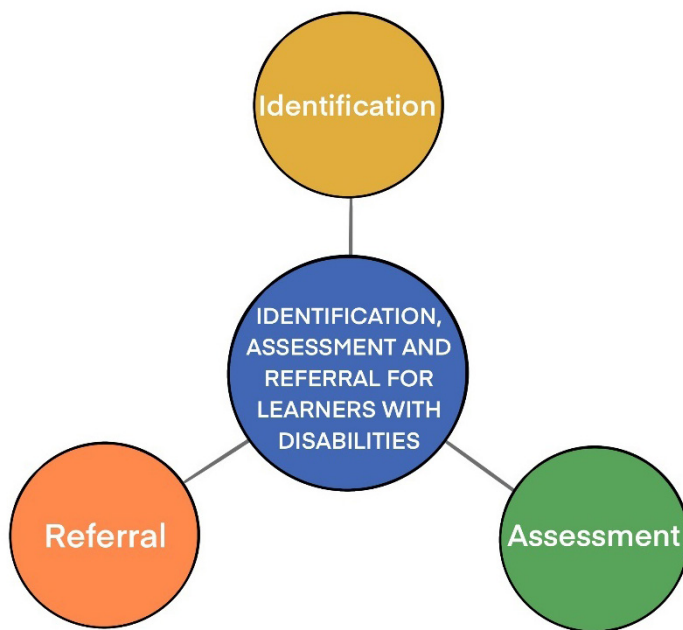
This unit covers important aspects that include definition, purposes, principles, and types of special educational needs assessment; General principles of SEN assessment; Role of Special Educational Needs assessment team members; the Areas of Special Educational Needs Assessment; and Referral for diagnostic assessment.



Unit learning outcomes

Teacher trainee will be able to:

- demonstrate an understanding of special educational needs assessment.
- explain purposes, principles, and types of special educational needs assessment.
- describe the general principles of SEN assessment.
- explain the role of special educational needs assessment team members/ multidisciplinary team (MDT).
- describe the areas of special educational needs assessment.
- develop an understanding of special educational needs assessment (SENA) practices.
- demonstrate practical understanding of individualized education planning (IEP) and its use.
- demonstrate an understanding of referral for diagnostic assessment.



Section 3.1: Definition, Purposes, Principles and Types of Special Educational Needs Assessment



Activity

- What do you understand by the term “special educational needs assessment”?
- Why should we do assessment in special education?
- Do you think special education needs assessment should be done by only teachers? Who else do you think should be part of the team? Mention at least three categories of people who should be part of the team.

3.1.1. Understanding of an Assessment in Special Education

Special educational needs assessment is the process used to determine a child’s specific learning strengths/weakness, to determine whether a child is eligible for special education services. Assessment in special education is a process that involves collecting information about a Learner for the purpose of making decisions.

Assessment in educational setting serves five primary purposes:

- 1. Screening and identification:** to screen children and identify those who may be experiencing delays or learning problems. Identification is the process of singling out suspected cases of children with special needs in education and/or disability for the purposes of assessment and intervention. Identification of children suspected to have disabilities may be done by the following people: parents, doctors and nurses, social workers, teachers, siblings, and peers.

It is natural that some children may excel in certain areas but have deficiencies in others . Here are some steps that leads to normal identification:

- causes of children's problems: suspect the child's exception goes with looking for the root of the problem. developmental and learning problems of children may be associated with a combination of factors. teacher needs to view the children's developmental condition, family, the school and surrounding society.
 - monitoring children's learning: teacher must check the progress of the learner, age related, child's performance, attendance of a child in the class, duration, pervasive and severity. however, if there are noticeable and persistent discrepancies in development compared with that of their peers, teachers and parents should be alert and discuss whether follow-up actions need to be taken.
- 2. Eligibility and diagnosis:** it is a process to determine whether a child has a disability and is eligible for special education services, and to diagnose the specific nature of the Learner's problems or disability.
 - 3. IEP development and placement:** IEP is developed to provide detailed information so that appropriate decisions may be made about the child's educational placement.
 - 4. Instructional planning:** is to develop and plan instruction appropriate to the child's special needs.
 - 5. Evaluation:** this is a process to make a judgment about learner's progress

3.1.2. General principles of SEN assessment

The guiding general principles help the assessors to keep in mind that: child with special educational needs should have their needs met.

- f. the special educational needs of children will normally be met in mainstream schools or settings.
- g. the views of the child should be sought and taken into account.
- h. parents have a vital role to play in supporting their child's education.
- i. children with special educational needs should be offered full access to a broad, balanced, and relevant education.

3.1.3. Types of Special Educational Need Assessment

There are many types of assessment that can be carried out in school to specify and verify learners' educational progress, abilities, and difficulties. It is important to note that the selection of a particular type of assessment depends on the nature of information that you as the teacher/assessor would like to obtain.

There are **three basic types of assessment:**

- a. baseline assessment
- b. continuous assessment
- c. terminal assessment.

a) Baseline assessment

It is the type of assessment that is used to establish what a learner can do in a specific educational area? For example, in a classroom, you may sometimes wish to establish what learners know before you introduce a new concept to them. Baseline is used to establish the skills and abilities that a learner already has to determine the starting point for instruction that would address her/his educational needs.

The baseline assessment may be carried out through observation of learners either individually or when they are interacting with their peers, family, and other community members, at the beginning of a program. It can be done through formal and informal tests. In inclusive classroom, the findings of baseline assessment may help the teacher to determine the level at which he/she starts a particular skill or content to teach.

b) Continuous assessment

It is the type of assessment that is carried out during the course of a program to monitor the progress of the learners. The continuous assessment that are administered in school and colleges.

This is the assessment which is suitable for learners with special needs in education because the findings are used to modify the content that has not been mastered by and to modify the teaching techniques.

c) Terminal assessment

It is a form of assessment that is carried out at the end of an educational program. The information obtained through terminal assessment should enable you to determine the learner's achievement at the end of a given instructional period and the areas in which the learner still needs more support.

3.1.4. Role of Special Educational Needs assessment team members/ Multidisciplinary Team (MDT)

After the child is identified to possibly have a certain disability or other Special Educational Needs (the identification is in most cases done by parents or teachers). The child should be referred to the Multidisciplinary Team (MDT) for proper assessment.

It is a group of experts from multiple professional backgrounds, who meet to pursue a common goal, such as SEN assessing team,

evaluating a learner for placement in education or creating an individual plan for the learner. In teaching learners with special needs in education, consideration should be made of human resources who offer support to such learners. It is a multidisciplinary team which brings together professionals from within and beyond the school. Multidisciplinary teams have the potential to offer a range of services to support learners with special needs.

Here are some Professionals who may be a part of Assessment:

Professionals	Roles
Teacher	Teachers may be trained to teach and support children with special needs.
Speech therapist	Identification and remediation of a communication difficulties.
Audiologist	Assessment and provision of support to learners who exhibit hearing loss.
Physiotherapist	Trained professionals who play an essential role in the management of motor difficulties through the use of exercises.
Ophthalmologist	Doctors who are specialized in the treatment of eye disease and conditions.
Occupational therapist	A paramedical staff who is trained in art and science of directing a person's participation in selected tasks in order to restore, reinforce and enhance performance in activities of daily living.
A medical doctor/ a nurse	The person employed by the school or attached to the school to attend to sick or injured learners within the school
Educational psychologist	Conduct an in-depth assessment for identification of problems in areas of intellectual and behavioral functioning. Offering guidance and counselling services to the child and family.

Social worker	Act as a link between the schools, family, and community in: (a) Assisting teachers and parents to solve problems related to disabilities through their influence and knowledge. (b) Advising families on how to care for their children with special role in education and places where they can find help and support.
Parents	Their specific roles include: (a) Identifying and articulating their child's special educational needs; (b) Request for SEN assessment for their child if they suspect any special education needs; (c) Provide background information of their child during the SEN assessment processes.
A learner/ A child	Learners with disabilities and other special educational Needs should be involved in every decision that is taken about them.

3.1.5. Areas of Special Educational Needs Assessment

Special educational needs assessment enables the assessor to determine the learner's development and educational needs. Any assessment in special education should covers the following aspects:

- **intelligence:** Assess the child's ability to reason, to think abstractly, and to solve problems.
- **language Development:** Ability to understand incoming spoken language and ability to convey ideas and relate information through oral language.
- **auditory skills:** Ability to break words into syllables and/or discrete sound components.
- **visual skills:** Ability to detect subtle likenesses and differences in visual stimuli such as symbols, pictures, and designs.
- **motor skills:** Ability to control fine muscle movements, as in writing, drawing, and cutting and ability to coordinate large

muscle movements as in running, walking, skipping, and throwing.

- **social and emotional adjustment:** You assess the ability of the child to maintain good relationship with others and the level of social maturity and appropriateness of behaviour.
- **academic skills and achievements:** In these areas, you assess the following skills: Reading and phonics skills, spelling skills, Handwriting skills and mathematical skills.
- **physical health and development history:** You gather information about the development history of the child. You can use interview guide with parents to gather this information.

3.1.6 Practical understanding of Individual Education Planning (IEP)

The assessment of a learner's special educational needs (SEN) often leads to a recommendation for *individualized education planning* (IEP) as mentioned in the previous topic. The IEP is an official developed document to plan the suitable education program for a learner who may have demonstrated needs for special education provisions during the SENA. Like the SENA processes, the IEP is developed through school-based team efforts and is reviewed periodically. For its practical effectiveness, the procedure ought to take the following into considerations: the learner's eligibility for IEP, membership, and roles (including parents, school leadership, specialists, etc), IEP development and amendment processes, and the IEP recommendations for placement of the learner.

A. Determining those qualified for IEP

For a learner to qualify for IEP, s/he must have unique learning needs that cannot be reasonably accommodated in ordinary school systems. To determine those who qualified, the school must conduct a full SENA (evaluation) of the learner in all areas of suspected limitations, difficulties, or disability. Basing on the SENA results therefore, the school in collaboration with the parents

determines whether special education services are needed. If the learner is found eligible for individualized educational provisions, the school is required to plan for the IEP meeting, to determine the IEP team, dates, venue, and resources required.



Activity

Gakuru is 6 years old in Primary 1 at Gs Bihinga. He sits at the back corner of the class and does not easily respond to his teacher's instructions. He jumps up and down and talks uncontrollably. Watch the [video in this link](#) as well as the IEP form annexed and discuss whether SENA team will recommend Gakuru for IEP, and the reasons.

Early educational provision is important for any learner, and SENA and IEP are some of the key strategies conducted in the earliest possible grades of schooling, to enable timely interventions. The school management specifies the timetable that should be respected in all processes for determining those who qualify IEP development, and goals for IEP implementation plans.

B. Developing a Learner's Individual Education Plan

The IEP is a tool for detailing education action for the learners who qualify. It entails information and progress records, and a systematic way of monitoring the progress of the learner.

It is an outline of decision making and evaluation, and therefore, it should be specific, measurable, achievable, realistic and time bound (SMART) as indicated in the annexed form used in the video mentioned above.

After the learner has qualified for special educational needs services, the IEP team is expected to develop an individual education plan as soon as possible, basing on the learner's SENA results. The IEP

meeting also suggests the period for the beginning of any other interventions (e.g. therapeutic services) and the expected duration; a statement of interdisciplinary services (combination of service providers), a statement on transition in schooling levels or how the learner's progress will be measured and how parents will be involved in the process.

C. Implementation, acceptance, and amendments (reviews) of IEP

It is after the IEP is developed and signed that the IEP team confirms placement or most suitable learning and teaching environment in which the learner's IEP can most effectively be implemented. The IEP meeting is expected to be convened before the school year so that decisions on the placement of the learner is made time and his/her IEP decisions are also fitted into the existing school program. In other words, IEP is developed to guide teaching of the learner with SEN, or the suitable school placement.

Following the IEP development, the school or class teacher is expected to implement modifications or service specified in the learner's IEP recommendations as soon as possible.

An IEP team may recommend the learner's placement in a special class or school where all programs are modified to suit the learner; in an integrated school where the learner is expected to adapt to the school context; or in an inclusive school expected to adapt to the learner's needs.

For any of the placements, the IEP team is expected to conduct reviews of the IEP goals within the set periods, and/or evaluate whether the learner is making progress in accordance with the benchmarks specified and what action needs to be taken.

3.1.7. Referral for Diagnostic Assessment

A referral is a process or steps a teacher takes to get extra assistance for a Learner with whom they work directly on a regular basis. It is completed when a teacher believes that a Learner

needs some intervention to help them overcome obstacles that may be preventing them from being successful.

In this instance, *there are three types of referrals*:

- **referrals for disciplinary issues** done when they want the principal or school disciplinarian to deal with a Learner's issue.
- **referrals for special education evaluations** is a request for a Learner to be evaluated to determine whether the Learner may receive different special education services.
- **referrals to receive counselling services**: should be made for a Learner for any number of legitimate concerns and does not always necessitate the teacher to take intervening steps prior to filling out the referral.

Conclusion



End of Unit Assessment

- Distinguish between assessment and identification.
- If you were to collect information about the child suspected to have disabilities, which areas would you consider?
- Describe 3 types of assessment in special education.
- Describe 4 professionals who can help in assessment activities and their role.
- Describe the role of multidisciplinary team in the assessment?
- What is referral? Describe the 3 types of referrals?
- Using the IEP form (in the annex) and the experience shared by the video that you watched, please do the following for Gakuru (cited in Activity number.... above):
 - a. Plan Gakuru's IEP (determine the team membership, material needed, IEP meeting, etc)
 - b. Complete the IEP form annexed in accordance with your IEP plan.



Unit Summary

- **An Special educational needs assessment** is the process used to determine a child's specific learning strengths and needs, and to determine whether or not a child is eligible for special education services. Assessment in special education is a process that involves collecting information about a learner for the purpose of making decisions.
- The guiding general principles help the assessors to keep in mind that:
 - a child with special educational needs should have their needs met.
 - the special educational needs of children will normally be met in mainstream schools or settings.
 - the views of the child should be sought and taken into account.
 - parents have a vital role to play in supporting their child's education.
 - children with special educational needs should be offered full access to a broad, balanced, and relevant education.
- There are three basic **types of assessment**: baseline assessment, continuous assessment, and terminal assessment.
- **The baseline assessment** is carried out through observation of learners either individually or when they are in interaction with their peers, family, and other community members, at the beginning of a programme. It can be done through formal and informal test.
- **Continuous assessment** is the type of assessment that is carried out during a program to monitor the progress of the learners.
- **Terminal assessment** is a form of assessment that is carried out at the end of an educational programme.
- After the child is identified to have a certain disability or other special educational needs (the identification is in most cases done by parents or teachers). The child should be referred to the Multidisciplinary Team (MDT) for proper assessment.

- **Role of Special Educational Needs assessment team members****Multidisciplinary Team** (MDT): it is a group of experts from multiple professional backgrounds, who meet to pursue a common goal, such as SEN assessing, evaluating a learner for placement in education or creating an individual plan for the learner.
- **Special Educational Needs Assessment** enables the assessor to determine the learner's development and educational needs.
- **A referral** is a process or steps a teacher takes to get extra assistance for a Learner with whom they work directly on a regular basis. It is completed when a teacher believes that a learner needs some intervention to help them overcome obstacles that may be preventing them from being successful.

UNIT 4

PARENTAL AND COMMUNITY INVOLVEMENT IN INCLUSIVE EDUCATION



Introduction

Unit 4 will guide you on how to raise parental and local community awareness on special needs and inclusive Education. It will highlight the roles and responsibilities of parents, local authorities, faith-based organizations, civil society organizations, learners, and teachers.



Unit learning outcomes

By the end of this Unit, teacher trainees will be able to:

- demonstrate an understanding of involvement of stakeholders in special needs and inclusive education.
- raise parental and local community awareness on special needs and inclusive education.
- differentiate between roles and responsibilities of parents, local authorities, faith-based organizations, civil society organizations, learners, and teachers in special needs and inclusive education.

Section 4.1. Roles and Responsibilities of Stakeholders in Special Needs and Inclusive Education



Activity

In our school, we have children with disabilities. They have special needs that require the support of all stakeholders in the school. List some roles and responsibilities of the following stakeholders in special needs and inclusive education:

- parents.
- local leaders.
- community.
- school.

4.1.1. Roles and Responsibilities of Parents in Special Needs and Inclusive Education.

The involvement of parents in the education of learners with and without disabilities/special educational needs is very vital. Parents can get involved in inclusive education by:

- demonstrating positive and supportive attitudes towards children with disabilities and SEN.
- helping to integrate children with disabilities in their families and make sure that the children are provided with adequate services so that they can learn. these include guidance and counselling, physiotherapy, occupational therapy, and health-related services.
- helping to integrate children with disabilities in the community.
- expressing interest in and praise their children's achievements.
- being able to identify signs of disabilities or SEN and know how to prevent and respond to these needs.
- identifying existing service providers that can help children with disabilities.
- participating actively in school boards, support groups and parents' associations aimed at advocating for inclusive

education and supporting families with children with disabilities and SEN.

- working with other stakeholders by providing the necessary information and support that enables children with disabilities and SEN to successfully access and remain in school.
- visiting their children's school regularly to meet with teachers and school authorities and discuss their child's progress.

4.1.2. Roles and Responsibilities of Local Authorities

Local authorities have the important roles and responsibilities to play in SNE which include:

- coordinate and monitor the implementation of policies related to inclusive education in the district.
- mobilize and distribute resources to support inclusive education in the district.
- raise awareness on inclusive education in the district.
- ensure that partnerships with relevant stakeholders are in place to promote inclusive education in the district.
- sensitize the local community on issues related to inclusive education.
- mobilize local community members to become involved in activities that support and promote inclusive educational principles and practices.
- support and involve families in the education of children with disabilities and SEN.
- ensure that children with disabilities and SEN and their families are aware of their rights.
- identify and find children with disabilities and SEN who may be hidden/ kept in various families.

4.1.3. Roles and Responsibilities of Faith-Based Organizations

FBOs play roles and responsibilities in Special Needs and Inclusive Education by:

- contributing to awareness raising on inclusive education and the educational rights of children with disabilities among their congregations.

- ensure that everyone is included in their different community services.
- ensure children with disabilities and SEN are integrated in FBO education programs.
- encourage children with disabilities and SEN to participate in religious ministries, clubs, religious education programs and events.
- advocate for the inclusive education of children with disabilities and SEN among national, regional, and international stakeholders.
- participate in the implementation of different policies related to inclusive education.

4.1.4. Roles and Responsibilities of the Community in SNE/ IE

- identify children with disabilities and SEN using community-based services like “inshuti z’umuryango”.
- refer cases of children with disabilities and SEN to relevant services.
- sensitize/mobilize community members to promote and support inclusive education.
- liaise with all community members to provide support services for children with disabilities and SEN according to their professional abilities (e.g., carpenters, technicians, artisans, and religious leaders).
- provide support to parents with children with disabilities, e.g., guidance and counseling or inclusion in income generating activities.
- advocate for the rights of children with disabilities among concerned stakeholders such as the local government.

4.1.5. Roles and Responsibilities of the Civil Society Organizations

They have roles and responsibilities to:

- promote the rights of persons with disabilities and SEN, including rights to education.
- promote economic and social integration of children with disabilities and SEN by providing resources and equipment needed for learning.
- support organizations of persons with disabilities and SEN in their missions.
- build local capacity and empower communities with knowledge on inclusive education.
- mobilize and enhance community participation in the production of local resources needed in inclusive education.
- raise awareness of the challenges to inclusive education and advocate for change.

4.1.6. School Community Involvement in Implementing Inclusive Education

Position	Responsibilities
Head teachers	<p>In an inclusive school, head teachers play a pivotal role. To effectively lead inclusive schools, head teachers need to foster on the following:</p> <ul style="list-style-type: none">• Setting inclusive vision, planning, and decision-making processes,• Creating collaborative structures and processes,• Using data to make decisions about curriculum and instruction, and• Understanding and utilizing policy to create a conducive learning environment where everyone's needs are accommodated.

<p>Teachers</p>	<ul style="list-style-type: none"> • Effective lesson planning. • Implementation of classroom tasks. • Develop meaningful skills for children. • Analyzing / assessing pupils ‘needs and preparing classroom plan approaches to learning that enhance inclusive education. <p>NOTE teachers need to be conversant with competences and roles relevant to inclusive education, classroom organization and planning for learner –centered teaching.</p>
<p>Learners</p>	<ul style="list-style-type: none"> • Conduct awareness raising session on disability inclusion in education. • Build inclusive culture in the school community by teaching appropriate terminologies and adopting positive behavior towards effective disability inclusion. • Advocate for children’s rights in general and rights of children with disabilities to education. • Make sure that children with disabilities and those with SEN are enrolled and provided with social-emotional and academic support. • Entertain the school community by organizing inclusive activities and games such sport, debates, drama, sketches, songs, poems, etc. • Fight against discriminatory attitudes. • Strengthen the spirit of mutual support (between children with and without disabilities). • Monitor on regular basis how disability inclusion is being shaped among children with and without disabilities

4.1.7. Media in Inclusive Education

Media refers to any form of communication that delivers information. Examples of media pipelines include Radios, TVs Newspapers, web sites, Tic talks, WhatsApp etc. Medias duty is to inform, educate and entertain the people. Media can be used to convey message to build public opinion and awareness of Special Needs and Inclusive Education by:

- Providing Information related to Inclusive education.
- Providing vocational information for SEN.
- Spreading awareness and civic responsibility concerning inclusive education.
- Raising awareness of the challenges facing people with disabilities or Bring discussion of disability into the public arena.

Conclusion



Self-Assessment

The following are the unit key points:

- The involvement of parents in the education of learners with and without disabilities/Special Educational Needs is vital. Parents can get involved in inclusive education by:
 - Demonstrating positive and supportive attitudes towards children with disabilities and SEN.
 - Helping to integrate children with disabilities in their families and make sure that the children are provided with adequate educational services so that they can learn. These services include guidance and counselling, physiotherapy, occupational therapy, and health-related services.
- Local authorities have the important roles and responsibilities to play which include Coordinating and monitor the implementation of policies related to inclusive education in the district.

- Faith-Based Organizations play roles and responsibilities in Special Needs and Inclusive Education to contribute to awareness raising of their rights among their congregations.
- Community influencers play a big role to identify children with disabilities and SEN using community-based services like Inshuti z’umuryango; liaise with all community members to provide support services for children with disabilities and SEN according to their professional abilities; and provide support to parents with children with disabilities, e.g., guidance and counseling or inclusion in income generating activities.
- Civil Society Organizations have roles and responsibilities to promote the rights of persons with disabilities and SEN, including rights to education.
- In an inclusive school, head teachers play a pivotal role. To effectively lead inclusive schools, head teachers need to foster and set the inclusive vision, planning, and decision-making processes.



End of Unit Assessment

1. What do you think the school community (teachers, headteacher, and learners) can do to support learners with disabilities?
2. How best do you think the local leaders can create awareness in the community to support learners with disabilities?
3. What is the role of the media in inclusive education?

UNIT 5

GENDER AND INCLUSIVE STRATEGIES IN TEACHING AND LEARNING



Introduction

This unit comprises topics that include Gender responsive practices in classroom; School-Related Gender-Based Violence (SRGBV), Lesson delivery for an inclusive classroom, Universal Design for Learning (UDL); Differentiated Instruction Strategies; Guidance and Counselling Services for Learners with SNE.



Unit learning outcomes

By the end of this Unit, teacher trainees will be able to:

- Differentiate between sex and gender.
- Integrate Gender Responsive Practices in the Classroom.
- Implement Gender Responsive Pedagogy in the classroom.
- Prevent and address school related gender based violences.
- Elaborate a lesson plan for learners in an Inclusive class.
- Implement, deliver, monitor, and assess an effective lesson in an inclusive class.
- Provide guidance and counselling services for learners with SEN.

Section 5.1: Gender Responsive Practices in Classroom



Activity

Gender responsive practices allow teachers to respond to the needs of both boys and girls in class.

- In what ways do your teaching approaches encourage equal participation of boys and girls?
- Do gender stereotypes, like 'girls can't be scientists', ever hold learners back from pursuing their goals?
- Do you see gender stereotypes in teaching and learning materials, such as textbooks?
- How should your classroom be arranged to make sure it is gender responsive?

5.1.1. Definition of Gender and sex

- **Sex** refers to the biological differences commonly found between males and females. The reproductive organs and hormones that we are born with determines the type of sex an individual belongs to. Sex roles are purely biological; a man fertilizes the woman, and the woman gives birth to the child and breastfeeds.

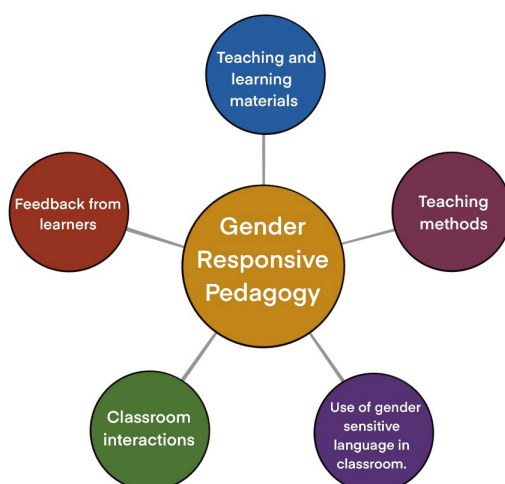
- **Gender** refers to social and cultural attributes and differences between males and females. For instance, boys are good at science; girls are good at social work).
- **Gender roles** can be changed and vary over time and from community to community. Teachers sometimes reinforce existing gender roles in the classroom – either deliberately or without knowing – and influence their learners in ways which may not benefit them.

Decide if these statements are based on sex or gender.

1. Women give birth to babies, men don't.
2. Girls are gentle, boys are rough.
3. In one study of 224 cultures, there were 5 in which men did all the cooking, and 36 in which women did all the house-building.
4. Men's voices break at puberty; women's do not.
5. Most building-site workers in Africa are men.
6. Men are susceptible to prostate cancer, women are not.

5.1.2. Gender Responsive Pedagogy

Gender responsive pedagogy is teaching and learning that pays attention to the specific needs of girls and boys equally. It aims to ensure male and female learners' have equal opportunity to participate and learn. By using gender responsive pedagogy, teachers can create a gender responsive classroom that considers the needs of both boys and girls.



Gender responsive pedagogy includes many aspects:

1. Teaching and learning materials.
2. Teaching methods.
3. Use of gender sensitive language in classroom.
4. Classroom interactions.
5. Feedback from learners.

5.1.3. Teaching and learning materials in a gender responsive classroom.

- Identify gender stereotypes in teaching and learning materials.
- Develop gender responsive teaching and learning materials.
- Change gender stereotype messages into one that have a positive message.
- Select illustrations or sample texts in the textbook that are not gender responsive.
- Make selected illustrations or sample texts gender responsive.
- Review the gender responsiveness of the language in the textbook.

Teaching and learning materials with gender stereotypes.

- Fewer images of women and girls than men and boys.
- Men and women are generally portrayed in stereotypical roles and professions.
- Women are often shown in the home, engaging in domestic and caregiving tasks.
- Men are portrayed in leadership or professional roles.
- Men are described as brave and strong, while women are passive, self-sacrificing, and caring.
- In some cases, there are negative portrayals of women, as having an easy time at home with her children while her husband works hard.
- Contributions of important women are often ignored.
- Part(s) of the materials seem to perpetuate gender bias and stereotypes.

5.1.4. Teaching methods in a gender responsive classroom

- Select teaching methodologies that will ensure equal participation of both girls and boys.
- In practice, take care that dominant individuals do not side-line less assertive ones.
- The lesson plan should allow all learners to participate in the learning activity.
- There should also be equal participation in such activities like making presentations.
- When assigning projects, ensure that both girls and boys are given leadership roles.
- Take into account how the learning materials will be distributed equally to both girls and boys, especially in cases of shortages.
- Give equal chances to both girls and boys to answer questions.
- Extend positive reinforcement to both girls and boys.
- Allow sufficient time for learners to answer questions, especially girls who may be shy or afraid to speak out.
- Phrase questions to reflect gender representation – use names of both men and women, use both male and female characters.
- Ensure that group leaders are both boys and girls.
- Encourage both girls and boys to present the results.

5.1.5. Classroom Arrangement in a Gender Responsive Classroom

Teachers need to organize a classroom to be gender responsive. Consider how to arrange the classroom and interact with the learners in a way that will promote equal participation of both girls and boys. A gender responsive classroom set up responds to the specific needs of both boys and girls.

Teachers should consider:

- Classroom set up that mixes girls and boys.
- Classroom set up that enhances participation of both girls and boys.

- Arrangement of the desks that encourages all learners to speak out and overcome shyness.
- Chairs in laboratories that are appropriate in size and shape enabling effective participation of both girls and boys.
- Fixtures and visual aids on the walls that send gender responsive messages.
- Appropriate shelf heights in the libraries.
- Appropriate size, shape and weight of desks and chairs.

5.1.6. Classroom Interactions in a Gender Responsive Classroom

Classroom interaction is another important element in the pedagogical process. Learners are not little robots; they are also boys and girls with gender specific needs. Especially as they mature, their gender roles and relations (and often sex roles and relationships) have an increasing impact on classroom interactions. The teacher must recognize that this is where such matters as sexual experimentation, sexual harassment, male domination and female passivity come into play. It is therefore important to create and enforce a conducive learning environment through classroom interaction that is gender responsive, age specific and respectful (FAWE, 2005).

The teachers should:

- Take care of the dynamics of gender responsive classroom interaction.
- Ensure gender responsive interaction in the classroom.
- Eliminate inappropriate behavior that may interfere with gender responsive classroom interaction.
- Involve both boys and girls in the classroom and extracurricular activities.

5.1.7. Feedback in a Gender Responsive Classroom

Getting effective feedback is an important part of teaching. It is important for the teacher to ensure that the learners are learning. This is done through effective feedback.

- Teachers should therefore endeavour to create an environment where they can receive feedback from the learners to confirm that learning is taking place.
- The teacher should encourage – and be willing to accept – feedback from the learners in order to improve the teaching and learning process.
- If the teacher is male, it may be particularly difficult for girls to give feedback, as they may be socialized not to ask questions a man or answer back. The teachers need to help the learners to recognize that it is normal to ask questions.
- Make time for adequate feedback from both girls and boys to ensure that both all have understood the lesson.
- Enhance classroom participation by ensuring that both girls and boys answer questions.
- Allow the learners enough time to answer or ask questions and do not interrupt them mid-way. This implies the development and practice of patience and good listening skills. Such skills are especially important when dealing with female learners who may need more time to express themselves, as they may not be used to speaking out in public.

What different mechanisms can a teacher use to get feedback from both boys and girls?

- Make time for adequate feedback from both girls and boys to ensure that both girls and boys have understood the lesson.
- Ask questions to get feedback from both boys and girls.
- Invite learners to always contact you when they face any challenge.

5.1.8. Language in a Gender Responsive Classroom

Inappropriate language use can send negative messages to learners and stop them from learning. A boy or a girl whose teacher constantly tells them: “You are stupid”, may actually come to believe this to be true, which creates potential for a negative impact on academic performance.

Language can also reinforce gender differences and inequalities.

In the classroom, this often reflects gender stereotypes where boys are dominant, and girls are underestimated. By contrast, a teacher can enhance learners' performance by using encouraging, inclusive language in the classroom (FAWE, 2005).

Look at the table below. Think about your classroom, does the language exclude or include all genders (Opportunity EduFinance, 2023).

Use of one gender (he/his) in sentences when referring to everyone	
Avoid Gender exclusion language	Use Gender inclusive language
<ul style="list-style-type: none"> • If a learner studies hard, he will succeed. • The average learner is worried about his grades. 	<ul style="list-style-type: none"> • If a learner studies hard, they will succeed. • The average learner is worried about their grades.
Gender-specific words	
Avoid Gender exclusion language	Use Gender inclusive language
<ul style="list-style-type: none"> • Mankind • Man's achievements • The best man/woman for the job • Chairman/chairwomen • Businessman/businesswoman • Policeman/policewoman • All men are created equal. • Well done you guys 	<ul style="list-style-type: none"> • Humankind • Human achievements • The best person for the job • Chairperson • Businessperson • Police officer • All people are created equal. • Well done everybody
Gender stereotype terms	

Avoid Gender exclusion language	Use Gender inclusive language
<ul style="list-style-type: none"> Boys make good doctors. Women don't drive buses. Girls are not as interested in science as boys. Boys do not cry. 	<ul style="list-style-type: none"> Everyone can be a good doctor. Anyone can be a bus driver. Everyone can be interested in science. Everyone cries.

5.1.9. Implicit Gender Bias

Implicit bias refers to unconscious attitudes, reactions, stereotypes, and categories that affect behaviour and understanding. Teachers can hold assumptions about Learners' learning behaviours and their capability for academic success which are tied to Learners' identities and/or backgrounds, and these assumptions can impede Learner growth (Staats, et. al, 2017). For example:

- A teacher may articulate that girls and boys are equal. However, when rearranging the desks, they only always assign the boys to move the desks.
- A teacher frequently refers to a learner by the wrong pronoun.

A. Some typical biased behaviours seen in the classroom:

- Usually, male learners receive more teacher questions than females.
- Teachers allowing boys to dominate over girls in class.
- Minimal wait time for females' answers
- More frequent follow-up questions with male learners
- Uneven ratio of Learner/teacher interactions: number of responses male to female learners=7:3
- Male learners are also more likely to call out or act out, demanding and receiving teacher attention.
- Segregated seating patterns reinforce unequal teacher attention.
- Boys are more likely to be called up to the front of the

room to do demonstrations (for example a science demonstration)

- Boys are more likely to be disciplined than girls, even when the misbehaviour is identical.
- Girls are more likely to be praised for the appearance and neatness of their work * Females often stereotyped into clerical role because of neat notes.
- Teachers are more likely to offer boys specific feedback on their work – including praise, criticism, and remediation.
- Boys are more likely to receive attributions to effort and ability, teacher comments giving them confidence that success and competence is simply a matter of applying themselves.
- School textbooks and supplemental resource materials tend to be filled with male protagonists and stories.
- More positive feedback and remediation to male learners than female
- Boys are allowed to speak over girls.
- Boys are good in classroom leadership.
- Teachers introducing games excluding girls in the classroom.

B. How to address such biases:

The strategies shared within this content will help teachers to address implicit bias. For example, the section above enlists the most common behaviours seen in the classroom. These will help teachers reflect on their personal biases (Opportunity EduFinance, 2023). We have seen that many classroom teachers are unaware of gender bias in the classroom. Some suggestions for avoiding gender bias in a classroom, include:

- Use inclusive language: addressing learners with appropriate pronouns ensuring one does not mispronounce the learners' names.
- Make sure expectations are the same for all of learners. Both boys and girls can succeed at math, science, language arts and reading.

- Use examples that are gender balanced. If there are none in your textbooks, find alternative resources or local examples.
- Avoid stereotyping jobs for learners such as having girls clean up and boys carry things. Screen books, posters, and other instructional materials for gender balance.
- Try to put girls and boys in non-traditional situations, such as the placement of girls first in this sentence.
- Make the classroom atmosphere one where both girls and boys are encouraged, questioned, and reinforced. Actively integrate groups by not allowing self-segregation.
- Never use gender to group Learners. Create heterogenous gender-balanced groups instead. Model gender balance by what you say and do as a teacher/facilitator.
- Apply classroom rules fairly for both boys and girls. Allow wait time of 3-5 seconds before calling on or responding to Learners.
- Introduce games that equally involve both boys and girls.
- Include both girls and boys in the classroom leadership.



Self-Assessment

- Why is the Gender Responsive Pedagogy important in classroom?
- What do you do in your classroom to create a gender responsive classroom?
- List some typical gender biases in your classroom. How do you address such biases?
- Is there anything you will do differently based on what you have learnt today?

5.1.10. School-Related Gender-Based Violence (SRGBV)



Activity

Monica is 13 years old and really enjoys school. Lately, she has been having trouble in math and her teacher has offered to give her extra help. One day she stays after school and the teacher grabs her breast and tells her she is turning into a beautiful young woman. Monica feels very uncomfortable but is afraid to speak up against the teacher. She decides she will fail math rather than ask this teacher or any other teacher for help again.

- What is wrong with the teacher of Monica? How can you differently support Monica? Which types of School-Related Gender-Based Violence is Monica facing?
- Do girls and boys experience violence in your school?
- If yes, which types of violence do they experience?
- What are possible causes of School-Related Gender-Based Violence (SRGBV) in your school?
- How do you address SRGBV in your school?

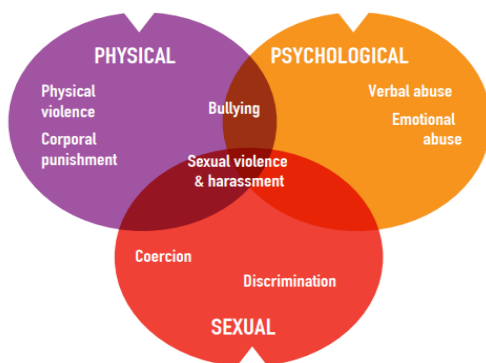
A. Definition

Acts or threats of sexual, physical, or psychological violence based on gender norms and stereotypes occurring in and around schools.

- SRGBV relates to all forms of violence, including fear of violence, that occur in relation to bias against sexual orientation, gender identity and expression.
- It is based on stereotypes, roles, or norms, attributed to, or expected of children because of their sexual orientation or gender identities.
- SRGBV violates children’s fundamental human rights and is a form of gender discrimination. Children have the right to be protected from all forms of violence, including in their school lives.
- Experiencing SRGBV can compromise a child’s well-being, their physical and emotional health, as well as harming their cognitive and emotional development.
- Evidence suggests that SRGBV can also have long-term and far-reaching consequences for young people who have witnessed such violence. They may grow up to repeat the behaviour that they have ‘learned’ and to regard it as acceptable (UNESCO/UN Women, 2016).

B. Forms or Types of School-Related Gender-Based Violence (SRGBV)

There are three forms of SRGBV namely psychological violence, Physical violence, and Sexual violence.



(Source: Adapted from UNESCO/UNGEI, 2015).

a. Physical violence: any act which causes physical harm because of unlawful physical force. Physical violence can take the form of, among others, serious and minor assault, deprivation of liberty and manslaughter.

b. Sexual violence: any sexual act performed on an individual without his/her consent. Sexual violence can take the form of rape or sexual assault.

c. Psychological violence: any act which causes psychological harm to an individual. Psychological violence can take the form of, for example, coercion, defamation, verbal insult or harassment.

Examples of SRGBV

- Both Girls and boys experience psychological, physical, and sexual abuse from peers and teachers through:

Forms	<ul style="list-style-type: none"> • Examples of SRGBV
Psychological	<ul style="list-style-type: none"> • Verbal harassment • Verbal abuse related to puberty • Bullying, teasing • Abusive language from teachers • Emotional manipulation and exploitation • Labeling Learners lazy or stupid based on whether they are boys or girls
Physical	<ul style="list-style-type: none"> • Hitting • Slapping • Caning • Punching • Shaking • Choking • Painful body postures • Excessive exercise drills • Preventing use of the toilet • Exploitive labor • School chores that negatively impact Learner learning or health • Labor as punishment

Sexual

- Rape
- Defilement
- Groping, touching, etc.
- Aiming sexually explicit language at a child
- Indecent touching and exposure
- Exposing pornographic material to children

C. Strategies for Teachers to Prevent and Address School Related Gender-Based Violence

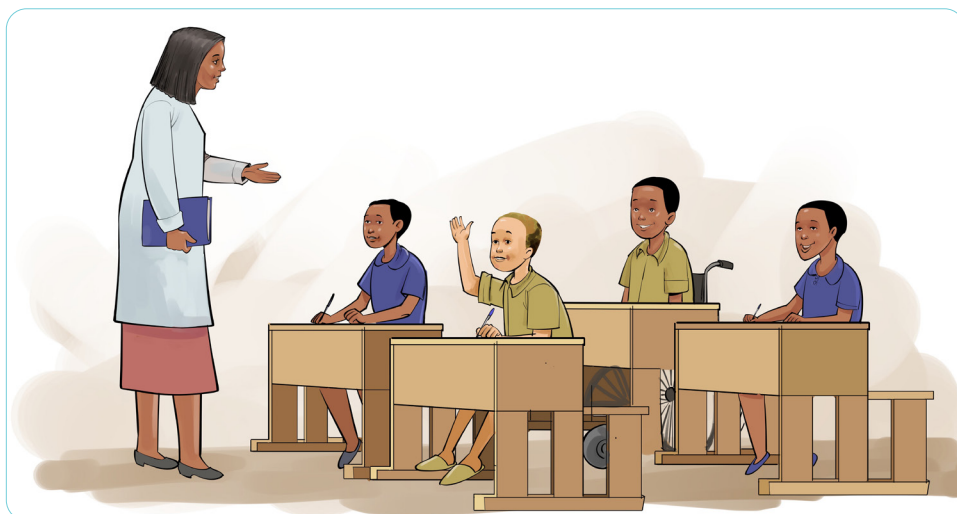
Recognize the role of gender in violence: While boys and men do experience abuse it is important to remember that most victims of violence are female, and most perpetrators of violence are boys and men.

- **Educate yourself on the root causes of violence:** Violence against girls and women stems in male dominance and the socialization of men. Teachers should be educated on the roots of violence against girls and women. They should learn about the myths and realities of gender violence and understand how our society tolerates it.
- **Interrupt sexist and discriminatory language:** Words are powerful, especially when used by people who have power over others. We live in a society where words are used to put girls and women down. Gendered name-calling sends the message that girls and women are less than fully human. When girls and women are seen as inferior, it becomes easier to treat them with disrespect and violence. Change the way you speak to help change the way you think.
- **Be critical and question:** Be critical and question how the media portrays girls and women, whether on television, online, in magazines or in music videos. The media regularly uses images of violence against women, and sexually exploits girls and women to sell products. Write or e-mail the company about their negative images of women and girls and don't buy their products.
- **Report photos,** text, books, and messages that exploit women and girls.

- **Interrupt abuse:** If you see a guy grabbing a girl or pushing a girl into her locker, say something to stop his abusive behaviour. If one of your female friends is intoxicated at a party and being led away by a guy, stop him from being alone with her and help her get home safely.
- Stop sexual harassment in school.
- Develop a child friendly SRGBV reporting mechanism: Put in place reporting measures or mechanisms that ensure safety and confidentiality. The feedback mechanism should support learners to safely and confidentially provide feedback and report concerns, without risking any harm or retaliation. Efforts must be made to earn their trust in the feedback mechanisms.
- Stop victim blaming: Don't blame girls and women for how they choose to dress or judge their behavior. Violence can't be prevented through limiting the freedom of girls.
- Stop rape culture: One way to stop rape culture is by not allowing people to minimize or normalize sexual assault and rape through jokes. If a peer tells a joke about sexual violence against girls and women, say you don't find it funny and you won't tolerate it.
- Call gender-based violence what it is – violence, not “bullying”: Using the term “bullying” to label violence against girls and women masks the truth of what is really happening. By labeling it correctly you are helping to stop a culture which normalizes and minimizes violence against girls and women.
- **Create safe spaces to discuss gender-based violence:** Create an after-school club or group where you can openly discuss your views and experiences and support your peers.
- **Confront and reflect on your ideas and beliefs:** Reflect on your beliefs, actions, and opinions and why you have them. Be honest, admit your faults and commit to changing the way you think and act.
- **Stop stereotyping men's and women's roles:** Social roles and expectations may affect our decisions about relationships. Men are taught that expressing feelings is not “masculine.” Examine your social roles and learn ways to express feelings directly and non-violently to create more meaningful interpersonal relationships.

- **Remember that violence is a choice, and it is preventable:** Don't make excuses for friends and peers who are violent. Do not support the notion that violence is caused by mental illness, lack of anger management skills, alcohol and drug use, stress, etc. Violence is a choice, and it is preventable.
- **Be supportive and believe:** When girls tell you about violence, they have experienced in their lives believe them. It is extremely rare for girls to invent false stories about sexual assault and violence. You may be the first and only person she tells. Believe her and support her decisions, without being judgmental.
- **Be aware of available resources for girls and women:** Familiarize yourself with the resources for girls and women in your community, including women's centers, shelters, and antiviolence organizations. Be a positive resource for girls close to you by sharing information and making referrals.
- **Be a mentor:** Volunteer your time to prevent violence by speaking to learners. This brings awareness to the issue, which will motivate others to act.
- **Understand and practice consent!** Boys and young men need to be respectful when entering into a sexual relationship and should not feel entitled to girls and women's bodies. Just because you are a 'nice guy' does not mean you should have any expectations.

Section 5.2: Lesson Delivery for Learners in an Inclusive Class





Activity

Think of your classroom, reflect on:

- Elements of a conducive classroom environment.
- Challenges you observe among learners with disabilities.
- Differentiated instruction strategies you use.
- Use of Universal Design for Learning.

5.2.1. Creating a Positive Classroom Environment

Creating a conducive classroom environment for all learners is one of the most important things a teacher can do. To make a classroom a conducive environment for learning teachers should:

- Make sure learners with special needs occupy the front place near the blackboard and close to the teacher or any other place of their preference. This is very important for learners with sensorial difficulties and those with learning difficulties.
- Try to arrange the classroom so that learners can move around 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/her desk easily.
- 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 in order to achieve peer learning.
- Sitting arrangement can help to promote cooperative learning during teaching/ learning activities.
- Have a box that contains some story books or simple games that children can use when they have completed their work ahead of others.
- Display pictures, posters, drawings, and examples of learner's work on the walls. Make sure they are displayed at the learners' eye level rather than high up on the walls. You can also add different textures for touching to help learners with visual problems.

- For some learning sessions, it is better to go outside the classroom. For example, lessons about plants and animals could be done in the school compound.
- Remember that learners with hearing and visual problems will find lessons outside the classroom more difficult to understand. Make sure such learners sit very close to you.
- Bring in a mat to make a quiet reading corner.
- Whenever possible, use real objects to help the learners understand. Make sure teachers allow the children to handle and touch these objects if they are not harmful to them. This is very important for learners with seeing and learning difficulties.
- Keep the classroom clean. Make sure all the learners, including those with special educational needs, help to clean the classroom.

5.2.2. Universal Design for Learning (UDL).

UDL is an approach that help teachers to customize curriculum to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background. UDL provides a blueprint for designing strategies, materials, assessments, and tools to reach and teach Learners with diverse needs.

- Universal design for learning (UDL) is a set of principles for designing curriculum that provides all individuals with equal opportunities to learn.
- UDL helps meet the challenges of diversity by recommending the use of flexible instructional materials, techniques, and strategies that empower educators to meet Learners' diverse needs.

The UDL framework is grounded in three principles:

Principles	Meaning	Resources and tips
<p>Multiple means of representation</p>	<p>Content and skills are presented in multiple ways and Learners have a choice about which methods and materials to use to reach the goal.</p>	<p>Consider accessibility and always use plain English, use a font style, and size that's easy to read, use built-in document styles like headings and page titles and make sure video captions are turned on and text is added to images.</p> <p>Provide options for Learners to learn through different ways - videos, drawing, diagrams, performances, games, journals, experiments, and peer collaboration.</p> <p>Use built-in, free tools on devices to support the Learner's access to information such as having text read aloud, personalized to meet their needs or use of images supporting text.</p> <p>Provide opportunities for class members to participate in planned activities e.g., partner and/or small group work over Zoom or Teams.</p>

<p>Multiple means of engagement</p>	<p>For purposeful, motivate learners for learning, and stimulate their interest</p>	<p>Review prior learning before beginning new or more complex learning to identify and build on what Learners already know, so that lessons can be adjusted or paced to Learners' skills and knowledge.</p> <p>Provide options for receiving information– appropriate reading level, listening, viewing, pictorial.</p> <p>Offer time for active reflection. Consider strategies and technology from the Digital Learning Selector, such as Exit Tickets or What did we learn today?</p> <p>Provide content relevant to Learners' cultural background.</p>
<p>Multiple means of action and expression</p>	<p>Providing learners with alternative ways to act skillfully and demonstrate what they know.</p>	<p>Provide alternative formats for Learners to demonstrate understanding; digital, written, oral, manipulative materials.</p> <p>Provide options to support planning and scaffolding of Learner responses like providing checklists, graphic organizers, mind maps, etc.</p> <p>Use technology to provide accessible ways for Learners to show what they know, such as using in-built accessibility tools such as speech to text and other apps and software.</p>

5.2.3. Differentiated Instruction Strategies

A. Meaning of Differentiated Instruction

Teachers who use only traditional classroom instruction and materials might discover that they are leaving some of their learners behind. The teaching strategies have changed over time. For our learners to succeed, they need *differentiated instruction* to meet multiple learning needs. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching to create the best learning experience possible, that a teacher is ***differentiating instruction***.

- **Differentiation** means tailoring instruction to meet individual needs.
- **Differentiated instruction** is also defined as changing the pace, level, or kind of instruction you provide in response to individual learners' needs, styles, or interests (Hencox, 2012).

B. Why is Differentiated instruction Important?

Differentiated instruction enhances learning for all learners' needs and interests. The goals for differentiated instruction are:

- Address the needs of all learners.
- Provide opportunities for teacher-facilitated classrooms.
- Provide learner-centered classrooms which result in greater retention.
- Establish teacher-centered relationships.
- Provide tiered tasks for learners.

C. Four ways to differentiate.

There are four ways to differentiate. Teachers can differentiate at least four classroom elements based on learner readiness, interest,

or learning profile: (1) Content; (2) Process, (3) Products; (4) Learning environment.

(1) Content: teachers consider the objective of a lesson, then provide learners with flexible options about the content they study to meet the objective, from subject or topic to approach or presentation.

Examples of differentiating content:

- Match vocabulary words to definitions.
- Read a passage of text and answer related questions.
- Think of a situation that happened to a character in the story and a different outcome.
- Differentiate fact from opinion in the story.
- Identify an author's position and provide evidence to support this viewpoint.
- Create a PowerPoint presentation summarizing the lesson.

(2) Process: teachers differentiate how learners learn. Grouping learners based on their individual readiness or complementing each other is one way to accomplish process differentiation. Another is varying the way concepts are taught: through visual, auditory, or kinesthetic lessons, for example.

Examples of differentiating processes or activities at the elementary level include the following:

- Provide textbooks for visual and word learners.
- Allow auditory learners to listen to audiobooks.
- Give kinesthetic learners (Learners who prefer to use physical skills or manipulate objects) the opportunity to complete an interactive assignment online.

(3) Product: *Product* differentiation applies to the types of assignments learners create. A teacher might ask learners to explain a concept; the product could be a written report, a story, a song, a

speech, or an art project. Varying the [types of assessments](#) you give learners is also an example of product differentiation.

Examples of differentiating products at the elementary level include the following:

- Read and write learners (write a book report.)
- Visual learners create a graphic organizer of the story.
- Auditory learners give an oral report.
- Kinesthetic learners build a diorama illustrating the story.

(4) Learning environment: The classroom environment also affects learning. Changing the physical setting in the classroom, like how desks are set up or arranged, or where learners can sit (on age-adapted chairs/desks), for example), serves as classroom environment differentiation, which can also include changes to routines and habits.

Examples of differentiating learning environments at the elementary level include:

- Break some learners into reading groups to discuss the assignment.
- Allow learners to read individually if preferred.
- Create quiet spaces where there are no distractions.

D. Differentiated Instruction Strategies

- 1. Create learning stations:** divide your classroom into stations that have different activities, each helping teach a skill or concept.
- 2. Use task cards:** print cards that each contain a task or question. Have learners complete them either individually or in pairs.
- 3. Interview learners:** pull learners aside during group activities to ask questions about their abilities and learning habits.
- 4. Target different senses within lessons:** aim to use lesson content that targets visual, tactile, auditory, and kinesthetic senses.

- 5. Share your own strengths and weaknesses:** highlight that not everyone processes information the same way. Share personal examples.
- 6. Use the think-pair-share strategy:** ask learners to individually think about a question. Next, pair them together to discuss their thoughts. Finally, have each pair share their ideas with the rest of the class.
- 7. Make time for personal notes:** make time for learners to reflect and expand upon lessons in their personal journals/notebooks.
- 8. Implement reflection and goal-setting exercises:** have learners reflect on important lessons and set goals for further learning. Create lessons to help meet these goals.
- 9. Run literature circles** (small groups in circles to discuss something in depth): help auditory and participatory learners retain more information from readings by running literature circles.
- 10. Offer different types of free study time:** divide the class into sections like learning stations, using free study time to benefit different types of learners.
- 11. Group learners with similar learning styles:** encourage learner collaboration by grouping them based on common work and thinking practices.
- 12. Give different sets of reading comprehension activities:** evaluate reading comprehension through questions and activities that test different aptitudes.
- 13. Assign Open-Ended Projects:** Create a list of projects and rubrics, letting learners choose one that lets them best demonstrate their knowledge.
- 14. Encourage Learners to Propose Ideas for Their Projects:** Let learners take projects from concept to completion by pitching their ideas.
- 15. Analyze Your Differentiated Instruction Strategy on a Regular Basis:** Analyze your approaches to differentiated content, processes, and products to determine effectiveness.
- 16. Use EdTech that Adjusts Itself to Each Learner:** Use a free and adaptable math game with a range of content, such as Prodigy.

17.Relate Math to Personal Interests and Everyday Examples:

Use real-life comparisons to help some learners grasp new concepts.

18.Create Learning Stations, without Mandatory Rotations:

Set up stations that involve using either data or objects or working with other learners, to solve problems. Consult learners if they want to change stations.

Section 5.3: Guidance and Counselling Services for Learners with SNE



Activity

Kamali who had a visual impairment lost his mother in an accident. He was always isolated with less hope for education.

- As a teacher, how can you support Kamali?
- What is the importance of guidance and counselling to support Kamali?
- What steps can you consider for guidance and counselling Kamali?

5.3.1. Definitions of Guidance and counselling

- **Guidance** is a process of providing direction towards making a positive decision. Guidance helps individuals understand better their abilities, know their interests, to develop their skills and relate them to life goals. It helps individuals reach a state of mature self-guidance and direction as a desirable member of the society.
- **Counselling** is the process of listening to someone who has issues and giving him advice to overcome them. It involves identifying, exploring, and examining alternative causes of actions and their possible consequences. It is concerned with addressing and solving specific problems, making decisions, coping with crisis, working through feeling and inner conflicts, and improving a person's way of relation to others. The overall aim of counselling is to make life more satisfying by helping the client solve their problems or meet their needs.

5.3.2. Importance and principles of Guidance and Counselling

- Learners with Special Educational Needs and Disabilities need guidance and counselling even more than their peers without disabilities because besides the normal challenges of life, they experience other problems emanating from their disability.
- Many learners with Disabilities are faced with rejection, negative attitudes and social stigma from family, peers, and society. This may result in negative feelings like loneliness, isolation, withdrawal, and failure to adjust and develop a positive self-concept.
- Guidance and counselling come in to help learners with disabilities face these problems and become self-reliant and independent.
- Besides children with disabilities having guidance and counselling even their Parents/ families also needs to be guided and counselled.

5.3.3. Approaches and qualities of school Guidance and Counselling Service



Activity

1. What are the approaches used by counsellors?
2. According to you, how a good counselling would look like?

There are three main approaches used by professional counsellors. Some therapies may also use ideas from more than one approach. Some professional counsellors use only one approach, but others are more flexible and might use techniques from more than one method.

- **Psychodynamic Approach to Counselling:** The main goal of psychodynamic counselling, is to help people to balance the three elements of their personality so that neither the Id nor the Superego is dominant. Psychodynamic counselling is therefore a long and ongoing process and is mainly used when people are experiencing severe problems that are not resolved using other methods.
- **Humanistic Approach to Counselling:** Humanistic counsellors therefore aim to help clients to explore their own thoughts and feelings and to work out their own solutions to their problems.
- **Client-Centred Counselling:** It aims to show empathy, warmth, and genuineness, which they believe will enable the client's self-understanding and psychological growth.
- **Behavioural Approach to Counselling:** The behavioural approach to counselling focuses on the assumption that the environment determines an individual's behaviour.

5.3.4. Quality of school guidance and counselling

Effective counselling highly depending on skills and techniques used by the counsellor. Counselling goes beyond reading, writing, and talking. To be a competent counsellor, one must use special skills and techniques. Those include:

- **Attending skills:** Include social skills the counsellor uses in welcoming the client as well as the sitting posture the counsellor assumes it's the course of counselling. Sitting of counsellor is given the acronym of **SOLER** (**S**-sit squarely, **O**-maintain an open posture, **L**-lean forward appropriately, **E**-Maintain eye contact, **R**-relax).
- **Structuring:** Establishing working patterns e.g. Time, frequency payment, duration and general plan of counselling.
- **Active listening:** It is the most important counselling skills. It calls for physical, emotional, and psychological presence of the counsellor. It includes verbal and non-verbal, it means listening, encouraging, and prompting the client to go on talking.
- **Empathy:** Is the capacity to enter the place of the other human being and understand the world from their perspective.
- **Questioning:** Questions should be those elaborate answers leading to a better understanding of the client's story. Avoid answers yes or no and avoid questions start with have or do, are, would **Self-disclosure:** This is when counsellor shares an event which draws similar emotions and feelings to what the client is presently experiencing.
- **Confronting:** Is used to point out inconsistencies in what the counsellor does say.
- **Reflecting feelings:** It involves going back to what the counsellor has said or expressed either in regard to facts or feelings.
- **Giving feedback:** is used at the beginning of the all counselling or at the end of a follow up counselling session or at the end of a counselling relationship. It involves a summary of issues in previous sessions, goal set and any handicaps that the counsellor may have picked from the client.
- **Summarizing:** It covers what has been said by the client. Summering is normally used to close a topic, change subject, or select the next move in a descriptive manner.

5.3.5. Steps of Counselling

There are five main steps of counselling:

- **Creation of rapport:** When individual is considering for help,

s/he experiences a mixture of feelings. Creating a warm and welcoming situation minimizes these fears and thoughts. It helps to build a relationship and offers psychological relief which puts the clients at ease.

- **Exploration:** This is the time when the client reveals and discusses his/ her issues. Some clients can articulate their issues well while others are not, some others may be confused when presenting their issues. It is a difficult stage for the client, so your prime responsibility as a counsellor is to create a safe environment for your client through attending skills, listening and empathy.
- **Understanding:** This is to know or realize the meaning of what the client is saying. It bears an element of trust and belief.
- **Action:** At this stage a counsellor helps a client to formulate a plan, in a step-by-step procedure for reaching the goal. The action stage does not need to be hurried.
- **Termination:** Although counselling helps individuals with special concerns, the complexities of the life situation make it such that the counsellor cannot solve all problems that his or her client brings forwards.

5.3.6. Qualities of a Good Counsellor

The success of a good counsellor relationship depends on the competence of the counsellor. The most important thing is that a counsellor offers himself or herself fully to the client. Here are some of the qualities:

- Empathy
- Good listener and wise
- Available and accessible
- Presentable
- Respected
- Patient and humble
- Loving
- Non-judgmental
- Role-model

Note that the service providers of counselling are trained and licensed professionals in different use of approaches of counselling (counsellors, psychologist, clinical social work, mental health professionals, etc.). Counselling approach requires the client to take an active role in his or her treatment with the therapist being nondirective and supportive.

5.3.7. Types of Guidance and Counselling

The provider of the services uses different types such as:

- **Individual counselling:** This is a one-to-one type of counselling which is used when a client has confidential issues. It is characterized by Being private between counsellor and client, it is a one-to-one relationship and requires a pledge confidence from each of the parties concerned. It develops out of client recognition of the existing need for assistance.
- **Group counselling:** It involves more than one person. It is common when counselling people going through the same or related problems. For e.g.: learners having drug and substance problems, pregnant adolescent girls.

The advantage of group counselling is: Pupils learn from their peers how to deal with certain situations and issues — Teachers identify from the group pupils who may become peer counsellors. — Pupils learn to share their experiences during counselling sessions.

- **Peer counselling:** It involves peer counselling. People who can counsel colleagues are identified and given the necessary skills and allowed to assist/help their peers. Peer counselling is a good strategy to adopt in schools as pupils who may not easily disclose their problems to the teacher or parents can freely do so with their peers who do not pose any sign of authority over them.
- **Bibliotherapy:** Is a type of counselling that is gained by a client through reading relevant literature. For example, Motivational books such as think big by Ben Carson — Testimonies from people such as T.D Jakes, Focus books for the power of praying, Relevant print media such as parents' magazine.

5.3.8. Objectives of Guidance and Counselling

Counselling is viewed as a personalized, intimate interview or dialogue between a person experiencing some emotional, social, educational, physical, and vocational problems etc. It can also be seen as a service that helps individuals to solve problems and learn to cope with these problems that are not easy to solve.

Guidance and Counselling serves following objectives:

- Help people gain insight into the origins and the development of their emotional difficulties to take rational control over their feelings and actions.
- Correct maladaptive behaviours.
- Assist people move towards fulfilment of their potential.
- Achieve an integration of previously conflicting parts of themselves.
- Provide people with different attitudes and knowledge which will enable them to confront social inadequacies.
- Educate the youth to be able to make informed career choices.
- Make the youth aware of the education and occupational opportunities available in their environment.

5.3.9. Components of Guidance and counselling

Guidance and Counselling serve different purposes. Learners, especially those with special needs may have issues regarding the education path they will have to follow, career they will pursue, and they will need guidance on how to handle different problems of life, like social and personal problems. Guidance and counselling should tackle all those problems.

The following are components of Guidance and Counselling:

- **Educational Guidance and Counselling:** This is the process of informing the learners with all relevant information that will enhance educational development. Such information includes types of schools, facilities available, quality of teachers, availability of hostels, entry requirements, etc. For example,

learners with visual impairment should know whether schools are special or inclusive, they should know whether schools have enough facilities and the quality of teachers before they take decision to enroll in a certain school.

- **Vocational Guidance and Counselling:** This is the process of helping learners to choose the right vocation for future carrier based on interest, ability, and aptitude. Vocational Guidance and Counselling is very important for learners with Disabilities and SNE because of their limitations. For example, a learner with upper limb amputation may want to do mechanical engineering, but his/ her condition will not favour him/ her. Guidance and Counselling will help her/ him understand his/ her limitations and opt for other options in this case like, law, education etc.
- **Personal/ social Guidance and Counselling:** This is the process of helping the learners to adjust and live happily with the members of his environment in spite of differences. Learners with Special Educational Needs and Disabilities face a myriad of problems which in most cases results into negative self-image, feeling inferior to others, withdraw and poor performance. Personal/ social Guidance and Counselling should help learners with Disabilities to cope with their problems and to live in harmony with the peers.
- **Rehabilitation Guidance and Counselling:** This is the process of assisting person with Disabilities who has suffered a catastrophe and has lost part of his body which rendered him hopeless to reinstall hope in him and help to maximize the remaining potential in him. The essence of rehabilitation counselling is to discourage begging but encourage independent and effective being so the clients can contribute his total ability to community development.
- **Marital Guidance and Counselling:** This is the process of educating learners about the body components and the functions of each part. It is also a way to provide a holistic education on how to be engaged in inter social relationship with the right person at the right age and in the right forum with total maintenance of self-control and the right social-personal distance and not allowing handshake to go beyond the shoulder. Learners with Disabilities should also be counselled to deal with break hurting that may result from a bad relationship.

Conclusion

5.3.10. End Unit assessment



End of Unit Assessment

1. Do you carry out guidance and counselling in your school? If yes which category of people, do you counsel and guide and who does guidance and counselling in your school?
2. It is recommended that parent of children with SNE requires guidance and counselling. What is your view on this statement?
3. What do you understand by the following terms:
4. Guidance
5. Counselling
6. Explain the role of guidance and counselling to children / Families with disabilities?
7. What are the approaches of counseling used by counsellors?
8. According to you, how should a good counselling look like?
9. Why is the Gender Responsive Pedagogy so important in classroom?
10. What are you currently doing in your classroom to create a gender responsive classroom?
11. Is there anything you will do differently based on what you have learnt today?
12. List some typical gender biases in your classroom. How do you address such biases?
13. What are the elements of a conducive classroom environment?
14. How do you ensure that three principles of universal design for learning can work/works in your classroom?



Unit Summary

- **Sex:** Sex refers to the biological differences commonly found between males and females. For example, the reproductive organs and hormones that we are born with. Sex roles are purely biological, what you are born with. The man fertilizes woman to get pregnant, and the woman gives birth to the child and breastfeeds.
- **Gender** refers to social and cultural attributes and differences between males and females. For instance, boys are good at science; girls are good at social work)
- **Gender roles** can be changed and vary over time and from community to community. Teachers sometimes reinforce existing gender roles in the classroom – either deliberately or without knowing – and influence their learners in ways which may not benefit them.
- **Gender responsive pedagogy** is teaching and learning that pays attention to the specific needs of girls and boys. It aims to ensure male and female learners' have equal opportunity to participate and learn. By using gender responsive pedagogy, teachers can create a gender responsive classroom that considers the needs of both boys and girls.
- **Classroom Arrangement in a Gender Responsive Classroom:** Teachers need to organise a classroom to be gender responsive. Consider how to arrange the classroom and interact with the learners in a way that will promote equal participation of both girls and boys. A gender responsive classroom set up responds to the specific needs of both boys and girls.
- **Language in a Gender Responsive Classroom:** Inappropriate language use can send negative messages to learners and stop them learning. A boy or girl whose teacher constantly tells them: "You are stupid", may actually come to believe this to be true, which creates potential for a negative impact on academic performance.
- **Implicit bias** refers to unconscious attitudes, reactions, stereotypes, and categories that affect behaviour and understanding.

- **Universal design for learning (UDL)** is an approach which helps teachers customize curriculum to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background. UDL provides a blueprint for designing strategies, materials, assessments, and tools to reach and teach Learners with diverse needs.
- **Universal design for learning (UDL)** is a set of principles for designing curriculum that provides all individuals with equal opportunities to learn.
- **UDL** helps meet the challenges of diversity by recommending the use of flexible instructional materials, techniques, and strategies that empower educators to meet Learners' diverse needs.
- **Guidance** is a process of providing direction towards making a positive decision.
- **Counselling** is viewed as a personalized, intimate interview or dialogue between a person experiencing some emotional, social, educational, physical, and vocational problems etc. It can also be seen as a service that helps individual to solve problems and learn to cope with these problems that are not easy to solve.
- **Learners with Special Educational Needs and Disabilities** need guidance and counselling even more than their peers without disabilities because besides the normal challenges of life, they experience other problems emanating from their disability.

UNIT 6

CROSS-CUTTING ISSUES



Introduction

Cross-cutting issues are important curriculum contents that do not belong to any one learning area exclusively, but which are best taught in several subjects (REB, 2020). Among the changes in CBC (Competence-Based Curriculum), is the integration of cross-cutting issues as an integral part of teaching /learning processes as they relate to and must be considered within all subjects to be appropriately addressed in the National Curriculum Framework (REB, 2020).

All cross-cutting issues are important for teachers to learn about and must be integrated across learning areas appropriately since they are not confined to one subject. The issues are embedded within the syllabi of different subjects, across the years rather than having a dedicated timetable slot of their own. Mainstreaming the cross-cutting issues in formal, non-formal and informal program will provide an opportunity for Learner teachers to acquire knowledge, skills and values which will enable them address salient issues in their lives and in the community. The cross-cutting issues include but not limited to the following:

1. Genocide Studies
2. Environment and Sustainability
3. Gender
4. Comprehensive Sexuality Education
5. Peace and Values Education
6. Financial Education
7. Standardization Culture
8. Inclusive Education



Unit learning outcomes

Teacher trainees will be able to:

- Develop an understanding of cross-cutting issues in teaching and learning activities.
- Demonstrate ability to develop and integrate cross-cutting issues within and across subjects.
- Demonstrate the appreciation of cross-cutting issues in enhancing life skills and ethical values for learners.

Section 6.1: Genocide Studies



Activity

What do you know about the 1994 Genocide committed against the Tutsi in Rwanda? Discuss its consequences.

6.1.1. Definition of Genocide

The concept of genocide stems from its etymology, it is a combination of the Greek word *genos*, which means people or nation, and the Latin suffix *-cide*, which means murder. The word was codified in the 1948 United Nations Convention on the Prevention and Punishment of the Crime of Genocide, which defined genocide as acts “committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group.”

On 9/12/1948, the United Nations Organization adopted the Genocide Convention. This convention had the following obligations:

- To prevent genocide,
- Not to commit genocide
- To punish genocide

Note that it is important to use appropriate concepts and to be familiar with the vocabulary used in genocide studies. e.g 1994 Genocide against the Tutsi not, the 1994 Tutsi genocide. As teachers (You) should also emphasize articles of the Genocide Convention that punish:

- genocide
- Conspiracy to commit genocide.
- Direct and public incitement to commit genocide.
- Complicity in genocide.
- Attempt to commit genocide.

6.1.2. Integrating Genocide Studies in teaching and learning

Subjects	Examples
Social and Religious Studies	<p>Teach how God created a man.</p> <p>Teaching the love of God and Human.</p> <p>Teaching 10 God's commandments like teaching how to forgive, avoid discrimination and revenge in class.</p> <p>Causes and Impact of genocide.</p> <p>Field visits to Genocide Memorial sites.</p> <p>Pictures, images, videos, films, artifacts</p>
Science and Elementary Technology	Stories on genocide
English,	Stories/texts on how to avoid revenge, discrimination, Encourage tolerance.
Kinyarwanda,	<p>Teaching cultural values</p> <p>Teaching songs</p> <p>Drama</p> <p>Story telling</p>
French	<p>Teaching cultural values,</p> <p>Teaching songs</p> <p>Drama</p> <p>Story telling</p>
Mathematics	Percentages / Number of people of who died and the effects on the economics, Social, human resources....

Teaching/learning about genocide helps to:

- a. Contribute to the prevention of genocide by understanding why and how it occurs.
- b. Promote and uphold human rights because genocide is one of the human rights violations. Deal with the difficult past caused by genocide consequences.

Section 6.2. Gender Education



Activity

- What is the difference between sex and gender?
- Differentiate between roles performed by girls and boys at home, school, and in the community.

6.2.1. Definition of Gender

Gender refers to the socio-cultural definition of man and woman; **the way societies distinguish men and women and assign them social roles.** It entails the behaviors and attitudes which are culturally accepted as appropriate ways of being a woman (femininity) and masculinity being a man (masculinity,).

Emphasize to learners that, nowadays, both boys and girls have equal opportunities and responsibilities at school, community, and workplaces whether they have disabilities or not (REB,2020).

In order to integrate gender issues into subject teaching, (You) need to understand some key concepts like gender equality and gender equity and how best you apply them in the classroom setting like distribution of questions, sitting arrangement, and gender-sensitive language.

6.2.3. Integrating Gender in Teaching and Learning

Subjects	Examples
Social and Religious Studies	<ul style="list-style-type: none">• Creation of man and woman.• Gender equal opportunities between man and woman.• Equal Rights for boys and girls• Use gender sensitive language.• Teaching learners to avoid biases stereotypes

Science and elementary technology	<ul style="list-style-type: none"> • Encourage Participation of both girls and boys in science courses • Change attitude of girls towards learning Sciences. • Motivate both boys and girls to learn Science and technology.
English, Kinyarwanda, French	<ul style="list-style-type: none"> • Drama on Gender equity and equality. • Story telling Gender equity and equality. • Debates on advantages of gender equity and equality
Mathematics	<ul style="list-style-type: none"> • Encourage Participation of both girls and boys in mathematics courses • Change attitude of girls towards learning mathematics. • Motivate both boys and girls to learn Mathematics and technology.

Section 6.3: Comprehensive Sexuality Education



Activity

“One important barrier to the successful implementation of Comprehensive Sexuality Education (CSE) is the discomfort felt by many teachers in discussing issues like sex and reproductive health that may be sensitive or even taboo”. (UNESCO,2018)

- Based on the above statement and Comprehensive Sexuality Education (CSE) standards, which issues, do you think are sensitive in your society to talk to children and young people and how can you integrate them into your teaching subjects?

6.3.1. Definition of Comprehensive Sexuality Education

Comprehensive Sexuality Education (CSE) provides a full range of information, life skills, and values that enable young people to make informed choices about their health and sexuality. CSE is broader than sex education and includes:

- Sexual and reproductive health
- Human growth and development
- Communication, relationships, gender
- Prevention of Sexually Transmitted infections (STI)
- HIV and AIDS
- Unwanted Pregnancies and Gender-Based Violence (GBV).

UNESCO advocates for CSE, to promote health and well-being, respect for human rights, and gender equality. In integrating CSE, (You) need to develop among learners, skills, attitudes, and values that lead to respectful and sexual relationships. e.g Brainstorming about their health, well-being, and dignity, unwanted pregnancies, GBV, and promoting risk-reducing behavior.

6.3.2. Comprehensive Sexuality Education

Subjects	Examples
Social and Religious Studies	<ul style="list-style-type: none"> • Sexually transmitted diseases HIV Aids, and other venereal diseases. • Relationships communication and gender • Sexual and Cultural values • Self-hygiene of genital parts • Avoid unwanted pregnancy. • Report sexual aggression. • Avoid gender-based violence.
Science and Elementary Technology	<ul style="list-style-type: none"> • Sexual Reproductive Health. • HIV Aids prevention. • Human growth and development (list of stages of life. • Functions, proper period of body parts and genital parts
English,	<ul style="list-style-type: none"> • Names of body parts. • Poems, songs, and drama on effects of sexuality
Kinyarwanda,	
French	

- Population census indicating statistics on gender.

Section 6.4: Environment and Sustainability

Environmental sustainability is the ability to maintain an ecological balance in our planet's natural environment and conserve natural resources to support the wellbeing of current and future generations.



Activity

Environmental sustainability is important to preserve resources like clean air, water, and wildlife for future generations. Sustainability also refers to “meeting the needs of the present without compromising the ability of future generations to meet their own needs.”

- How do you ensure that your learners are aware of Environmental sustainability?
- What is the impact of climate change, deforestation, water and air pollution, and overfishing?

6.4.1. Definition of Environmental Education

Environmental education can be defined as “a communication process that causes behavior change towards the environment, while sustainability is a societal goal that relates to the ability to safely co-exist over the earth over a long time”.

- Education for sustainable development is crucial to promote an understanding of the connections between the environment and society. This concept can be integrated into many subjects like social studies.
- Some of the aims of environmental education include:
- Awareness: to foster an appreciation of the environment.
- Knowledge: learners and other people to be informed of their roles in causing environmental problems, like overgrazing,

deforestation, bush burning, soil erosion, pollution etc.

- **Attitude:** individuals and groups need to adopt ethical values that awaken strong feelings for the environment and its living and non-living components.
- **Skills:** people should be taught how to mobilize their human and natural resources to prevent ecological **problems**.

You need to constantly remind the learners about the dangers of environmental degradation and their impact on human health like:

- Global warming
- Wood fuel crisis
- Ozone depletion
- Water and air pollution
- Loss of biodiversity

You also need to emphasize the causes of environmental degradation especially human activities that can be averted/prevented like:

- Deforestation
- Overgrazing
- Bush burning
- Poor farming practices that lead to soil exhaustion and erosion
- Industrialization.

6.4.2. Integrating Environment and Sustainability

Subjects	Examples
Social and Religious Studies	<ul style="list-style-type: none">• Animal protection• Effects of environmental degradation• Impact of deforestation.• Environmental protection• Climate change• Water and air pollution• Overfishing• Soil erosion.• Discussing the effects of overpopulation.

Science and Elementary Technology	<ul style="list-style-type: none"> • Advantage of Tree planting • Advantage of Industries and their products. • Effects of Industrial pollution • Sensitization on environmental protection/ sustainability. • Drawings of animals, trees, plants ... • Advantages of cleanliness • Disposal of used material • Proper use of home tools.
English, Kinyarwanda,	<ul style="list-style-type: none"> • Naming scientific objects. • Stories on environmental protection. • Stories s on environmental degradation. • Protection of school garden/ plants and facilities. • Songs, drama, dance on environmental protection. • Debate on environment protection and degradation.
French	
Mathematics	<ul style="list-style-type: none"> • Counting the types of plants in the school and give their role to human life. • Giving examples of environment, values care and protection.

Section 6.5: Peace and Values Education

One of Rwanda's Education Sector objectives is to promote a culture of peace, tolerance, justice, respect for human rights, democracy, and solidarity, and of avoiding any form of discrimination.



Activity

“Peace must begin with each one of us.

Through quiet and serious reflection on its meaning, new and creative ways can be found to foster understanding, friendships, and cooperation among all peoples.” -Javier Perez de Cuellar, Former Secretary General of the United Nations

- What do you understand by Peace Education?
- Why do you think that it is important for a teacher to teach peace education?

6.5.1. Definition of Peace and Values Education

Peace and Values Education (PVE) refers to how education can contribute to a better awareness of the root causes of conflicts, violence and absence of peace at the personal, interpersonal, community, national, regional, and international/global levels on the one hand and, on the other hand, about how education can simultaneously cultivate values and attitudes which will encourage individual and social action for building more peaceful families, communities, societies and ultimately a more peaceful world.

PVE is further defined as an education that promotes social cohesion, positive values including pluralism and personal responsibility, empathy, critical thinking, and action in order to build a more peaceful society (a society that does not use violence to resolve conflicts). PVE is also understood as being the process of acquiring values and knowledge, and developing attitudes, skills, and behavior to live in harmony with oneself, with others and with the natural environment.

Instead of being a stand-alone subject in this curriculum, PVE is integrated as a crosscutting issue in the following three ways:

- First, PVE content elements and teaching-and-learning methodological approaches (including tools and resources) are mainstreamed in different subjects.
- Second, PVE is integrated in all other subjects through infusion of its specific teaching-and-learning methodological approaches (including tools and resources).
- Third, PVE is integrated in all subjects by making Peace and Values an everyday life practice and by requiring all tutors to (1) behave as peaceful facilitators of learning or to be “Guides on the Side” instead of being “Sages on the Stage”; and (2) behave as peace builder models for the Learners, i.e. PVE role modeling or PVE teaching by examples.

Peace and Value Education should be integrated with role modeling or teaching by example. PVE emphasizes the role of teachers and teacher Education as agents of change.

6.5.2. Integrating Peace and Values Education in Teaching and Learning

Subjects	Examples
Social and Religious Studies	Avoiding conflicts and Violence in classroom/ school.
Science and Elementary Technology	Teach learners to develop respect to all learners. Teach collaboration and teamwork.
English, Kinyarwanda, French	Teach values like time management tolerance, and Justice.
Mathematics	Teach learners to be peaceful. Respect for human rights Avoiding any form of discrimination and bullying. Encourage collaboration in diverse groups. Debate on peace and values. Teach conflict resolution techniques. Teach advantages of equality, freedom, trust and solidarity.



Activity

“The purpose of teaching is not learning. The purpose of teaching is to create conditions for learning”. Malaguzzi. With reference to the above quotation, and the examples of the positive values given, explain how you can demonstrate some of those values in any of your teaching subjects.

Section 6.6: Financial Education



Activity

- c. What is the difference between financial education and literacy education?
- d. How can you demonstrate financial education to your Learners?

6.6.1. Definition of financial education

Financial education refers to teaching learners the principles of managing their money throughout their lives. It gives learners the skills and the knowledge to effectively link money and its value. It also shows learners how to maximize savings while minimizing risks and expenses. It gives learners the principles of how to make money work for you and frees you from being a lifelong slave to money.

Financial education also refers to the process of learning the skills and knowledge on financial matters to confidently take effective action that best fulfills an individual's personal, family, and global community goals.

Learners need to learn how to reduce costs in whatever they do. Financial education teaches the skills, and attitudes necessary to understand money and finance. As a teacher, you can integrate these skills in teaching Mathematics and where possible initiate small saving schemes in the classes you teach.

According to Financial Sector Development Programme, (FSDP), financial inclusion including knowledge, skills, and attitudes can be attained through financial education and financial literacy campaigns. Therefore, teachers need to have these skills imparted to Learners during teaching different subjects.

6.6.2. Integrating Financial Education

Subjects	Examples
Social and Religious Studies	<ul style="list-style-type: none">• Teach value for money example how to spend on valuable items.• Teach how to make budget.• Teach value for saving.• Teach economic development
Science and Elementary Technology	<ul style="list-style-type: none">• Purchase of classroom science items• Parents work to get money for Salaries, uniforms, and other school materials. for science teachers• Teach learners banking institutions in the region.
English, Kinyarwanda, French	<ul style="list-style-type: none">• Teach comprehension.• Use text reading.• Storytelling.
Mathematics	<ul style="list-style-type: none">• Teach addition showing cost for different items.• Teach about conversion of currencies (exchange of francs to Dollars)• Teach use of mobile money. (Sending and receiving money.

Section 6.7: Culture of standardization



Activity

- What are the roles of RSB (Rwanda Standard Board)?
- What is meant by the Culture of standardization?

6.7.1. Understanding culture of standardization

According to the English Cambridge Dictionary, Standardization is the process of making things of the same type have the same basic features. E.g if a school decides to standardize its grading system, it

needs to ensure that every teacher gives grades in the same way.

The culture of standardization refers to the commonly shared beliefs about what is acceptable and unacceptable, or right and wrong, within a particular society.

Teachers (You) should inculcate into Learners, that respect for standards is important. *The culture of standardization* can be integrated in every subject by having standard lesson planning.

6.7.2. Integrating Standardization Culture

Subjects	Examples
Social and Religious Studies	<ul style="list-style-type: none"> • Teach about Norms on school culture (rules and regulations, Greeting people) • Teach about respect for gender equality. • Respect of cultural diversity differences among learners. (Culture, religion family background, country of origin, sex, disability) • Respect for religious differences. • Respect for time / timetable. • Teach learners to maintain positive relationship and interactions characterized by openness trust respect and appreciation. • Culture of recognition and appreciation of individual learner success
Science and Elementary Technology	<ul style="list-style-type: none"> • Teach about standard hygiene. • Teaching the importance of the culture of sports among learners • Teaching learners the culture of receiving and guiding visitors and new people in the school. • Teach the culture of daily cleaning of classrooms, toilets and school compound. • Teach the culture of respecting and maintaining school property (Textbooks tables, computers etc)

English,	<ul style="list-style-type: none"> • Teach stories, texts on school cultural values, standard hygiene, responsibility, etc • Use sensitive, inclusive, and appropriate language in the school.
Kinyarwanda,	
French	
Mathematics	<ul style="list-style-type: none"> • Encourage learners to collaborative learning in mathematics. • Teach the study skills and best practices for succeeding in Mathematics (independent learning, revision, doing homework, asking questions and support). • Developing positive attitude among learners towards learning mathematics.

Section 6.8: Inclusive Education



Activity

- What does Inclusive Education mean to you?
- How do you support learners with disabilities and different backgrounds in your class?

6.8.1. Definition of Inclusive Education

According to UNICEF (2021), Inclusive Education means that all children, irrespective of disabilities, or other barriers, should be accorded the same learning opportunities in the same classrooms, and in the same schools.

In Rwanda, Inclusive Education is a key component of the Education sector Strategic Plan (ESSP 2018-2023) and overall vision of expanded access and Quality education. As a teacher (You) should be aware and be able to remove all barriers related to learners with disabilities, like inaccessible movement and negative attitude, and be flexible to cater to every learner 's needs while teaching.

6.8.2. Integrating Inclusive Education

Subjects	Examples
Social and Religious Studies	<ul style="list-style-type: none"> • Teaching policies on inclusion • Teach human rights and children’s rights. • Create awareness of types of disability in school. • Encourage children to have positive attitude towards learners with disabilities. • Help learners to avoid discriminatory behavior. • Teach Learners that diversity is the norm.
Science and Elementary Technology	<ul style="list-style-type: none"> • Encourage learners with disabilities from different backgrounds to learn and use technology. • Encourage learners with disabilities to use the resource rooms. • Encourage collaborative working environment. • Encourage other learners to support children with disabilities in learning and access learning resources. • Teach how children with disabilities learn. • Teach learners study life skills, writing notes, organizing study materials, cleaning out lockers and backpacks, organizing notes, and studying materials.
English, Kinyarwanda, French	<ul style="list-style-type: none"> • Encourage learners to use sensitive and appropriate language in the classroom/school. • Writing positive poems on inclusion. • Write stories on inclusion.
Mathematics	<ul style="list-style-type: none"> • Encourage and motivate all learners to study mathematics. • Encourage collaborative work in learning mathematics. • Promoting teamwork among classmates • Teach mathematics using visualization with pictures, symbols, diagrams, pictograms

Section 6.9: Health Education



Activity

- What are the benefits of teaching and learning Health education?
- What best health practices can you teach to your learners? backgrounds in your class?

6.9.1. Understanding Health Education

Health education refers to the principle by which individuals and groups of people learn to behave in a manner conducive to the promotion, maintenance, or restoration of health. Health education aims at motivating Learners to adopt health-promoting behaviors by providing a positive attitude.

It also aims at helping Learners to make wise decisions about their health and the quality of their life. Teachers(you) should integrate HE in the teaching of other subjects by the free flow of communication and adjusting the talk to the needs of the Learners not teaching.

Teachers(you) need to understand that providing health education, as early as possible, can help the Learners to develop academic success.

6.9.2. Integrating Health Education in Teaching and Learning

Subjects	Examples
Social and Religious Studies	Teach about community work (Umuganda) Teach personal hygiene (regular bathing, brushing teeth) Provide desirable knowledge about marriage sex and family planning to the Learners

Science and
Elementary
Technology

Importance of cleanliness to human health/
Body.

Teach about contagious diseases.

Teach about drug abuse like smoking,
alcohol taking)

Teach proper disposal of waste technological
tools (an used and old telephones,
computers ...)

Teach advantages of washing hands before
eating.

Teach injury prevention.

Teach about: Energy-giving foods

body-building foods,Protective foods

Manage stress and emotions positively in
the class/ school and community.

Teach advantages of sports and games.

Support learners with disabilities

Teach about the importance of
Immunization.

Teach precautionary and preventive
measures against communicable diseases.

Help Learners to understand the importance
of Physical training sports, games, yogic
exercises. Help Learners understand how
the rapid development of science and
technology as increased the hazards of life
and health problem.

English, Kinyarwanda,	Free flow of communication to learners about health.
French	Teach text on health issues. Debate on health issues Naming health objects. Teach learners to maintain norms of good health
Mathematics	Teach about Birth rates. Population growth rates. Emphasize bad effects of smoking and taking alcohol.

Conclusion



End of Unit Assessment

1. Write an inclusive lesson plan on the topic of your choice from the subject you teach then show how you will include one or two cross-cutting issues. Use competence-based curriculum and lesson plan template.
2. Give reasons why teaching “genocide studies” is important across many subjects.
3. With examples from Rwanda, discuss the causes of environmental degradation/destruction.
4. How is the government of Rwanda trying to promote environmental protection and sustainability?
5. What do you understand by the term “standardization”?
6. Name any four standards that you would like to be part of the culture in your school? and Explain reasons for your choice.
7. Discuss the importance/benefits of teaching/learning health education to Learners.



Unit Summary

- **Cross-cutting issues** are important curriculum contents that do not belong to any subject or learning area exclusively, but which are best taught in several subjects (REB, 2020). Among the changes in CBC (Competence-Based Curriculum), is the integration of cross-cutting issues as an integral part of teaching /learning processes as they relate to and must be considered within all subjects to be appropriately addressed in the National Curriculum Framework (REB, 2020).
- **The concept of genocide** stems from its etymology, it is a combination of the Greek word *genos*, which means people or nation, and the Latin suffix *-cide*, which means murder. The word was codified in the 1948 United Nations Convention on the Prevention and Punishment of the Crime of Genocide, which defined genocide as acts “committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group.”
- **Gender** refers to the socio-cultural definition of man and woman; the way societies distinguish men and women and assign them social roles.
- **Health Education** is a major tool for promoting sexual well-being and preparing children and young people for healthy reproductive relationships. Comprehensive Sexuality Education (CSE) provides the necessary knowledge, attitude, and skills required for safe behavior and will ultimately help build a healthy family, society, and nation.
- **Environmental sustainability** is the ability to maintain an ecological balance in our planet’s natural environment and conserve natural resources to support the wellbeing of current and future generations.
- **Education for sustainable development** is crucial to promote an understanding of the connections between the environment and society. This concept can be integrated into many subjects like social studies.
- You need to constantly remind the learners about the dangers of environmental degradation and their impact on human health.

- **Peace and Values Education (PVE)** refers to how education can contribute to a better awareness of the root causes of conflicts, violence and absence of peace at the personal, interpersonal, community, national, regional, and international/global levels on the one hand and, on the other hand, about how education can simultaneously cultivate values and attitudes which will encourage individual and social action for building more peaceful families, communities, societies and ultimately a more peaceful world.
- **Peace and Values Education (PVE)** refers to how education can cultivate values and attitudes which will encourage individual and social action for building more peaceful families.
- **Financial education** refers to teaching learners the principles of managing their money throughout their lives. It gives learners the skills, the knowledge to effectively link money and its value. It also shows learners how to maximize savings while minimizing risks and expenses. It gives learners the principles of how to make money work for you and frees you from being a lifelong slave to money.
- **The culture of standardization** refers to the commonly shared beliefs about what is acceptable and unacceptable, or right and wrong, within a particular society.
- **Inclusive education** means that all children, irrespective of disabilities, or other barriers, should be accorded the same learning opportunities in the same classrooms, and in the same schools.
- **Health education** refers to the principle by which individuals and groups of people learn to behave in a manner conducive to the promotion, maintenance, or restoration of health. Health education aims at motivating Learners to adopt health-promoting behaviors by providing a positive attitude.

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GLOSSARY

- **A Child-Friendly School** is an educational setting characterized as “inclusive”, healthy and protective for all children, irrespective of their differences in abilities, gender, social status, background and others.
- **A referral** is a process or steps a teacher takes to get extra assistance for a Learner with whom they work directly on a regular basis.
- **Assessment** is a process used to determine a child’s specific learning strengths, needs, and to determine whether or not a child is eligible for special education services.
- **Assistive devices** are equipment and materials used to facilitate or aid the functionality of a person with impairment.
- **Autism** refers to a complex neurobiological disorder of development that lasts through a person’s lifetime.
- **Children who are educationally vulnerable** refers to learners whom their basic needs for food, shelter, education, medical care, or protection and security are not met.
- **Counselling** is the process of listening to someone who has issues and giving him advice to overcome them.
- **Deaf blindness** refers to a combination of sight and Hearing Impairment that affects how you communicate, access information, and get around.
- **Disability** refers to difficulties faced by an individual because of impairment.
- **Gender** refers to social and cultural attributes and differences between males and females.
- **Genocide** is defined as the acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group.
- **Gifted / Genius** learners are those who have superior general ability in academic performance.
- **Guidance** is a process of providing direction towards making a positive decision.
- **Habilitation** refers to a process aimed at helping individuals with disabilities attain, keep, or improve skills and functioning for daily living.

- **Handicap** is a failure to perform tasks as a result of impairments, disabilities and community influence towards the that child.
- **Health education** refers to the principle by which individuals and groups of people learn to behave in a manner conducive to the promotion, maintenance, or restoration of health. Health education aims at motivating Learners to adopt health-promoting behaviors by providing a positive attitude.
- **Hearing Impairment** refers to full or partial loss of the ability to detect or discriminate sounds due to an abnormality associated with the physiology, anatomy, or function of the ear.
- **Impairment** is a damage to a part of the body (organic system) caused by genetic factors, disease, accident, or other factors, which may cause a disability.
- **Inclusive Education** refers to an educational process that addresses all learners' educational needs.
- **Individualized Teaching Strategies** refer to the personalized instructional strategies, approaches, or methodologies to cater for the learners Special Educational Needs.
- **Integrated education** refers to the process of bringing children with disabilities into an ordinary school with focus on the individual child needs and fitness into the existing school system.
- **Learning difficulties** refer to a group of disorders involving significant difficulties in listening, speaking, reading, writing, reasoning, or mathematical abilities.
- **Mainstream schools** refer to “Ordinary” or “Regular” schools which educate learners that present no or minimal Special Educational Needs (SEN) and therefore do not require any exceptional educational adjustments. For instance, most of Rwandan mainstream schools, accommodate learners with a range of mild and moderate disabilities without any adjustment to suit their needs.
- **Multi-Disciplinary Team** is a team of experts with different backgrounds working together in the delivery of education service and/or programming for an individual (or group of) learner (s) with Special Educational Needs.

- **Multiple disabilities** refer to a child who has more than one disability.
- **Pervasive Developmental Disorder** refers to a group of disorders which are characterized by delays in the development of socialization and communication skills.
- **Physical Disability** is the loss or impairment of part of the body's physical function.
- **Rehabilitation services** refers to regaining skills, abilities, or knowledge that may have been lost or compromised because of illness, injury, or acquiring a disability.
- **Resource room** is a room/place equipped with specialized resources, in a school, for supporting and teaching learners including learners with SEN.
- **Sex** refers to the biological differences commonly found between males and females.
- **Special Educational Needs** refers to the specific needs that a learner requires in schooling. This learner requires specific support from the teacher.
- **Special Needs** are any of various difficulties (such as a physical, emotional, behavioral, health, ultra-poor or impairment) that cause an individual to require additional or specialized services or reasonable accommodations (in education or recreation).
- **Special Needs Education** is an education for Learners with disabilities, in consideration of their individual educational needs.
- **Special needs education professional staff:** refer to professional service providers with specialized skills that offer specialized services to learners with special educational needs. Examples include Sign language interpreters, Special Needs Education Coordinators (SNECO) and resource room technicians.
- **Talented learners** are those who show signs of special aptitude or ability in specific areas of the arts, sciences, business, etc.
- **Ultra-poor Children** are children that are living in the extreme poverty. Media refers to any form of communication that delivers information.

- **Universal Design for Learning (UDL)** is an approach which helps teachers customize curriculum to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background. UDL provides a blueprint for designing strategies, materials, assessments, and tools to reach and teach Learners with diverse needs.
- **Visual difficulties or Visual Impairment** refers to the loss of vision, whether total or partial.

APPENDIX

Appendix I. Inclusive Education Practice Check-List

This form is designed to enable the class teachers, school Head teachers and other education leaders to identify and keep records of learners who seem to show some form of difficulties in schoolwork due to their disabilities or any other exceptionalities and require special (alternative) educational support. However, any school leadership could adapt it to their own practices and contexts.

School: ----- Date: -----

Class: ----- Completed by: -----

1. Identified particularities of the learner or/and SEN

N°	Names	Sex	Age	Exceptionality	Special Educational Needs (SEN) in order to learn
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
etc					

Briefly outline the following:

1. The general educational limitations demonstrated by the learners listed above.
2. The general pedagogical requirements of the learners listed above.

3. Alternative provisions recommended to school/parents for the learners listed above.

Appendix II: Identification of the Learner's Special Needs

This form is completed by the class/head teacher to identify and record the learners' individual difficulties

Name of learner: Class: Age: Gender: M/F

Class Teacher: Date of completion Name & Address of School:

A. Personal, educational, social and emotional development.

General guidance: Under this heading please write some details about the learner's development, how they behave towards their peers and adults, how they have adjusted to classroom life.

No	Skills	Observations				Comments
		Very Good	Good	Fair	Needs for improvement	
1	Degree of independence					
2	Confidence & participation					
3	Problem solving					
4	Interaction with peers					
5	Interaction with adults					
6	Expressions of feelings & emotions					
7	Appropriateness of responses					
8	Listening skills					
9	Use of information					
10	Listening					
11	Speaking					
12	Writing					

13	Reading/Numeracy					
14	English					
15	Numeracy					
16	Sciences					
17	Social studies					
18	Kinyarwanda					
19	Other (specify)					

Any other issues /limitations that needs to be considered::

.....

Learner's comments: **Date:** / /

Parent's comments: **Date:** / /

Class teacher's signature: **Date:** / /

Head teacher's comments: **Date:** / /

Head teacher's signature: **Date:** / /

Appendix III: Special Educational Needs Assessment Steps

S/N	STEPS	Timeline	Responsible person
1	Planning and scheduling the assessment	At the beginning of the year	School administration and parents
2	Determining eligibility for special educational needs assessment	Every term, upon new arrivals	School administration and parents
3	Assessment of learners' potentials and needs before placement	At the beginning of the term	Multidisciplinary assessment team

4	Developing individual education plan (IEP)	At the beginning of the term	IEP team
5	Monitoring progress	Monthly	School administration
6	Evaluation of achievements	Regularly, or Termly, or annually	Multidisciplinary assessment team

Appendix IV: Individual Special Educational Assessment and Placement Form

IDENTIFICATION

School: Date:

Class: Completed by:

This assessment is completed, where appropriate, by authorized educational and health professionals in consultation with parents/guardians and the child

I. Information about the Child

Names:

Gender: Girl/Boy (please circle)

Date of Birth:/...../..... Current Age:

Parental status: (please circle the appropriate number)

1. Having both parents
2. Having one parent
3. Completely orphan

Name of parent/guardian consulted in this assessment:

Relationship of guardian to child:

II. Background interview with Parent/Guardian and with the child where appropriate

Explain possible causes and effects of current conditions

1. Condition of child at birth:
2. Any chronic illnesses since birth:
3. Involvement in any accidents since birth:
4. Any psychological/emotional conditions:

Interventional health services that have been involved

Medical

Which condition was treatment given for:.....

Which medical service was attended:.....

What treatment was received:

When was treatment received:

Who gave the treatment (title, name and contact):

.....

Rehabilitation

Which condition was rehabilitation given for (e.g. speech, occupational, physiotherapy services, assistive devices and other rehabilitative services)

Which rehabilitation service was attended:.....

What rehabilitative treatment was received:.....

When was rehabilitation received:

Who gave the rehabilitation (title, name and contact):

Counselling

What was the reason for the counselling:

Where was the counselling given:

How was counselling given (e.g. one to one discussion, small group discussion):

When was the counselling given:

Who gave the counselling (title, name and contact):

Were any other remedial interventions sought? Please give details:

-
-

<p>Daily Living Skills</p>	<ul style="list-style-type: none"> • Washing him/herself • Toilet use • Cleanliness • Putting on clothes • Feeding (eating and drinking) • Making his/her bed 	<p>Write observations here:</p>
<p>General cognitive abilities</p>	<ul style="list-style-type: none"> • Ability to learn and remember • Memory (short and long term) 	

Other	<p>Exceptional attitudes and behaviours</p> <ul style="list-style-type: none"> • Appetite • Persistent and unacceptable behaviour • Control of bladder and bowel 	
--------------	--	--

III. ASSESSMENT PLAN

Areas assessed	Skills	Activities	Comments
Fine and gross motor skills	<ul style="list-style-type: none"> • Hand dexterity • Finger dexterity • Body movement • Hand-eye coordination 	E.g. Drawing, writing, picking up small objects, jumping, hopping, standing	Use the column below to give more information about the area being assessed using the guidance given in the activities column.
Language development	<ul style="list-style-type: none"> ▪ Listening ▪ Speaking (clarity, complexity) ▪ Auditory comprehension ▪ Reading ▪ Writing 	<ul style="list-style-type: none"> • E.g. Is slow/quick to learn new vocabulary • Spoken language exhibits cohesion and coherence • Ability to use 1st language idioms and pragmatic expressions • Use of new structures 	

Numeracy Development	<ul style="list-style-type: none"> Counting/ Numeracy 	Counting objects, rote counting, addition , subtraction, multiplication and division of concrete and abstract numbers	
Social Skills	<ul style="list-style-type: none"> Interaction with peers Working with peers Following instructions 	Playing Singing Group activities Eye contact Responding to others	
Sensorial ability	Hearing	<ul style="list-style-type: none"> Reacts to nearby voices Response to teacher's instructions Visual tracking ability Visual ability (see objects, text and distance) Visual sensitivity to light 	

IV. Summary and Recommendations

Summary statements of strengths and needs (please add below as necessary)	Recommendations		
	Education & training	Medication	Rehabilitation
1.			
2.			
3.			
4.			

V. PLACEMENT

1. Regular class with indirect support from SNECOs and specialists
2. Regular class with pedagogical resource assistance from specialist teacher / resource room master
3. Special education class full-time at special centre,

Assessing team:	Signature
1.	1.
2.	2.
3.	3.
4.	4.

Appendix V: Step by Step towards Designing and Implementing an Individual Education Plan (IEP)

Step 1: Identification

1. 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

2. 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

3. Decide on 3/4 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!

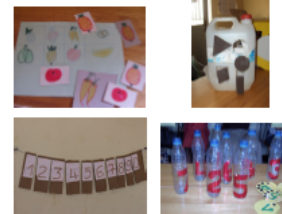
Step 4: Plan SMART targets

4. The aim of the IEP is to set **specific** short and medium term targets for the child. So once you have picked 3/4 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!**

Step 5: Decide what you will need

5. 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



6. 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

7. 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!!



Home-made materials used for IEP targets

Female

Summary of key steps to take when designing an IEP:

1. Identification
2. Assessment
3. Prioritize areas
4. Plan SMART targets
5. Decide what you will need
6. Gather materials
7. Start to implement
8. Monitor and review

Appendix VI: Individual Education Plan

Like all other school activities that affect learning and teaching, the IEP completion is expected to be scheduled on the school calendar. It is completed by a team comprised of the learner, parents and class teacher, in collaboration with peer teachers, school administration, Local education leaders and professionals (if required).

Name of the school: **Class/ level:**..... **Date:** /..... /20... .

District: Sector: Cell: Village:

Parents' address:..

I. IDENTIFICATION OF THE LEARNER WITH SEN

Names: Age:

Gender:

Male

Female

Class level:

Exceptionality:

II. REASON FOR DEVELOPING THE IEP (Tick in box ✓)

Learner identified as exceptional by the assessing team <input type="checkbox"/>	Learner not formally identified but requires special education services, including alternative learning expectations and/or accommodations <input type="checkbox"/>
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III. THE LEARNING ASSESSMENT

Brief summary of the learner’s Strengths and needs (Refer to the individual educational assessment results)

Areas of Strengths	Areas of Needs
1.....
2.....
3.....
4.....

IV. REGULAR CLASS WITH INDIRECT SUPPORT FROM SNECOS AND SPECIALISTS -ASSESSMENT TEAM PLACEMENT DECISIONS (Tick in box✓)

1. Regular class with indirect support from SNECOs and specialists	<input type="checkbox"/>
2. Regular class with pedagogical resource assistance from specialist teacher / resource room master	<input type="checkbox"/>
3. Special education class full-time at special center	<input type="checkbox"/>

Appendix VII: INDIVIDUAL EDUCATIONAL PLAN

General Learning goals: *(Link with the National Competency-based curriculum to design the achievable general and long-term learning goals)*

Specific learning outcomes expected (competence)	Plan of activities		Responsible person for the activity (Tick ✓)				Schedule (Target date that suits set learning outcome)	Evaluation date
			Action	Resources	Parent	Teacher		
1.							(To be evaluated termly)	
2.								
3								

Detailed individual education plan (*Indicates clearly the expected learning outcomes, the activities to be done, the person(s) responsible, the target date for the goal to be attained and finally be evaluated*)

IEP Planning Team Names	Position	Responsibility	Signature
1.....	
2.....	
3.....	

Additional comments:

Appendix VIII: Template of a Competence – Based Lesson Plan

School Name: **Type (Inclusive/Special):**

Location of the School: **District:** **Sector:**

Teacher's name:

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
	... /.../ 20.. of
Type of SEN to be catered for in the lesson and No. of learners in each category(Should reflect SEN assessment Results and IEP for learners with SENS)							
Unit title							

Key Unit Competence (ies) ¹ :	
Title of the lesson	
Instructional Objective	<p>Note:</p> <p>Set by the teacher based on learning objective in the scheme of work and adapted for the lesson to be delivered</p> <p>Needs to be inclusive to reflect needs of whole class including Learners with SENs</p> <p>Focuses on the 5 elements of an instructional objective (conditions, who, action/behavior, content, standard/criteria for acceptable performance).</p>
Plan for this Class (location: in / outside)	

¹ Generic competencies include: Problem solving; Communication skills; Critical thinking or reasoning; Leadership skills; Creativity & innovation; Subject Knowledge; Lifelong learning; Personal effectiveness; Team and collaborative work; Lifelong learning.

Learning Materials (for all learners)							
References							
Timing for each step	Description of teaching and learning activity						Generic competences & cross cutting issues to be addressed
	Teachers' activities	Experts (if required)	Learners' activities	Educational resources			
			Ordinary	With SEN	Ordinary	Special/ assistive	
Introduction min							
Development of the lesson.. min							
Assessment & Conclusion ... min							
Teacher self-evaluation							
Core & generic competencies to be developed Competency is a holistic combination of integrated <i>knowledge, skills</i> and <i>attitudes</i> , not in isolation							

Appendix IX: Guidelines for Inclusive Education practice as a cross-cutting issue in all subjects

What is inclusive education?	When does IE practice become necessary?	Which adjustments are required for IE?	What is the role of the teacher in an IE setting
<p>a. Inclusive education is about ensuring that the school systems is catering for all learners, and those with Special Educational Needs (SEN) have equal opportunity as their peers of the same class, age group and/or learning context.</p> <p>b. It is about ensuring equal opportunities to all learners during the learning process irrespective of their learning abilities and/or disadvantages.</p> <p>c. It is about removing all barriers or disadvantages that learners with SEN may encounter during the learning process.</p> <p>d. The following 2 categories may include learners with SEN:</p> <p>1. Learners with functional difficulties (disabilities)</p> <p>2. Learners with Exceptional Learning Abilities</p> <p>3. Learners living in especially difficult circumstances</p> <p>4. Learners with Emotional and Behavioral Difficulties</p> <p>5. Learners with Curricula-related Challenges</p> <p>6. Learners with Health Challenges</p>	<p>. When Learners with SEN require none conventional (Special) educational resources (e.g. Tactile instead of print; use a differently-shaped learner desk, alternative communication mode, etc...)</p> <p>. When teaching approaches & assessment strategies require adjustments to cater for the different learning styles of learners with SEN.</p> <p>. When learners with SEN require adjustments in the learning & teaching environment (gradient for those with motor challenges, lighting for the Deaf & those with low vision, etc...),</p> <p>. When learners with SEN require non-conventional support services, including (Therapeutic, Rehabilitation, counseling, sign language interpretation, etc...), integrated in the school programs,</p> <p>. When school programs (time table, regulations, etc) require adjustments to accommodate the learners with SEN e.g, Albinos will require a special seating position in class and school uniform)</p> <p>When assistive devices are required to facilitate access to learning,</p> <p>. When differentiation or substitutions of the curriculum becomes necessary for learners,</p>	<p>Learners with SEN learn all subjects like their peers of the same age and schooling context, the following are important:</p> <p>- Adjusted Teaching approaches: Innovative, learner-centered & collaborative learning styles,</p> <p>- Adapted teaching & learning resources: Adapted to the specific educational needs (alternative communication mode for the Deaf)</p> <p>. Assurance of Accessibility: To all information, Geographical and Physical learning /teaching environment,</p> <p>. Adjusted School/class programs: Adequately inclusive & considerate of all (School programs and policies (regulations).-</p> <p>- Specify learning process & needs: Each learner with SEN has a specific learning styles and challenges in given circumstances and/or periods,</p> <p>Some subjects may entail some inclusive education inputs, e.g, SST, gender studies, language e.g. debates on inclusion, tolerance, appropriate language (Bavuga -Ntibavuga), etc...</p> <p>N.B. In some schools, separate units are organized within regular schools for learners who require profoundly differentiated curriculum & learning approaches, e.g. those with profound learning difficulties; or/and cognitive deviance, autistic learners.</p>	<p>. Identify units within the school syllabus and programs that require adjustments for learners with SEN , and plan suitable teaching strategies.</p> <p>. Plan and conduct SEN assessment and individual education plan (IEP), for learners with SEN</p> <p>. Specify the SNE requirements by both the teacher & learners during lesson planning.</p> <p>. Ensure that the expectations of the learner are clear to both the learner and the whole class</p> <p>. Ensure that alternative learning tools and / assistive devices are used by the learners during the learning process</p> <p>Avoid focusing on the learners' disadvantages, rather on what the learning needs to achieve during the learning process,</p> <p>. Foster inclusive and active learner-centered learning practice engaging learners groups that are mixed</p> <p>. The teacher needs to be continuously sensitive to the specific needs</p>

2 Refer to the MINEDUC Policy of Inclusive Education (2016)

Appendix X: UDL Classroom Planner

School Name:	Teacher Name:	Number of Learners:
I will focus on the following subject for my UDL planning:	My main goal is that learners will be able to reach the following objectives:	
The resources I have available for teaching are:		
Some learners in my classroom need additional support, such as:		
In my teaching of the _____ subject, I will use the following strategies to provide Multiple Means of Engagement:		
In my teaching of the _____ subject, I will use the following strategies to provide Multiple Means of Representation:		
In my teaching of the _____ subject, I will use the following strategies to provide Multiple Means of Action and Expression:		
I will use the following strategies to evaluate my performance and the learners' performance:		
I will collaborate with the following people in my school or community:		

Appendix XI: Programme Development Team

N°	Names and position	Institution
1	Dr. Gabriel Nizeyimana	UR-CE
2	Dr Harerimana Jean Paul	Independent consultant
3	Dr. Noel Mporananayo	RP/IPRC Kigali
4	Dr. Andala O. Hesbon	MKUR Rwanda
5	Dr. Amoni Ndagijimana	AUCA
6	Dr. Josephine Tuvuzimpundu	UR-CE
7	Dr. Oyebimpe Adegoke	Independent consultant
8	Dr. Habinshuti Gonzague	UR-CE
9	Mr. Jean Paul Ruhorimbere	Independent consultant
10	Mr. Phocas Musemakweli	UR-CE
11	Mr. Musemakweli Boney-Pie	UR-CE
12	Mr. Mugabe Leon	UR-CE
13	Mr Ndayambaje Froduald	UR-CE
14	Mr. Mahe Mukizwa Alex	Independent consultant
15	Mr. Dieudonne Tuyishime	UR-CE
16	Mrs. UGIRIWABO Prudencienne	UR-CE
17	Mr. Alcadi Kamanzi	UR-CE
18	Mr. Valens Ngarukiye	UR-CE
19	Mr. Alphonse Benegusenga	UR-CE
20	Mr. Jean Marie Vianney Habumuremyi	UR-CE
21	Mr. Ivan Niyiguha	Independent consultant
22	Mr. Musabyimana Thacien	UR-CE
23	Mr. Barayagwiza Pierre	UR-CE
24	Mr. Rodrigue Karamage	UR-CASS
25	Mr. Sebahinzi Jean Nepomuscene	Independent consultant
26	Mr. Dieudonne Komezusenge	TTC Mururu

27	Mr. Protais Bizimana	TTC Nyamata
28	Mr. Jean Damascene Minani	TTC Save
29	Mr. Papias Ruhorahoza	TTC Kirambo
30	Mr. Anastase Nkurikiyahizi	TTC De la Salle Byumba
31	Mrs. NIYONGIRA Cecile	TTC Rubengera
32	Mr. Raphael Karanganwa	Technical / advisor/ TDM/REB
33	Mr. Evariste Nsabimana	SPIU/REB
34	Mrs. Nabakujije Marie Florence	REB
35	Mr. Poponi Habiyakare	REB
36	Mr. MURASIRA Gerard	REB/Director of Teacher Training Unit
37	MUGENZI N. Léon	REB/HoD of TDM&CGC
38	Dr. SEBAGANWA Alphonse	World Bank/ Education expert Consultant
39	SAIMA Sohal Malik	World Bank/Education expert Consultant