



**NCDC**  
NATIONAL CURRICULUM  
DEVELOPMENT CENTRE

## ORIENTATION MANUAL

# SUPPORTING LEARNERS WITH SPECIAL EDUCATIONAL NEEDS





# ORIENTATION MANUAL



## SUPPORTING LEARNERS WITH SPECIAL EDUCATIONAL NEEDS





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**FIRST EDITION**

National Curriculum Development Centre  
P.O. Box 7002,  
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[www.ncdc.co.ug](http://www.ncdc.co.ug)

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## Foreword

The introduction of the Universal Primary Education (UPE) in 1997 and Universal Secondary Education (USE) in 2007 led schools to have large intake of learners with wide range of backgrounds, characteristics and abilities. Since these initiatives recognise that all learners have a right to equal access, participation and achievement/progress in the learning process, a number of implications in the entire curriculum management for learners with special needs have to be addressed.

National Curriculum Development Centre developed resource books on supporting learners with special educational needs which are ready to be used. The implementation of these resource books requires that targeted users be oriented for better understanding. This is in line with NCDC's mandate as stated in NCDC Standing Orders (2012) and in line with Special Needs and Inclusive Education Policy (draft 2012): "Preparing teachers' manuals/resource books/supplementary guides and orientating key stakeholders on the developed materials."

This orientation manual is, therefore, developed to guide the facilitators/trainers during orientation workshops to create awareness and explain key concepts on issues concerning learners with special educational needs (SEN). The orientation will equip teachers and other stakeholders with knowledge and skills on how the resource books will be integrated within teaching and learning process.

We trust that all the concerned parties will use this orientation manual gainfully and do justice to the efforts that went into its production.

Prof. George Opnejuru  
**Chairperson Governing Council**  
**National Curriculum Development Centre**

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NCDC takes responsibility for any shortcomings that might be identified in the publication, and welcomes suggestions that will effectively address the inadequacies.

Address your comments and suggestions to NCDC through:

P.O. Box 7002, Kampala or e-mail [admin@ncdc.org.ug](mailto:admin@ncdc.org.ug) or [www.ncdc.org.ug](http://www.ncdc.org.ug).



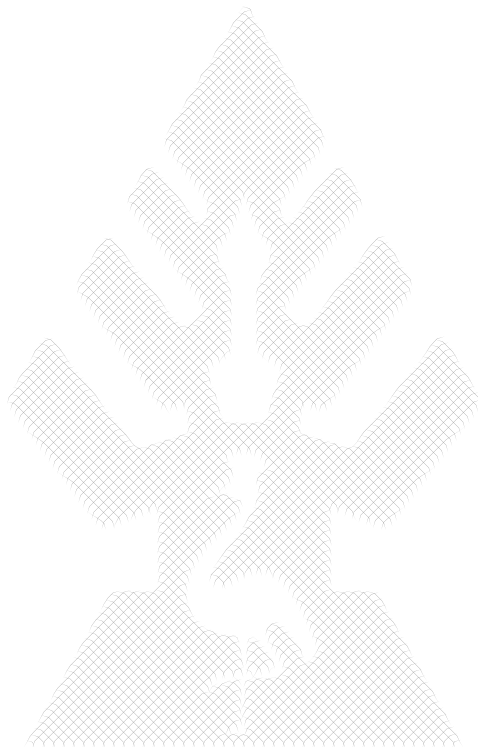
Dr. Grace K. Baguma

**DIRECTOR**

**National Curriculum Development Centre**

## List of Acronyms

<b>ADHD:</b>	attention deficit hyperactivity disorder
<b>ASD:</b>	spectrum disorder
<b>BODMAS:</b>	Brackets-Of-Division-Multiplication-Addition-Subtraction
<b>ICT:</b>	Information Computer Technology
<b>IE:</b>	Inclusive Education
<b>IEP:</b>	Individualized Education Programme
<b>NCDC:</b>	National Curriculum Development Centre
<b>OCR:</b>	Optical Character Recognition or Optical Character Reader
<b>USE:</b>	Universal Secondary Education
<b>UPE:</b>	Universal Primary Education
<b>SEN:</b>	Special Educational Needs
<b>SLD:</b>	Specific Learning Difficulties
<b>SLI:</b>	Specific Language Impairment
<b>SNE:</b>	Special Needs Education



## 1.0 Introduction

There are different categories of learners with special educational needs learning difficulties. In fact, special needs are as many as the numbers of learners because we are individuals with different challenges.

This orientation manual is, however, developed to guide the facilitators/trainers during orientation workshops to create awareness and explain key concepts on issues concerning learners with the following special educational needs (SEN):

- Gifted and Talented
- Specific Learning Difficulties
- Autism Spectrum Disorder (ASD)
- Intellectual Disability
- Visual Impairment
- Hearing Impairment
- Living under Difficult Circumstances
- Physical Impairments
- Health Impairments

### Objectives

The objectives of the orientation workshop are to:

- prepare the teachers and other stakeholders to interpret clearly the information in the resource books in order to support learners with special educational needs.
- inform teachers of the various needs of learners.
- equip teachers with skills and strategies of supporting learners with special needs.
- enable teachers to support learners with different learning challenges.

### Background

The move towards Universal Education has naturally led schools to have a large intake of learners with wide range of backgrounds, characteristics, disabilities and abilities.

This development requires all schools to move towards inclusive education and to ensure the participation of all learners, including those with special educational needs.

As part of the move towards equal access, participation and achievement, and to ensure a more learner-centred education, National Curriculum Development Centre developed resource books which focus on equipping teachers and other stakeholders with knowledge and skills to identify learners with SEN and confidently plan for them during the teaching and learning processes.

These resource books have undergone all the necessary writing processes and are awaiting distribution to the stakeholders for implementation. But before the implementation, users will be taken through the developed resource books in order to understand the package.

## **Rationale**

In order to unpack the content in the resource books, an orientation manual has been developed to facilitate the orientation workshops of the personnel that interface with learners with special educational needs.

The manual has been prepared for the teachers and other key stakeholders teaching and/or supporting learners with SEN. It provides a brief summary of the information and skills highlighted in the developed resource books. It is not meant to be used as an academic book, but as a practical orientation manual. Therefore, teachers need to read, comprehend the information and skills and then use them to support the learners.

The resource books and orientation manual will both be used during the orientation workshops for complementary purposes. Participants are encouraged to refer to the resource books for more information. Furthermore, the suggested activities in this manual encourage participants to think about the learners' everyday interactions and their behaviour in and outside the classroom. These include chatting in the playground or in the lunch queue, which they take for granted. They will also be able to consider how having a special educational need might impact on a learner's ability to participate.

It is anticipated that stakeholders will be able to interpret the content provided in order to integrate the information within their teaching and learning processes. It is also hoped that the manual will challenge stereotypes and encourage participants to emphasize these issues during the teaching and learning processes.

## How to use the manual

Facilitators will follow the procedures in consultation with other documents; for example, resource books, handouts, video clips, documentaries and other relevant information.

Participants shall work in groups to discuss activities given. Then in a plenary, they shall discuss group presentations.

This book introduces the teacher to special needs education background, the concepts used and different categories of learners with SEN, their characteristics, possible causes and strategies or intervention measures. Facilitator notes have been provided on every session.

**Note:** The facilitator requires materials for every session so that participants are able to refer to such documents for more information.

## Methods

- Brainstorming
- Group discussion
- Pair-share discussion
- Observation
- Question and answer
- Demonstration

## Orientation Sample Programme

Day	Session	Period	Activity	Responsible person
1	8:30 am–9:00 am		<b>Arrival</b>	<b>Secretary</b> <b>Coordinator</b>
		9:00 am–9:30 am	Participants: <ul style="list-style-type: none"> <li>• discuss the topic and session objectives.</li> <li>• engage in introduction and climate setting.</li> <li>• share expectations and norms.</li> <li>• elect helping hands.</li> <li>• are oriented to the training environment and administrative issues.</li> </ul>	
		9: 30 am–10: 30 am	<b>Session Two</b> <b>Background to Special Needs Education</b>	<b>Facilitators</b>
		<b>Activity 1</b> 15 min	<ul style="list-style-type: none"> <li>• Discuss the topic and session objectives</li> <li>• Brainstorm what they perceive of persons with disabilities</li> <li>• Facilitator summaries the discussion</li> </ul>	
<b>Activity 2</b> 15 min	<ul style="list-style-type: none"> <li>• Brainstorm factors and experiences that affect learning and development of learners with learning difficulties</li> <li>• Facilitator summaries the discussion</li> </ul>			



Day	Session	Period	Activity	Responsible person
		<b>Activity 3</b> 15 min	<ul style="list-style-type: none"> <li>Participants individually define the SNE concepts.</li> <li>Facilitator gives handouts and guides participants to compare their definitions.</li> </ul>	
		10 min	Energizer: Participants are taken through an energizer (Badu Badu)	
		5 min	Winding up the session	
		<b>10:30 am–11:00 am</b>	<b>Break</b>	
		<b>11:00 am–12:00 pm</b>	<b>Session Three Gifted and Talented</b>	
		<b>Activity 1</b> 15 min	Participants: <ul style="list-style-type: none"> <li>discuss the topic and session objectives.</li> <li>brainstorm what they know about the gifted and talented.</li> </ul>	
		<b>Activity 2</b> 15 min	Participants: <ul style="list-style-type: none"> <li>share case studies on the gifted and talented learners.</li> <li>read Mugisha's case study and discuss the following questions:                             <ol style="list-style-type: none"> <li>Why did Mugisha fail P.L.E?</li> <li>Why did Mugisha drop out of school?</li> <li>As a teacher, how would you have helped Mugisha to succeed in his studies?</li> </ol> </li> </ul>	

Day	Session	Period	Activity	Responsible person
	<b>Activity 3</b> 30 min		<p>Participants:</p> <ul style="list-style-type: none"> <li>• in groups, discuss the measures that can be taken to support gifted and talented learners.</li> <li>• present and discuss in a plenary.</li> </ul> <p>Facilitator winds up the discussion</p>	<b>Participants and Facilitators</b>
	<b>12:00 pm–1:00 pm</b>		<b>Session Four Specific Learning Difficulties</b>	
	<b>Activity 1</b> 30 min		<p>Participants:</p> <ul style="list-style-type: none"> <li>• discuss the topic and session objectives.</li> <li>• brainstorm what they know about learners with specific learning difficulties.</li> <li>• in groups, discuss the characteristics of each type of learners with the following specific learning difficulties: <ul style="list-style-type: none"> <li>a) Dyslexia</li> <li>b) Dyscalculia</li> <li>c) Dysgraphia</li> </ul> </li> </ul>	<b>Participants and Facilitators</b>
	20 min		<ul style="list-style-type: none"> <li>• Participants present their groups findings in a plenary.</li> <li>• Facilitator summaries the group presentations.</li> </ul>	

Day	Session	Period	Activity	Responsible person
	10 min		Participants read handout or the resource book and discuss the strategies.	
	<b>1:00 pm–2:00 pm</b>		<b>Lunch Break</b>	
	<b>2:00 pm–3:00 pm</b>		<b>Session Five Autism Spectrum Disorder (ASD)</b>	
		<b>Activity 1</b> 30 min	Participants: <ul style="list-style-type: none"> <li>• discuss the topic and session objectives</li> <li>• read Allan’s case study, and in groups, discuss the following: <ol style="list-style-type: none"> <li>i) Possible causes of Allan’s problem.</li> <li>ii) Challenges teachers face in teaching Allan.</li> <li>iii) How to help Allan’s teacher to support him better.</li> </ol> </li> </ul>	<b>Participants and Facilitators</b>
		Activity 2 20 min	<ul style="list-style-type: none"> <li>• Participants read and discuss the handout on the strategies to support learners with ASD.</li> <li>• Facilitator guide the discussion.</li> </ul>	<b>Participants and Facilitators</b>
	<b>3:00 pm–4:00 pm</b>		<b>Session Six Intellectual Disability</b>	
		20 min	Participants: <ul style="list-style-type: none"> <li>• discuss the topic and session objectives.</li> <li>• in pairs, discuss the characteristics of learners with intellectual disability.</li> <li>• present their findings.</li> </ul>	<b>Participants and Facilitators</b>

<b>Day</b>	<b>Session</b>	<b>Period</b>	<b>Activity</b>	<b>Responsible person</b>
		30 min	In groups, participants discuss the possible intervention measures for supporting learners with intellectual disability.	<b>Participants and Facilitators</b>
		10 min	Participants: <ul style="list-style-type: none"> <li>• read Opolot’s case study.</li> <li>• in groups, discuss the question: As Opolot’s class teacher, how would you train him to learn to dress up?</li> <li>• present and discuss their findings.</li> </ul>	<b>Participants and Facilitators</b>
	4:00 pm		Facilitator: <ul style="list-style-type: none"> <li>• winds up the day’s sessions</li> <li>• gives out evaluation forms and guides participants to evaluate the day’s sessions.</li> <li>• handles administrative procedures and departure.</li> </ul>	<b>Participants and Facilitators</b>
<b>2</b>	<b>8:30 am–9:00 am</b>		<b>Arrival and Registration</b>	
	<b>9:00 am –10:00 am</b>		<b>Session Seven Learners with Visual Impairment</b>	
		<b>Activity 1</b> 15 min	Participants: <ul style="list-style-type: none"> <li>• discuss the topic and session objectives.</li> <li>• brainstorm characteristics and causes of visual impairment.</li> </ul>	

Day	Session	Period	Activity	Responsible person
		<p><b>Activity 2</b> 45 min</p>	<p><b>Simulation Exercise</b> Facilitator:</p> <ul style="list-style-type: none"> <li>• divides participants into groups outside the room: One participant from each group acts as a blind learner to move from one place to another blindfolded.</li> <li>• lets the sighted participants come up with various approaches to guiding the blindfolded learner.</li> <li>• guides participants in sorting materials of different textures, sizes, shapes for the blindfolded participants.</li> <li>• guides the discussions on possible measures/approaches that can be used to teach learners with visual impairment.</li> <li>• allows each group to discuss different approaches of guiding blind learners in doing different activities/tasks</li> <li>• distributes the handouts and allows participants to read and discuss.</li> </ul>	

<b>Day</b>	<b>Session</b>	<b>Period</b>	<b>Activity</b>	<b>Responsible person</b>
	<b>10:00 am–11:00 am</b>		<b>Session Eight Learners with Hearing Impairment</b>	
		<b>Activity 1 15 min</b>	Participants: <ul style="list-style-type: none"> <li>• discuss the topic and session objectives.</li> <li>• brainstorm causes and characteristics of hearing impairment.</li> </ul>	
		45 min	Participants: <ul style="list-style-type: none"> <li>• in groups, discuss the intervention measures to support learners with hearing impairment.</li> <li>• present the findings in a plenary.</li> </ul> Facilitator guides the discussions and winds up by giving participants a handout.	
	<b>11:00 am–11:30 am</b>		<b>Break</b>	
	<b>11:30 am–12:30 pm</b>		<b>Session Nine Learners Living under Difficult Circumstances</b>	
		<b>Activity 1 30 min</b>	Participants: <ul style="list-style-type: none"> <li>• discuss the topic and session objectives.</li> </ul> in groups, are allocated a category of learners living under difficult circumstances. <ul style="list-style-type: none"> <li>• in groups, discuss the general characteristics of learners living under difficult circumstances.</li> <li>• compare their notes with the handout.</li> </ul>	

Day	Session	Period	Activity	Responsible person
		<b>Activity 2</b> 30 min	<b>Compare notice</b> Participants: <ul style="list-style-type: none"> <li>• share their experiences.</li> <li>• watch a documentary of one of the categories.</li> </ul>	
	<b>12:30 pm–2:00 pm</b>		<b>Lunch Break</b>	
	<b>2:00 pm–3:00 pm</b>		<b>Session Nine Learners Living under Difficult Circumstances</b>	
		<b>Activity 1</b> 40 min	In groups, participant suggest possible intervention measure to support learners living under difficult circumstances	
		<b>Activity 2</b> 20 min	<ul style="list-style-type: none"> <li>• Participants present in plenary.</li> <li>• Facilitator guides the discussions and winds up the session.</li> </ul>	
	<b>3:00 pm–4:00 pm</b>		<b>Session Ten Learners with Physical Impairments</b>	
		<b>Activity 1</b> 20 min	Participants: <ul style="list-style-type: none"> <li>• discuss the topic and session objectives.</li> <li>• brainstorm causes and characteristics of learners with physical impairment.</li> </ul>	
		<b>Activity 2</b> 40 min	Participants: <ul style="list-style-type: none"> <li>• watch a documentary of learners with physical impairment.</li> <li>• observe and discuss possible intervention measures identified in the documentary.</li> </ul>	

Day	Session	Period	Activity	Responsible person
		<b>4:00 pm–4:00 pm</b>	<ul style="list-style-type: none"> <li>Evaluation of the day's sessions</li> <li>Departure</li> </ul>	
<b>3</b>	<b>8:30 am–9:00 am</b>		<b>Arrival and Registration</b>	
		<b>9:00 am–10:00 am</b>	<b>Session Eleven Learners with Health Impairments</b>	
		<b>Activity 1</b> 15 min	Participants: <ul style="list-style-type: none"> <li>discuss the topic and session objectives.</li> <li>brainstorm different health impairments and how they affect learners.</li> </ul>	
		<b>Activity 2</b> 20 min	Facilitator: <ul style="list-style-type: none"> <li>divides participants into groups of five.</li> <li>assigns each group a health impairment and allows them to discuss its characteristics.</li> </ul>	
		15 min	Participants: <ul style="list-style-type: none"> <li>presents their group findings in a plenary.</li> <li>compare the results with the facilitator notes.</li> </ul>	
		<b>10:00 am –11:00 am</b>	<b>Session Twelve Roles and Responsibilities of Stakeholders in Special Needs and Inclusive Education</b>	
		<b>Activity 1</b> 10 min	Participants: <ul style="list-style-type: none"> <li>discuss the topic and session objectives.</li> <li>identify stakeholders in SNE and Inclusive Education</li> </ul>	



Day	Session	Period	Activity	Responsible person
			<ul style="list-style-type: none"> <li>discuss the stakeholders' roles in Special Needs and Inclusive Education.</li> </ul>	
		30 min	Facilitator: <ul style="list-style-type: none"> <li>divides participants into groups of five and assigns each group two stakeholders to identify their roles and responsibilities in the education of learners with special needs.</li> </ul>	
		20 min	<ul style="list-style-type: none"> <li>asks each group to present in a plenary.</li> <li>allows each group to critique each other's presentation</li> <li>compares their findings with the handout.</li> </ul>	<b>Facilitator</b>
		<b>11:00 am–11:30 am</b>	<b>Break</b>	
		<b>11:30 am–12:30 pm</b>	<b>Session Thirteen Responsibilities of Schools and Districts to Learners with Special Needs</b>	<b>Facilitator</b>
		<b>Activity 1</b> 15 min	Participants: <ul style="list-style-type: none"> <li>discuss the topic and session objectives.</li> <li>discus the four domains (creating an inclusive culture, developing inclusive practices, ensuring an inclusive environment and delivering quality inclusive education).</li> </ul>	

<b>Day</b>	<b>Session</b>	<b>Period</b>	<b>Activity</b>	<b>Responsible person</b>
		<b>Activity 2</b> 30 min	<p>Participants:</p> <ul style="list-style-type: none"> <li>• in groups, discuss how stakeholders can ensure access, participation and achievement of all learners under the four domains:               <ol style="list-style-type: none"> <li>a) Creating an inclusive culture</li> <li>b) Developing inclusive practices</li> <li>c) Ensuring an inclusive environment</li> <li>d) Delivering quality inclusive education</li> </ol> </li> <li>• present their findings in a plenary.</li> </ul>	<b>Facilitator</b>
		Activity 3 15 min	Facilitator presents stakeholders' responsibilities under each of these domains	<b>Facilitator</b>
		<b>12:30–2:00 pm</b>	<b>Lunch Break</b>	
		<b>Activity 1</b> 2:00 pm	<ul style="list-style-type: none"> <li>• Evaluation of the workshop</li> <li>• Administrative issues</li> <li>• Departure</li> </ul>	<b>Facilitator</b>

## 2.0 SESSION 1: Welcome, Introductions and Climate Setting

**Duration: 1 Hour**

### 2.1 Introduction

The session opens with the training team establishing a positive and collaborative working environment, and also discuss administrative matters and workshop ground rules. Participants are then invited to share their expectations from the workshop.

#### Objectives

By the end of this session, participants shall:

- identify each other, including some of those they do not know.
- discuss their general expectations for the workshop.
- share the ground rules for the workshop.
- understand key administrative issues and procedures related to the workshop.

### 2.2 Materials: Name tags, flipchart, paper, pens, markers

#### 2.3 Activity 1—Introductions: 20 minutes

##### Facilitator presents the objectives

Ask participants to pair up with someone they know little or nothing about. Let them take 3–5 minutes to know each other and then introduce each other to the larger group including:

- their name
- designation
- their general knowledge of learner with learning difficulties
- the greatest challenge they face in teaching learners with learning difficulties and those with disabilities

Participants can then briefly share the information with the group as a whole. Make sure everyone is wearing a name tag clearly and visibly written.

### **Activity 2—Sharing expectations: 15 minutes**

Ask participants to share the expectations of the workshop. Spend 3 minutes reflecting on the following questions:

- What are your expectations from this workshop?
- What are your fears?

The participants present their findings in a plenary session.

### **Workshop ground rules: 15 minutes**

The facilitator presents the ground rules to the participants as follows:

- No side conversations
- Mobile phones must be switched off or in silent mode
- Both participants and trainers shall ensure that sessions begin and end on time
- Respect the viewpoints of others
- Speak loud enough for all can hear
- Participants shall not open their handbooks unless instructed by the trainer to do so.

**Note:** Participants should be given time to identify other ground rules. Make sure all agree to the final list of ground rules. They should be prominently displayed in the room.

### **Administrative matters: 10 minutes**

The facilitators explain the administrative arrangements of the workshop to the participants, including meals, lodging, travel costs and other relevant matters.

## 3.0 SESSION 2: Background to Special Needs Education

**Duration: 1 Hour**

### 3.1 Introduction

Special Needs Education (SNE) has evolved over time in Uganda. This session aims at making stakeholders aware of the trends in SNE and the general outlook of inclusive education in Uganda.

### 3.2 Objectives

By the end of this session, participants should be able to explain:

- the historical background of Special Needs Education in Uganda.
- factors affecting teaching and learning of learners with special educational needs (SEN).

### 3.3 Materials: Handouts, flipcharts, markers, masking tape, projectors, TV, etc.

### 3.4 Activity 1: Brainstorming (15 minutes)

Ask participants to brainstorm what they perceive of persons with disabilities.

Facilitator explains the historical background of SNE (**handout**)

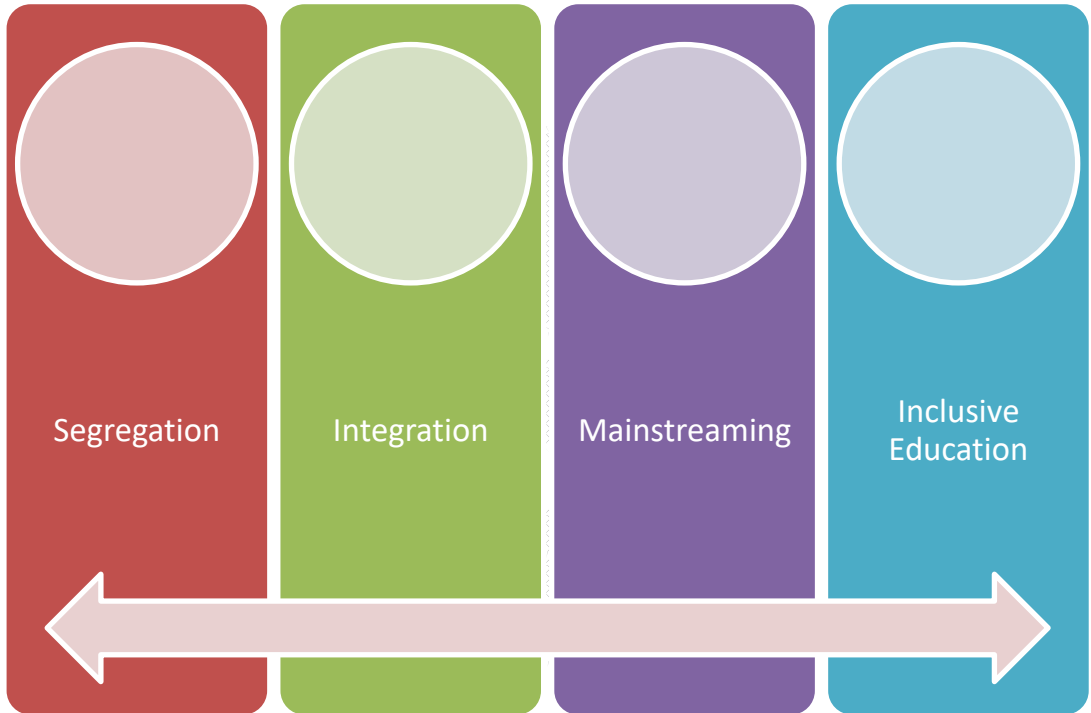
### 3.5. Facilitator Notes (Handout)

In Uganda, perceptions of persons with SEN and, in particular, those with disabilities can be traced right to the pre-colonial period. The pre-colonial period was characterised by indigenous education where learning was by doing, thus production and activity were encouraged. Girl-children were trained by their mothers, and it was through the practical lessons that they learnt how to perform what was seen as female roles. In the same way, boys received practical trainings from their fathers on how to perform what was seen as male roles.

However, children with disabilities were not involved in any of the above community-based trainings. They were considered unable to participate, and were given names like “crippled”, “mad” and “feeble-minded”.

This goes even far back to the Second World War where Hitler declared the execution of people who had deformities on their bodies, saying they were not productive. The stigma and discrimination of people with disabilities seen today is as old as humankind.

### **3.6 Evolution of SNE in Uganda**



- **Segregation**

Segregation in SNE is when the teaching and learning of people with disabilities is provided in separate environments; designed or used to respond to particular or various impairments, in isolation from learners without disabilities.

- **Integration**

This is the provision of educational services to learners with special educational needs within the regular school system and they follow strictly what the school offers. Some schools have the practice of making necessary adjustments to meet children’s learning needs, while others do not.

There are three different levels of integration and these include:

- i) *Functional integration* is where learners with special needs attend a regular school and are given necessary adjustments to meet their learning needs.
- ii) *Partial integration* is where learners with special needs attend some lessons together with ordinary learners, but go back home to the resource room for some special lessons. Examples of special lessons include Braille, remedial work, among others.
- iii) *Social integration* is where learners with special needs integrate together with ordinary learners only during social activities, but study from their own classroom during the time for lessons. The social activities include: having meals, playing, assembly and going back home.

- **Mainstreaming**

This is the practice of placing learners with special educational needs in a general education classroom or school during specific times based on their skills.

- **Inclusive education**

This stands for an educational system that encompasses a wide diversity of learners and differentiates education in response to their diversity. It also refers to the practice of addressing learners' needs within the mainstream of education using appropriate modifications. Modifications can be made in the curriculum, teaching methods, teaching materials, medium of communication and to the environment. Besides, school systems are reviewed and adjusted in order to accommodate the needs of individual learners.

### **3.7 Activity 2: 15 minutes**

In groups, participants brainstorm factors and experiences that affect the learning and development of learners with learning difficulties.

### **3.8 Facilitators Notes**

Some of the important factors related specifically to the school which may affect the learning process are as follows:

- Curriculum and learning materials that do not meet learning needs and /or are not relevant to learners' reality.
- Approaches and methods of instruction which are not suitable for learners with different learning styles and varied ages.
- Approaches and methods of instruction that do not promote active learning and/or self-esteem.
- Language of instruction which differs from learners' mother/familiar tongue.
- Physical conditions such as poor accessibility, poor lighting and much noise may negatively affect the class settings and learners' concentration.
- Pressure for high academic grades which may lead to stress if not adapted to individual potentials and needs.
- Great emphasis on social and physical activities—appropriate social atmosphere, physical activities and play to promote learning.
- Not enough responsive and stimulating environments (home and school).
- Failure to meet the needs of individual learners as a result of a disability or any other condition.
- Failure to meet the need of learners for differentiated teaching/learning and not know how to organize it.
- Teachers not knowledgeable enough about:
  - how to assess learners' potentials and needs.
  - how to adjust teaching to learners' needs.

Other handicapping factors in the learner may include: health, physical development, nutrition, visual and physical defects, and glandular abnormality. It is generally recognized that ill-health retards physical and motor development, and malnutrition interferes with learning and physical growth.



Learners suffering from visual, auditory, and other physical defects are seriously handicapped in developing skills, such as reading and spelling. It has been demonstrated that various glands of internal secretion, such as the thyroid and pituitary glands affect behaviour. The health of the learner will likely affect his/her ability to learn and his/her power to concentrate.

### 3.9 Activity 3: 15 minutes

Ask individual participants to define the concepts below as used in Special Needs Education

- i) Impairment
- ii) Disability
- iii) Handicap
- iv) Special Education
- v) Special needs
- vi) Learning difficulties
- vii) Special Educational Needs
- viii) Special Needs Education

### 3.10 Facilitator Notes

Impairment	<ul style="list-style-type: none"> <li>• any damage to the psychological or physiological function or physical function</li> <li>• damage to the structure or organ of the body e.g., a person may get a head injury which may cause damage to the function of mental process</li> </ul>
Disability	<ul style="list-style-type: none"> <li>• loss, limitation or reduced access to activities in daily life</li> <li>• limitations to participation</li> </ul>
Handicap	<ul style="list-style-type: none"> <li>• restriction of a person with impairment from participating in an activity</li> <li>• restriction can be in form of: discouraging /denying one an opportunity to participate, denying them assistive devices and skills necessary for independence</li> </ul>
Special Education	An educational arrangement which is specially designed to meet the needs of learners with

		disabilities within special schools/institutions/ classes.
Special Needs		Any of the various difficulties that cause a learner to require additional or specialized services or accommodations
Special Needs	Educational	<ul style="list-style-type: none"> <li>• needs or priorities which an individual person may have which must be addressed to ensure effective learning</li> <li>• often arise as a result of barriers within the curriculum, the centre of learning, the system of education and the social context</li> </ul>
Specific Difficulties	Learning	<ul style="list-style-type: none"> <li>• an overarching term for a number of associated learning differences that affect the way information is learned and processed</li> <li>• can affect literacy, memory, coordination, and the manipulation of letters and numbers</li> </ul>
Ordinary learners		<ul style="list-style-type: none"> <li>• learners who seem not having any identified special educational needs/disability “so-called normal”</li> </ul>

## 4.0 SESSION 3: Gifted and Talented

**Duration: 1 Hour**

### 4.1 Introduction

All learners have strengths relative to their capabilities. However, some have exceptional cognitive, creative, or sporting abilities that enable them to achieve outstanding performances. Learners with such characteristics require differentiated learning opportunities and may require emotional and social support if they are to realise their potentials.

### 4.2 Objectives:

Upon completion of this session, participants shall:

- mention the characteristics of gifted and talented learners.
- identify learning and social challenges gifted and talented learners face.
- identify the strategies that may be used to support the teaching and learning of gifted and talented learners.

### 4.3 Materials:

Resource book on gifted and talented learners, a video clip, a clip from the Indian movie: “3 Idiots”, flipchart, markers, case study.

### 4.4 Activity 1: 15 minutes

Ask participants to brainstorm what they know about the gifted and talented learners.

In groups, ask participants to discuss the characteristics of the gifted and talented learners.

### 4.5 Facilitator Notes

#### Characteristics of the Gifted and Talented Learners

The gifted and talented learners are so diverse that not all characteristics can be exhibited at once all the time. However, there are common characteristics that many gifted and talented exhibit, which include but not limited to the following:

- Excellent memory
- Unusually large vocabulary and complex sentence structure for the age
- Advanced comprehension of word nuances, metaphors and abstract ideas

- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as pre-schooler
- Deep, intense feelings and reactions
- Thinking is abstract, complex, logical and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices

**(See resource book page 8)**

#### **4.6 Activity 2: 10 minutes**

##### **Case study 1**

*Mugisha joined P 1 in 2000. In second term, teachers realized that he was very intelligent. As a result, he was given exams of P 2 which he passed very well. He was therefore promoted to P 3. In P3 first term he performed very well and was given examination for P 4. He performed very well. The teacher continued promoting him and in 2004, he was in P7. Unfortunately, when he sat PLE, he failed. He was asked to repeat P7, but because of frustration, he refused and dropped out of school.*

Ask participants to share case studies on the gifted and talented learners. Using case study 1, allow the participants to discuss the following questions:

- Why did Mugisha fail PLE?
- Why did Mugisha drop out of school?
- As a teacher how would you have helped Mugisha to succeed in his studies?

**(5 minutes)**

##### **Case study 2**

Amy has a diagnosis of the gifted and talented learner. She enjoys creative writing, fashion and art. She is extremely bright and has a strong memory. She benefits from rule-based instruction. If you give her a rule once, she will be able to recite it to you the next time you see her. She delights in being able to be the teacher and teach the rules herself or correct others of their errors.

- Ask participants to brainstorm how they would have helped Amy to succeed in her studies?

### 4.7 Activity 3: 30 minutes

In groups, ask participants to discuss the measures that can be taken to support gifted and talented learners.

### 4.8 Strategies for Supporting Gifted and Talented Learners

*(Refer to the Resource book unit 3)*

Working with gifted and talented learners can be demanding for a teacher. It is expected that with the guidance of trained teachers, learners who are gifted and talented develop their potential need. Thus, proper identification of educational strategies, activities and useful resources is fundamental.

Teachers of learners who are gifted and talented need to ensure the following accommodations in the teaching and learning environment:

- Compact the curriculum and provide enrichment of activities.
- Implement a multi-level and multi-dimensional curriculum.
- Be flexible with the curriculum.
- Make the curriculum that is learner-centred.
- Allow learners to pursue independent projects based on their own individual interests.
- Allow gifted learners to assume ownership of their own learning through curriculum acceleration.
- Try to maximize the learners' potential by expecting them to do their best.
- Establish and maintain a warm, safe and accepting learning environment.

**Hint:** Remember that implementing some of these strategies will benefit all the learners in the classroom, not just the gifted ones.

Other strategies to support gifted and talented learners:

- **Enrichment**

This is any type of learning or activity which is outside the core of learning which most learners undertake.

- **Extension**

This means studying materials from existing subjects in greater depths. It allows or enables learners to move through the curriculum at a faster rate than normal.

- **Acceleration**

This is any strategy that results in advanced placement or advanced credit. An example of acceleration is early completion of secondary education cycle.

## 5.0 Session 4: Specific Learning Difficulties

Duration: 1 Hour

### 5.1. Introduction

Specific Learning Difficulties (SLDs) are lifelong conditions that can have a significant impact on a person's life when no early intervention is made. For easy learning, we use five key processes which include: perception, attention, memory, organization and metacognition.

### 5.2 Objectives

Upon completion of this session, participants will be able to:

- describe learners with specific learning difficulties.
- identify characteristics of learners with specific learning difficulties.
- explain causes of specific learning difficulties.
- brainstorm the characteristics and interventions of the different types of the specific learning difficulties.

### 5.3. Materials

Resource book on supporting learners with specific learning difficulties, flipcharts, markers

### 5.4 Activity 1: 30 minutes

#### Brainstorming

Ask participants to talk about what they know about learners with specific learning difficulties.

#### Groups discussion

In groups, ask participants to discuss the characteristics of each type of learners with the following specific learning difficulties:

- Dyslexia
- Dyscalculia
- Dysgraphia

After the discussion, groups present their findings in the plenary

Facilitator summarises group presentations and asks participants to read handout or resource book.

## 5.5 Facilitator Notes

*(Refer to the resource book)*

Who are learners with specific learning difficulties?

These are learners who experience particular learning difficulties in certain areas of learning, or who experience specific cognitive problems while processing linguistic information.

Learning difficulties are caused by differences in the ways the brain processes information, and vary greatly from person to person. Most commonly, learners with SLDs experience difficulties with working memory, planning and organising, strategizing, attention span, processing speed and phonological processing.

*(Refer to resource book on supporting learners with specific learning difficulties.)*

You should understand that learners often express difficulties in learning in three major ways:

- a) Reading
- b) Writing
- c) Mathematics

Types of SLDs

- Dyslexia
- Dyscalculia
- Dysgraphia

### 1) Dyslexia

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading, writing and spelling. As a result, auditory processing, language processing, and non-verbal learning are affected.

A learner with dyslexia may exhibit the following characteristics:

- Difficulty with learning to read and/or write despite intervention.
- Slow at processing spoken and/or written language.
- Poor word retrieval.
- Poor concentration/easily distracted.
- Employing avoidance tactics, such as sharpening a pencil or looking for books.

## Strategies for Supporting Dyslectic Learner

The following strategies can be used to help a learner with dyslexia:

### a) **Multisensory learning**

Multisensory learning involves use of more than one sense like touch and movement alongside sight and hearing.

### b) **Line readers**

A line reader magnifies and highlights the portion of text over which it is placed. This helps dyslexic readers move through a book or worksheet and keep their place easier, especially if they experience 'swimming' words: the surrounding sea of text will be less distracting.

### c) **Coloured Keyboard:** keyboard with different coloured buttons/shapes/letters

### d) **Cloze Procedure**

- Give the dyslexic learner a sheet containing key information that you will be covering throughout the lesson and blank out keywords.
- Give them plenty of time to complete homework.
- The parents should know what the homework schedule for the month is so that they look at certain topics with their child at home in advance.
- The work should be marked based on effort and ideas.

### e) **Educational games**

The great thing about games designed for dyslexic learners is that any learner can benefit from them, so they can easily be incorporated into teaching and learning activities for the whole class.

### f) **Working together with Parents**

Meet with dyslexic learner's parents to discuss how their child is doing and the strategies you have applied in the classroom. The child's parents can also update you on what methods they have been using at home and what has been successful.

## 2) **Dyscalculia/Number Problems**

These are learners with difficulties in understanding and applying mathematical concepts; for example, failure to use addition, subtraction, multiplication and division signs properly.



## Characteristics of Learners with Dyscalculia

A learner with dyscalculia may:

- b) not be able to do basic addition, subtraction, multiplication and division.
- c) have difficulty learning to read time.
- d) struggle to understand information on charts and graphs.
- e) have trouble applying math concepts to money, such as making exact change.
- f) have trouble measuring things like ingredients in a simple recipe or liquids in a bottle.
- g) lack confidence in activities that require understanding speed.

## Causes of Dyscalculia

Causes of dyscalculia include genetic, environmental, and an interaction of the two. The cause for one individual may not be the same as for another, and in many cases, it may not be obvious.

*(Refer to the resource book)*

## Strategies for Supporting Learners with Dyscalculia

Use concrete materials and start from practical activities

- i) Avoid creating anxiety for the learners
- ii) Establish the learner's preferred learning style
- iii) Teach more than one way to solve mathematical operations
- iv) Performance of the whole task

## 3) Dysgraphia

Dysgraphia is a specific learning difficulty that impacts on writing skills. Learners with dysgraphia may struggle with taking notes in class, completing homework and long-term assignments, and performing well on traditional assessment measures.

## Characteristics of Dysgraphia

The symptoms of dysgraphia fall into six categories: visual-spatial, fine motor, language processing, spelling/handwriting, grammar and organization of language.

***(Refer to the resource book)***

A learner may have dysgraphia if his/her writing skills lag those of his/her peers and he/she has at least some of these symptoms:

- Visual-Spatial Difficulties:
  - Has trouble with shape-discrimination and letter spacing
  - Has trouble organizing words on the page from left to right
- Fine Motor Difficulties: Has trouble holding a pencil correctly, tracing, cutting wood, tying shoes, doing puzzles, texting and keyboarding.
- Spelling/Handwriting Issues
  - Has a hard time understanding spelling rules
  - Has trouble telling if a word is misspelled
  - Can correctly spell orally but makes spelling errors in writing.

**Strategies for Supporting Dysgraphic Learners**

Here are some things to keep in mind when working with young and old learners who have dysgraphia or dyslexia: **(Refer to the resource book)**

- a. Keep writing tasks brief. In cases of severe dysgraphia, learners will find the act of writing cognitively exhausting. Reducing the amount of text, they are expected to produce can help. Schedule a shorter time slot for writing and/or provide frequent breaks: the learners could be engaged in simple physical exercise within or outside room.
- b. Allow exams to be taken orally. If reading and writing are a problem, an oral exam will often provide a more accurate assessment of a child's knowledge and allow them to better demonstrate what they have learned.

## 6.0 Session 5: Autism Spectrum Disorder (ASD)

**Duration: 1 Hour**

### 6.1 Introduction

Autism is a neurobiological development disorder affecting areas of social interaction, communication skills and imagination (life-long mental handicap). Children with autism remain among the types that need extra adaptations for successful placement in regular classrooms.

### 6.2 Objectives

Upon completion of this session, participants will be able to:

- identify characteristics of learners with Autism Spectrum Disorders (ASD).
- brainstorm possible strategies for supporting learners with Autism Spectrum Disorders in teaching and learning processes.

### 6.3 Materials

Resource book on supporting learners with Autism Spectrum Disorders: flipchart and markers.

### 6.4 Activity 1: 30 min

#### Allan's Case

Allan is currently integrated full-time into a regular P5 classroom. He was late in achieving some of the developmental milestones at early childhood. He started to walk at 18 months and was slow to talk. His early language was almost exclusively repetitive echolalic speech with limited communicative message. As a young child, Allan's play was repetitive with seeming unawareness of others. He did not like to be touched by or close to other children, but he was agitated when separated from his mother. He often used his sense of smell to investigate objects. He had an unusual interest in small objects such as keys or switches. When Allan was three years old his parents consulted a clinical psychologist. The family had seen the psychologist regularly, and his mother has participated in parent training in behaviour management. He was evaluated by a speech and language therapist at the age of three and has had ongoing speech therapy. At the age of 10, Allan still had behaviours that required significant support. He functions in the classroom with adapted assignments and an individualized

visual schedule. The classroom routines include a token economy managed by the teacher assistant assigned to the class, with reinforcers to maintain appropriate behaviour. Allan is highly inflexible about the schedule and becomes aggressive about transitions if unexpected changes are made. Problematic behaviours escalated since the beginning of P5: he could bang desk and table, bang the head on any object, agitate response if other people around fail to use specific cues, ignore adult direction, yell and throw objects. These behaviours pose a threat for physical harm to himself and disrupt the orderly functioning of the classroom. Allan has had interrupted sleep patterns and is showing the same behaviours of concern at home. His mother is having difficulty managing him. Allan's academic skills are below level. His reading decoding is estimated at P3 level and his math computations skills at P4 level. Math problem-solving and reading comprehension appear to be at P2 level. Most academic tasks can be adapted for Allan. It is difficult to evaluate his knowledge using exams or any format measures because he may refuse to do unfamiliar tasks. Allan likes to make detailed drawings, but tends to repeat the same subjects, usually cars, and trucks. He enjoys music, especially listening to quiet music on his Walkman, but will not participate in music activities that require interacting with other learners. He has difficulty in gym period and follows a modified physical education curriculum with low order games assisted by the teacher assistant. After this year, Allan expects to be promoted to another class.

Ask participants to read the case study and discuss in groups:

1. Possible causes of Allan's problem.
2. Challenges teachers face in teaching Allan.
3. How to help Allan's teacher to support him better.

### **6.5 Activity 2**

**20 min:** Ask participants to read the handout on the strategies to support learners with ASD.

## 6.6 Facilitator Notes

### Possible Causes

#### *(Refer to the resource book)*

Below are some of the causes of autism although others are still unknown.

- Pre-neo and post-natal difficulties
- Chemical imbalances in the brain
- Metabolic abnormalities (digestion of certain foods) affect chemical balances in the brain and body particularly bowls
- Abnormalities in (neurological) in brain structure
- Abnormalities in brain functions

### Characteristics

There are several characteristics that can aid in the identification process of children with autism.

- Poor emotional development and expression
- Have difficulty in the development of play and imagination
- Resistance to change in routine
- Poor turn-taking skills
- Sensory integration impairment
- Poor social interaction skills
- Impaired attention and concentration span
- May need to manage sensory overload during conversation, such as little or no eye contact, rocking or clapping their fingers/hands.

**Note:** These characteristics are relative, depending on individual children.

#### *(Refer to the resource book)*

### Strategies for Supporting Learners with Autism Spectrum Disorders

- Create a structured environment
- Make communication easier
- Use visual aids
- Encourage social interactions
- Make activities structured too
- Use direct language
- Give extra time
- Be aware of sensory issues
- Eliminate potential stress
- Keep instructions simple

## 7.0 Session 6: Intellectual Disability

**Duration: 1 Hour**

### 7.1. Introduction

Intellectual disability once called mental retardation is characterized by below-average intelligence or mental ability and a lack of skills necessary for day-to-day living. A person with intellectual disability may experience difficulty in intellectual functioning that affects his/her ability to learn, reason, make decisions and solve problems. He/she also experiences difficulty in skills necessary for day-to-day life, such as ability to communicate effectively, interact with others, and take care of oneself.

People with intellectual disabilities can learn some new skills, but they learn them much slowly. There are varying degrees of intellectual disability ranging from mild to profound.

### 7.2 Objectives

Upon completion of this session, participants will be able to:

- define intellectual disability.
- identify the causes and characteristics of learners with intellectual disabilities.
- come up with possible strategies on how to teach learners with intellectual disabilities
- Identify how parents can support children with intellectual disability outside the classroom.

### 7.3. Materials

Handouts, reference books, case study, flipchart, markers

## 7.4. Activity 1

In pairs, ask participants to discuss the characteristics of learners with intellectual disability.

### **A Case Study**

*Opolot is a learner in Primary Two class. He has difficulties in dressing up. Whenever there is a physical education lesson where learners in the class are expected to remove their shirts, go to the playground for the lesson and dress up again, Opolot often fails to unbutton and remove his shirt. If he is helped to remove it, he fails to put it on, or if he tries, he buttons the shirt in a slanted way. His classmates laugh at his ways of buttoning up his shirt. He has failed to improve on dressing himself. Sometimes his teacher and close peers help him to put on his shirt well.*

- a) As Opolot's class teacher, how would you train him to learn to dress up?

## 7.5 Facilitator Notes

*(See the handout)*

### **Characteristics of Learners with Intellectual Disability**

Children with intellectual disability may display some of the following characteristics:

- Hyper-activity
- Hypo-activity
- Impulsive behaviour e.g., destructiveness
- Attention deficits
- Distractive
- Poor memory skills
- Poor use of learning strategies
- Poor perceptual motor skills

## **Causes Intellectual Disability**

Sometimes intellectual disability is caused by an environmental factor or other causes. These may include:

- Genetic factors
- Chromosomal aberrations/mismatch as a case with Down syndrome
- Problems during pregnancy such as viral or bacterial infections
- Complications during birth
- Exposure to toxins, such as lead or mercury
- Complications from illnesses such as meningitis, measles or whooping cough
- Malnutrition
- Exposure to alcohol and other drugs
- Trauma
- Unknown causes

### **7.6. Activity 2**

In groups, ask participants to discuss the possible intervention measures for supporting learners with intellectual disability.  
Ask each group to present in a plenary.

### **7.7 Facilitator Notes**

*(See the handout)*

#### **Intervention measures for supporting learners with intellectual disabilities**

It is important to know that despite difficulties in the learning environment, learners with intellectual disability can and do have the capacity to acquire and use new information. There is a range of inclusive teaching strategies that can assist all learners to learn, but there are some specific strategies that are useful in teaching a group which includes learners with intellectual disability:

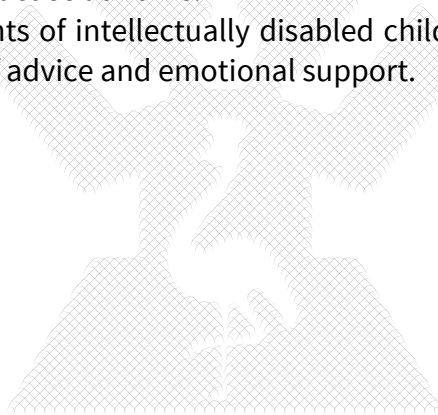
- Provide an outline of what will be taught—highlight key concepts and provide opportunities to practise new skills and concepts.
- Provide reading lists well before the start of a course so that reading can begin early.



- Consider tailoring reading lists and providing guidance to key texts. Allow work to be completed on an in-depth study of a few texts rather than a broad study of many.

What can a parent do to help his/her intellectually disabled child? Steps to help an intellectually disabled child include:

- Learn everything you can about intellectual disabilities. The more you know, the better advocate you can be for your child.
- Encourage your child's independence. Let your child try new things and encourage him/her to do things by himself or herself. Provide guidance when it is needed and give positive feedback when your child does something well or masters something new.
- Let your child get involved in group activities. Taking an art class or participating in scouts will help your child build social skills.
- Stay involved. By keeping in touch with your child's teachers, you will be able to follow his or her progress and reinforce what he/she is learning at school through practise at home.
- Know other parents of intellectually disabled children. They can provide valuable pieces of advice and emotional support.



## 8.0 Session 7: Learners with Visual Impairment

Duration: 1 Hour

### 8.1 Introduction

Learners with visual impairment are learners who have difficulties in seeing or cannot see at all using their eyes. They are not necessarily sick, and do not have eye infections as the cause of their inability to see well or not see at all. This status is usually due to damage to the eye or a condition one is born with.

### 8.2 Objectives

By the end of this session, participants will be able to:

- define visual impairment.
- describe the causes of visual impairment.
- identify the characteristics of learners with visual impairment.
- identify intervention measures for teaching learners with visual impairment.

### 8.3 Materials

Handouts, reference books, flipcharts, markers, braille, hand-held lenses, slates, white canes, blindfolds, tactile materials, e-chart etc.

### 8.4 Activity 1

1. Ask participants to brainstorm causes of visual impairment.
2. Organize participants into groups and ask them to discuss the characteristics of learners with visual impairment.
3. Monitor the group work and guide where necessary.
4. Guide participants to present their group findings in a plenary session.
5. Discuss with participants and compare their presentation with facilitator notes.

## 8.5. Facilitator Notes

There are two major classifications of visual impairment: the blind and the low vision.

### The Blind

These are learners who cannot see completely. Some might only be able to see or perceive light while others are in total darkness.

### Low Vision

These are learners with some residual eyesight. This refers to a condition where the learner has some amount of eyesight which could be used for learning purposes, such as seeing the blackboard, moving round the class or even writing in their exercise books. This condition too varies from learner to learner. Some see a little clearly while others may degenerate to seeing very little of what has been presented to them for learning.

*(See the handout)*

### Identification/Characteristics of Learners with Visual Impairment

There are a number of ways by which learners with visual impairment can be identified, both the blind and the low vision.

- a) Check the condition of the eyes and see if:
  - they appear red.
  - they are watery.
  - the movements of the eyes are uncoordinated.
  - the eyeballs are too small or too big.
  - there are no eyeballs.
  - the white is cloudy.
- b) Check the learner's movements and see if he/she:
  - bumps or walks into objects with his/her hands spread out.
  - has poor posture in walking and sitting (awkward movements).
- c) While reading, check whether the learner:
  - puts the reading material too far or too near the eyes.
  - has difficulty while reading writing on the chalkboard.
  - copies wrong spellings.
  - has difficulty in sorting objects.

- is sensitive to lights (too bright or too dim).
- miscalls words.
- confuses similar words.
- cannot read pencil work.

d) While writing, check whether the learner:

- makes frequent errors when copying from the board.
- uses unusual or fisted pencil grasp.

e) Check other behaviours like:

- Excessive blinking of the eyes.
- Excessive rubbing of the eyes.
- Closing or covering one eye always.

f) Check if the learner always complains of:

- headaches.
- nausea.
- dizziness.
- burning or itchy eyes.
- double vision.
- blurred vision.
- patchy vision.

## **8.6. Activity: 2**

### **Simulation Exercise**

1. Take participants outside and let some act the blind using blindfolds while others as sighted guides.
2. Guide the sorting materials of different textures, sizes, shapes for the blindfolded participants.
3. Guide the discussions on possible measures/approaches that can be used to teach learners with visual impairment.
4. Distribute the handouts.

## 8.7. Facilitator Notes

### Intervention Measures for Teaching Learners with Visual Impairment

For these groups of learners, specific and specialized forms of curriculum delivery are required.

#### a) **The Blind**

The intervention for this category of visual impairment should basically address the important skills of mobility, orientation and Braille.

#### 1. **Mobility**

This refers to ability to move through the environment. Learners do access curriculum in several ways, including mobility in class or outside class. Learners with visual impairments equally need to make relevant movements to access the curriculum. You will observe that these learners can only move around the class or school with the guidance of their friends (sighted guides) or with their white canes (“stick” always used to detect the safer routes for the blind person). Activities proposed should be able to permit the blind learner to interface with the environment and with other learners.

You should, therefore, teach them mobility skills to enable them to move safely and purposefully in their environment. These skills include:

- Self-protection techniques, e.g., in unfamiliar environment holding the hand and forearm in front of the face for protection while trailing the other hand along the wall or rail
- Checking for doorways, steps, stairs and obstacles
- Using auditory information to locate objects e.g., air conditioner, an open doorway, traffic noise
- Long-cane skills, i.e., moving about the environment with the aid of a long cane swept lightly on the ground a head to locate hazards and to check surface textures
- Using a sighted guide

#### 2. **Orientation**

This refers to the ability to have a sense of where one is in relation to other people, objects and landmarks. This means that these learners get familiar with particular environments and at any time know their own position in relation to objects around, such as furniture, open doors or steps.

You should know that for the safety and convenience of learners with visual impairment, the physical environment should remain fairly constant and predictable. For example, if the furniture has been moved or some new object is introduced into the room, you should let the blind learners be informed of that and allow him/her opportunity to locate it in relation to other objects. Avoid placing overhanging obstacles at head-height in classrooms.

Make sure that equipment such as boxes and books are not left scattered on the floor.

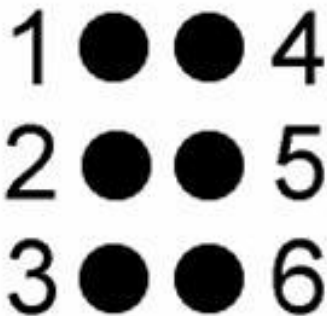
Doors should not be left half-open with the hard edge projecting into the room (doors and window shutters should open flat to the wall).

Mobility and orientation together are two of the primary goals in helping the blind learners towards increased independence. Without these skills the quality of life of the blind is seriously restricted.

### **3. Braille**

Braille is a tactile reading and writing system used by blind and visually impaired people who cannot access print materials. It uses raised dots to represent the letters of the print alphabet. The raised dots can be read with the fingers by people who are blind or who have low vision. Teachers, parents, and others who are not visually impaired ordinarily read braille with their eyes.

## **The Braille Cell**

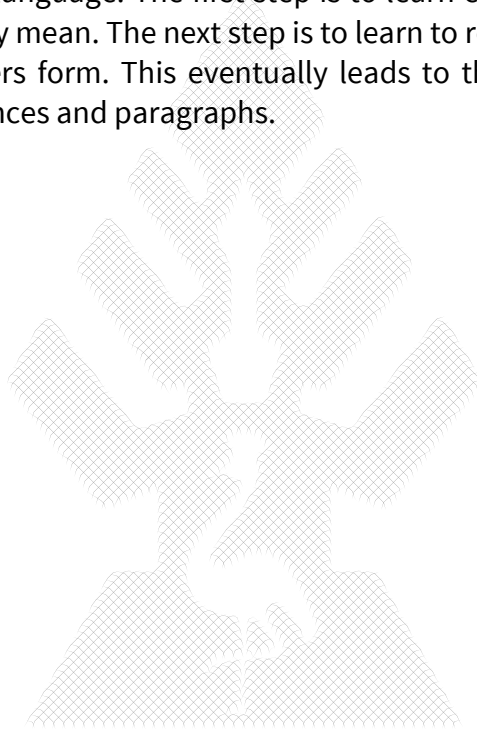


1 ● ● 4  
2 ● ● 5  
3 ● ● 6

People read Braille by moving their fingertips from left to right across the lines of dots.

When writing Braille, people move from right to left instead, physically pressing the dots into the paper so that they show up on the other side. However, there are many methods used to write Braille and these include:

- i) Early literacy and pre-braille skills are essential to success as a Braille reader. The blind learner and his/her teacher should work together to determine the best approach for individual learner.
- ii) Learning to read and write Braille requires a lot of practice like learning to read and write print. Printed letters and Braille cells are both symbols for pieces of language. The first step is to learn each of these symbols and what they mean. The next step is to learn to recognize the patterns that the letters form. This eventually leads to the comprehension of words, sentences and paragraphs.



## 9.0 Session 8: Learners with Hearing Impairment

**Duration: 1 Hour**

### 9.1 Introduction

Learners with hearing impairment are those who find difficulty in perceiving sounds or cannot hear at all. These can be categorised as deaf and hard of hearing. A deaf person does not perceive any sound at all while a hard of hearing person perceives little sound. Hearing loss may occur in one or both ears, and can also be temporary or permanent.

There is a risk of learners with hearing impairment being excluded from the teaching and learning, unless measures are taken to make sure they are fully included. This session, therefore, brings the opportunity for teachers and other stakeholders to reflect on their school and classroom practices with learners with hearing impairment and adopt effective strategies of managing them in an inclusive setting.

### 9.2 Objectives

By the end of this session, participants will be able to:

- define hearing impairment.
- describe causes of hearing impairment.
- identify the characteristics of learners with hearing impairment.
- identify intervention measures for teaching learners with hearing impairment.

### 9.3. Materials

Handouts, reference books, flipcharts, markers, sign language alphabet charts, visual materials, etc.



## 9.4. Activity 1

### Brainstorming

1. Ask participants to share their perception of hearing loss.
2. Ask participants what they would worry about most if they couldn't hear very well. Then suggest things to think about things, such as:
  - talking with friends
  - watching TV
  - listening to music
  - attending lessons in school
  - going shopping
  - anything else
- i) Organize participants into groups and ask them to share/discuss the characteristics of learners with hearing impairment they have met. *(Each group is given a marker and flipchart to write down the characteristics.)*
- ii) Monitor the group work and guide where necessary.
- iii) Guide participants to present their group findings in plenary.
- iv) Discuss with participants and compare their presentation with facilitator notes.
- v) Ask participants to brainstorm the causes of hearing impairment.

## 9.5 Facilitator Notes

*(See the hand out)*

Persons with hearing impairment are categorised into two:

- a) The deaf—those who cannot perceive any sound.
- b) Hard of hearing—those who can hear some sounds but with difficulty.

### Causes of Hearing Impairment

- Heredity
- Malformation of the inner ear
- Birth complications (e.g., brief loss of oxygen during birth)
- Exposure to loud noise for a long time (use of earphones, loud music)
- Accidents (head trauma)
- Autoimmune inner ear disease
- Virus or diseases like meningitis, German measles, etc.)
- Treatments (e.g., quinine)
- Pregnancy complication like domestic violence, drug and alcohol abuse, etc.

## **Characteristics of Children with Hearing Impairment**

A child with hearing problems looks just like other children. He can probably hear loud sounds but they seem distorted and low pitched to him. It is estimated that two children in a thousand have a hearing problem. At times you can easily identify a totally deaf child. There may be no response when you come into the room or when you call the child's name.

Other ways to identify a hearing problem are if the learner:

- does not turn his/her head to sound.
- has an unnaturally low- or high-pitched voice.
- depends heavily on his/her eyes when talking to others.
- has not started talking by the age of two.
- does not follow instructions.
- finds it difficult to mix with others.
- has a physical abnormality of the ears?

You can as well notice the following in the learner. She/he may:

- tend to ignore you.
- look confused/puzzled.
- ask you to repeat words.
- have a speech difficulty.
- stare at you without response.

### **9.6 Activity 2**

In groups, ask participants to discuss the intervention measures that teachers should use in teaching learners with hearing impairment.

### **9.7 Facilitator Notes**

#### **Intervention Measures for Teaching Learners with Hearing Impairment**

The intervention of deafness starts with identification of the problem. This can translate to referral for clinical intervention—medication (e.g., in case of otitis media) or/and provide an appropriate curriculum (educational intervention). Using an adapted curriculum with language and communication emphasis is crucial for the deaf just like those with special needs.

## 10.0 Session: 9 Learners Living under Difficult Circumstances

**Duration: 1 Hour**

### 10.1 Introduction

Learners living under difficult circumstances are those who are not able to progress well in the process of learning due to external forces imposed on them. They are either affected by political, socio-cultural, economic, and health problems or a combination of all these factors. These affect their learning and participation as they affect their psychological wellbeing. Learners living under difficult circumstances may include learners who are: affected by HIV/AIDS, orphans, refugees, underage mothers, street children, abused, traumatized, abandoned, internally distressed, child labours, etc.

There is a risk that such learners can drop out of school if not identified and supported accordingly. This session, therefore, brings in an opportunity for teachers and other stakeholders to reflect on their school and classroom practices, and adopt effective strategies to include learners living under difficult circumstance.

### 10.2 Objectives

By the end of this session, participants will be able to:

- describe learners living under difficult circumstances.
- identify the characteristics of learners living under difficult circumstances.
- identify intervention measures for teaching learners living under difficult circumstances.

### 10.3 Materials

Handouts, reference books, films/video, pictures, radio/television, flipcharts, markers, etc.

## **10.4. Activity 1**

1. Divide participants into groups and allocate each group a category of learners living under difficult circumstances.
2. Participants present their findings
3. Together participants discuss the general characteristics of learners living under difficult circumstances.
4. Compare their answers with the facilitator notes.

## **10.5 Facilitator Notes**

### **Categories of Learners Living under Difficult Circumstances**

(a) **Children who are abused**

Child abuse is any act or intention to treat children badly or unfairly by directly or indirectly hurting them. This can be physical or emotional abuse. For example, they can be sexually abused, tortured by beating/caning, name-calling (rude names) which they are not in agreement with, and other unpleasant acts.

(b) **Children who are traumatized**

These are children affected by political upheavals like wars and violence, social-cultural practices such as female genital circumcision/mutilation, forced early marriages etc., and other malicious treatment of children such as rape, child sacrifice, etc. Such acts deprive children of their freedom that they are supposed to enjoy.

The torture and aggression that children may experience through being beaten, raped, chased away from home, witnessing people being killed or being forced to kill other people, being bullied or teased at school etc., leave them socially and psychologically affected. Their learning and participation are therefore greatly affected, hence may require special attention to improve on their way of learning and stay in society.

(c) **Children who are neglected/abandoned**

Child neglect is rendering no care by parents or caregivers to a child. It is also a failure to provide for the daily basic needs, hence affecting the child's social, emotional and psychological status. This makes him/her fail to learn and participate as required. Other forms of child neglect may include scolding the child instead of giving appropriate and positive

guidance, lack of affection (love), discouraging the child by ignoring and/or negatively criticizing whatever he/she does, over or undue protection and failure to support the child at different levels of their growth.

(d) **Children who are internally displaced**

These are children who have been forced out of their homes, villages, districts or regions due to political instabilities such as wars (civil wars), violence, natural calamities such as landslides, floods, earthquakes, etc. Such children are either put in camps (with or without their parents), or end up in other people's homes. The "far away from home" conditions may not favour them to learn well because most of the times there is limited supply of resources, there is change in social-culture systems and thus fail to cope.

(e) **Refugees**

Children who are refugees are those who have been forced out of their countries into another due to political and civil wars e.g., children from South Sudan now living in Uganda. Like in (d) above, such children may not do well under conditions far away from home. They may be faced with challenges such as social stigma, language barrier, prejudice, uncertainty etc., which greatly affect their participation and learning. They, therefore, need extra or special attention from all education providers.

(f) **Children who are orphans**

These are children who have lost one or both parents. In most cases the death of parents causes trauma and a lot of suffering to children. They miss parental love/affection, and lack resources and parental guidance. This results in emotional/psychological torture which hinders them from participating fully in social and education processes.

(g) **Children heading families or from child-headed families**

As a result of wars, natural disasters, displacement and loss of parents, children may be left on their own to fend for themselves. They take on premature responsibilities of looking after their younger siblings. The new demanding and utmost harsh responsibility/responsibilities coupled with emotional stress may affect their abilities to learn and develop.

(h) **Early pregnancy and underage mothers**

These are girl-children who become pregnant and give birth before maturity (i.e., before 18 years of age, for the case of Uganda), those who are at school are forced to drop out and those who are not at school become mothers before the rightful age. The extra burden on their immature bodies and/or the new responsibility of being a mother affects the child's ability to learn and participate in developmental activities.

(i) **Children of single parents**

These are children who live and are brought up by a single parent. It could be a mother or a father. This can be brought about by marriage break-up, death, denial by parents (especially fathers) etc. The circumstances that lead these children to this situation affect them psychologically and socially. Above all, these children may not be provided for adequately, hence limiting their learning and participation in vital development activities.

(j) **Child labourers**

These are children under the age of 18 years but are already involved in work as employees of other people or firms/companies. The work they do is neither gauged in accordance with their level of growth nor their physical ability. The work they do greatly interfere with their upbringing and education. It is impossible for them to serve two masters at ago and satisfy them. Many of such children work to earn a living or are just forced by their parents/relatives who feel that they should contribute to the home income. They may work as housemaids, *shamba* attendants, mining, scaring off birds in e.g., rice fields, etc. Relatives and employers exploit these children to the extent that majority are mistreated and may end up not being paid for their work.

Those who may get a chance to go to school may end up dropping out because it is difficult to cope with the two or more demanding responsibilities. Others may have no time to themselves to be children (e.g., time to play, time for parental love and affection, time to grow, etc.). All these affect their learning and participation.

(k) **Street children**

These children are found on the streets (especially in urban centres and social gatherings) begging and leading their own lives. Some live on the

streets for the rest of their lives while others may be on the street during day and go back home during the night. There are several causes for children to be or to stay on the streets. They may include: peer pressure, poverty (some parents are poor and are incapable of providing basic needs to their children), anti-social behaviours such as drug abuse (such a child may become a misfit in his/her community) and civil strife and many others. Living on the streets affects the child's learning and development.

(I) **Children affected by HIV/AIDS and Cancer**

Children affected by HIV/AIDS are those who have lost their parents or dear ones through the disease. However, the infected are those who have acquired the disease. They experience social and psychological problems. They may also be stigmatized by society, experience negative changes in their lives, suffer from emotional neglect, exploitation, abuse, high levels of psychological distress, anxiety, depression and anger. This affects their self-esteem, hence failing to learn and participate in development activities.

**Identification of learners living under difficult circumstances**

The following characteristics may act as important indicators or beginning points in trying to identify children living under difficult circumstances:

- (a) May exhibit low attention span. May settle for very few minutes and lose interest in the teaching and learning process very quickly (more likely to get off the task)
- (b) Marked change in behaviour ranging from hostility to violence
- (c) May sleep/dose off in class when lesson is going on. (This may happen on a regular basis.)
- (d) May exhibit signs of low self-esteem and lack of confidence e.g., may fear to come out openly and defend their views, may always feel better while in the background, etc.
- (e) May daydream i.e., “blank staring”
- (f) May show signs of malnourishment e.g., lean and frail bodies, weak in physical activities, especially movement etc.
- (g) May look terrified all the time e.g., children who have experienced political upheavals such as wars and those who are constantly tortured by parents/caregivers
- (h) May show signs of dissatisfaction



- (i) May use bad language (i.e., obscene words)—abusive language even when they are not provoked
- (j) May show signs of being insecure all the time
- (k) May obey all orders (sometimes even the wrong ones) without questioning
- (l) May be inactive, withdrawn, timid and shy
- (m) May lack communication skills and may find difficulties in cooperating with peers
- (n) Self-harming behaviour, eating disorders and suicidal attempts
- (o) May show sexually explicit behaviour, play or conversation inappropriate to their age (especially those sexually abused and those who stay/live on streets)
- (p) May not grow within normal expected pattern, with accompanying weight loss
- (q) May not attend school/classes regularly (i.e., always absent)
- (r) May show signs of being tired (especially those who are working as labourers and those heading families)
- (s) Poor academic achievement

**NOTE.**

*It is not a guarantee that every child who shows any of the characteristics outlined above must be a child living under difficult circumstances. It may be due to other causes which may even be temporal. Therefore, there is an absolute need for thorough assessment to confirm whether the child is affected by any of the difficult conditions outlined. The characteristics should only cause one to suspect some problems.*

## **10.6 Activity 2**

### **Case in point**

1. Ask participants to share their experiences.
2. Show a documentary of one of the categories.
3. Ask participant to suggest possible intervention measures teachers can use to teach learners living under difficult circumstances.



## 10.7 Facilitator Notes

*(See the handouts)*

### **Intervention Measures for Handling Learners Living under Difficult Circumstances**

Most of the children come to school with a heap of problems which one may not be able to notice on the spot, but which may manifest in queer behaviours. Therefore, it is very necessary for teachers to know how to identify, assess and assist a child to develop his/her potential.

To manage learners living under difficult circumstances requires you to collaborate with various personnel or use a multidisciplinary approach. Work together with other teachers, peers, counsellor, parent/guardian/caregiver, health personnel—where and if necessary— legal officer, local councils, non-governmental organisations and social organisations.

At school level, the following key aspects, among others, need to be addressed for appropriate inclusion of learners living under difficult circumstances.

#### **i) Attitudes**

It is common for children living under difficult circumstances in schools to be treated badly, rejected, called names, denied school resources and isolated. They are deprived of participation and involvement in school due to negative attitudes. These negative attitudes can be reduced or eradicated through:

- accepting of the learner with a problem.
- educating others about the causes of behaviour problems and ways of helping such a child cope; the potentials and opportunities available for such a child.
- sensitising other learners in the school, teachers and support staff about such children.
- counselling and guiding learners living under difficult circumstances to accept their situations.
- involving learners living under difficult circumstances in most school activities.
- using teaching approaches that create active learning and participation, e.g. peer teaching, role-play and dramatization etc. so that their experiences are shared.

ii) **Resources**

Experience has shown that most learners who live under difficult circumstances find it difficult to compete for school resources such as furniture, play materials, reading materials etc. This is majorly because they may feel inferior, some look at themselves as social misfits while some are physically denied the opportunity to share the resources. Therefore, it is your role and responsibility to ensure that all the learners benefit from the available resources without segregation.

iii) **Communication strategies**

Communication is the best way to understanding one's inner feelings. It allows people to analyse different situations for better comprehension. Most importantly, it helps people to get relieved of their innermost feelings that may be destructive if not shared out. It is important to note that you:

- understand the learners' need to communicate and to be listened to, and to be given appropriate feedback.
- should not communicate by commanding the learners, or by giving them directives, but through respectful interaction in which you respect their views.
- used language that is understandable and at the level of the learners you are communicating to.
- should allow learners to take turns during the communication process.
- give encouragement to the learners to communicate as much as possible while you give appropriate feedback.

iv) **Classroom management strategies/approaches**

Classroom management is the ability for the teacher to create calm, orderly and interesting atmosphere where both the learner and the teacher can fulfil their roles and obligations. It is concerned with the smooth running of activities within minimal confusion, setting patterns (how things are done), arranging the environment to maximize efficiently, monitoring the learner's progress; ability to anticipate potential problems, routines and guidelines for behaviour.

You should utilize management strategies which will take into consideration the following: **(See the handouts)**

- Time organisation where a consistent routine of activities is done within the classroom at specific times.
- Organizing space in the classroom so that certain areas are assigned various activities e.g., reading corner, nature corner etc. for easy accessibility by the learners. Generally, the physical appearance and comfort of the classroom should always be attended to. (Make it an attractive place to be.)
- Using of interesting and relevant teaching strategies/methods which are motivating to enable learners realise the set objectives and increase their retention.
- Making classroom rules/norms that promote expected behaviour within and outside the classroom. Learners should be involved in making these rules and in every aspect of their learning activities.
- Organizing activities that suit the needs of learners. In other words, make learning meaningful.
- Identifying the learner's needs and then drawing programmes that suit his/her needs.
- Encouraging the learner to set high but realistic standards for himself/herself, and showing them how to work towards the set standards.
- Encouraging high aspirations for each learner while letting each of them know that you (the teacher) are confident in his/her ability to achieve despite the difficult circumstances they live in.
- Encouraging the learner to build up his/her confidence i.e., praise his/her achievements/successes and clearly explain his/her failures/mistakes.
- Being enthusiastic and friendly to the learner; calling him/her by his/her name and providing positive feedback to his/her responses by using child-friendly language.
- Scanning the class constantly to pick cues and signals that indicate to you (the teacher) what is going on in the class i.e., whether children understand and any potential misbehaviour (have the witness traits).

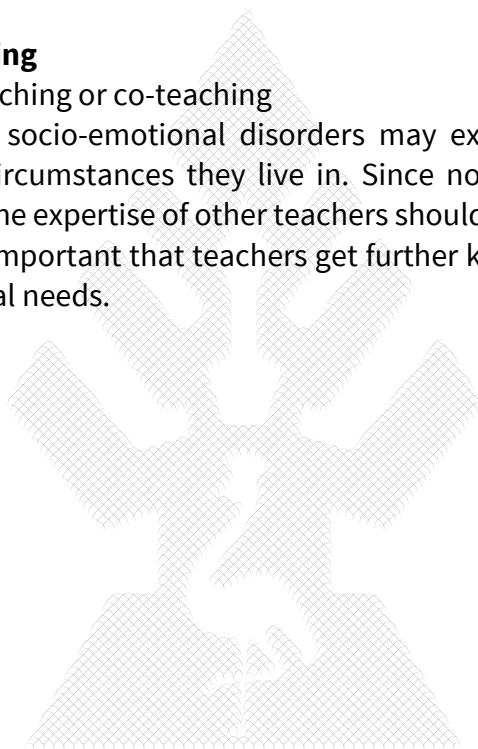
You should make use of classroom management a strategy that employs participatory teaching and learning approaches like:

- (a) Child-to-child approach
- (b) Peer teaching and learning
- (c) Interactive approach
- (d) Mediated learning experiences.
- (e) The cooperative learning approaches
- (f) Exploratory learning (also referred to as Discovery method)

(v) **Group Learning**

1. Team teaching or co-teaching

Other learners with socio-emotional disorders may exhibit different needs depending on the circumstances they live in. Since no teacher may single-handedly manage, the expertise of other teachers should be utilized using this approach. It is very important that teachers get further knowledge in the area of special educational needs.



## 11.0 Session 10: Learners with Physical Impairments

**Duration: 1 Hour**

### 11.1 Introduction

Physical impairments are disabilities that limit a person's physical capacity to move, coordinate actions, or perform physical activities. It is also accompanied by difficulties in one or more of the following areas: physical and motor tasks, independent movement and performing daily living functions.

This session will give an opportunity to the teachers and other stakeholders to reflect on their school and classroom practices and adopt effective strategies of placement of learners with physical impairments.

### 11.2 Objectives

By the end of this session, participants will be able to:

- define a physical impairment and identify categories of physical impairments.
- identify the characteristics of learners with physical impairments.
- discuss the causes of physical impairments.
- identify intervention measures for supporting learners with physical impairments.

### 11.3 Materials

Handouts, reference books, flipcharts, markers, pictures, films/videos, assistive devices e.g., clutches, callipers, cossets etc.

### 11.4 Activity 1

1. Ask participants to discuss what they know about persons with physical impairments.
2. Group participants and ask them to discuss the characteristics of learners with physical impairment and present their findings in a plenary.

## 11.5 Facilitator Notes

*(See the handout)*

Physical impairments are in two major categories: musculoskeletal disability and neuro muscular disability.

a) Musculoskeletal is defined as the inability to carry out distinctive activities associated with movements of the body parts due to muscular or bony deformities, diseases or degeneration. The musculoskeletal disability is grouped under:

- Loss or deformity of limbs
- Osteogenic imperfecta (softening of bones/deformed posture)
- Muscular dystrophy (progressive loss of muscle strength)
- Dwarfism

i. **Loss or deformity of limbs**

This may be due to birth defect or may occur due to diseases or accidents. The person may require an artificial limb to compensate the functional loss of activities.

ii. **Osteogenesis imperfecta**

This is a defective development of the connective tissues at the growing age that leads to softening of bones. The affected person experiences deformed posture. He/she is usually small built with brittle bones. Such persons are usually active though may require a wheelchair or crutches for mobility.

iii. **Muscular dystrophy**

This is the progressive loss of muscle strength due to a group of hereditary disorders. Muscles around the neck, shoulders and hips are usually more affected than the other groups. Muscles of the respiratory system are also affected at a later stage. With time the affected person's functional and mobility status deteriorates and may require a wheelchair for mobility.

iv. **Dwarfism**

Dwarfism is a condition caused by abnormal development of long bones, which may result in varying degrees of motor disabilities.

## b) **Neuro Musculo Disability**

This is defined as the inability to perform controlled movements of affected body parts due to diseases, degeneration or disorder of the nervous system.

The categories are:

- Cerebral palsy
- Spina bifida
- Poliomyelitis
- Stroke
- Head injury
- Spinal cord injury

### i. **Cerebral palsy**

This is a group of non-progressive disorders occurring in young children in which damage of the brain causes impairment of motor function. It is caused by birth injury, jaundice and infection. A person with cerebral palsy usually has movement and co-ordination problems. The person may have other associated disabilities such as intellectual, behavioural, visual, speech etc.

### ii. **Spina bifida**

It is due to development defect of the spinal canal, characterised by incomplete closure of the bony encasement of the spinal cord. It may cause paralysis of the lower part of the body, depending on the level and extent of the lesion. The person may lose bowel and bladder control and may have sensory loss at the affected side. He/she may require a pair of crutches or wheelchair to move around.

### iii. **Poliomyelitis**

It is an infectious virus disease affecting the lower motor-neuron system. It is caused by the poliovirus and can affect children and adults. It causes weakness in the body and on both legs. The person may require mobility aids and external limb supports for the day-to-day activities.

### iv. **Stroke**

It is caused by the interruption of blood supply of the central nervous system or due to haemorrhage inside the brain. The affected person experiences a sudden impairment of the sensory motor functioning of one side of his/her body. This condition may also associate with other disorders like loss of

vision, hearing, speech or intellectual functioning. The person may require a walking stick or wheelchair for mobility.

v. **Head Injury**

The extent of this disability depends on the part of the brain involved and the severity of the injury. In most cases it leads to a condition called hemiplegia where the sensory and the motor functions of one side of the body are impaired. It may also be associated with other disabling conditions like impairment of vision, hearing, speech or intellectual functioning.

vi. **Spinal Cord Injury**

There are two types of disabilities involved:

*Paraplegia*: Total or partial impairment of the sensory and motor functions in the lower part of the body and lower limbs. In most cases the affected person loses bowel and bladder control, and in some occasions, experiences poor postural control. Depending on the level of injury, the affected person may require a crutch, external limb supports or wheelchair for mobility.

*Tetraplegia*: Total or partial impairment of the sensory and motor functions of the body including all four limbs. The person loses control over bowel and bladder functions, posture and, even in a few cases, respiratory functioning. The affected person may require different assistive devices to perform daily activities independently.

**Causes of Physical Disability**

The main causes of physical impairments are categorised into two:

- i) Heredity
- ii) Accidents and injuries



## Characteristics of Physical Impairments

*(See the handout)*

The impairments may range from mild to severe; may have minimal impact on the learner or interfere substantially with his/her functional ability. Therefore, a person with physical and mobility impairments may:

- experience deficits in motor and/or fine motor functioning, locomotor and non-locomotor functioning.
- have potential deficits in cognitive, social, and adaptive behaviour skills, and impairments in language, vision, hearing or other sensory areas.
- experience stiffness and/or spasticity, as well as loss of muscle strength. He/she may need help with learning, or activities of daily living.
- need assistance with mobility, transfers and ambulation.
- have a limited range of motion, and be reluctant to attempt movement, or experience a perceptual or cognitive impairment.
- experience pain, discomfort, depression or anxiety.
- require prolonged bed rest, and have medical restrictions.
- have musculoskeletal or neuromuscular impairments as well.
- have speech impairments and physical disabilities. (Although some degree of mental retardation is present in about half of these impairments, others are intellectually gifted.)

### Activity 2

Discussion

1. Show a documentary of one of the categories.
2. Ask participants to observe and discuss possible intervention measures identified in the documentary.

### **Intervention Measures for Handling Learners with Physical Impairments**

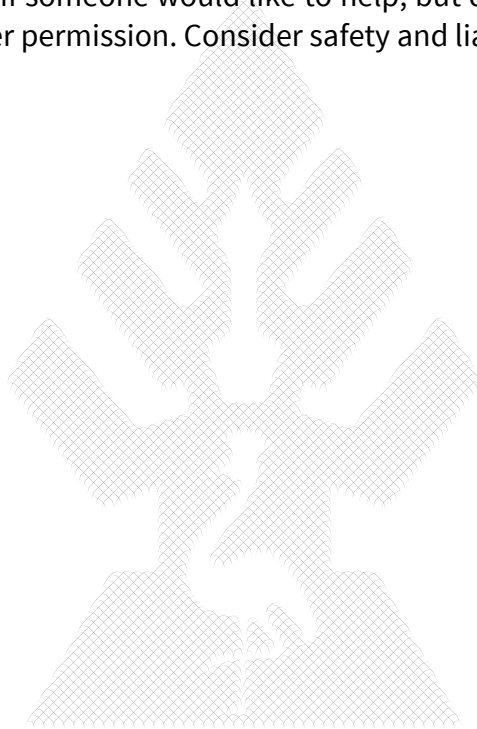
The effects of the disability may be minimized through appropriate environmental adaptations and/or the use of assistive devices. Below are some of the intervention measures:

- Learners who use wheelchairs, callipers, crutches, braces, artificial limbs or other assistive devices, or who tire easily, may find it difficult to move about within the learning environment. Therefore, structural modifications to ease accessibility such as providing ramps, seating accommodations and access to media equipment will be required.
- Check that academic activities which take place are accessible to people with a mobility disability.
- Consider supplementary laboratory practical, films or videos as alternative options to field trips.
- Learners with physical impairments may sometimes wish to use their own furniture, such as ergonomic chairs or sloped writing tables. Extra space may need to be created in teaching rooms, but this should be done unobtrusively.
- Allow learners with back problems who may prefer to stand rather than sit in class.
- Use tape recorders or note-takers in class and give extra time to such learners to process information. This will assist a variety of learners, including those who may be absent from time to time because of their disability.

### **Teaching Strategies**

- Talk to individuals with a physical disability just like you would to anyone else. Having a physical disability does not mean that an individual has an intellectual or a hearing disability.
- Adapt situations to help individuals maintain self-respect. Avoid situations that may embarrass or frighten a person with a physical disability.
- Remember that participation in the classroom is important to all learners. People with physical disabilities can contribute as well as others.
- Build relationships of acceptance and equality by seeing beyond the disability.
- Learn about the disability and how you can help. Also learn more about the person and the caregiver.

- Show compassion, sensitivity, and sincerity by respecting the individual's wishes. Maintain a balance between helping and allowing the individual to grow by providing for himself or herself.
- At least one toilet must be accessible to individuals with a variety of physical needs.
- Sit or kneel, if necessary, to visit at a level that is comfortable for both.
- Invite individuals with physical disabilities to participate and give service. Offer them opportunities to contribute spiritually.
- It is good to ask if someone would like to help, but do not assist a person without his or her permission. Consider safety and liability issues.



## 12.0 Session 11: Learners with Health Impairments

**Duration: 1 Hour**

### 12.1 Introduction

Health impairment is described collectively as conditions and diseases that create special health care needs or health disabilities for individuals. There are two types of health disabilities: chronic illnesses and infectious diseases.

A chronic or acute health problem, such that the physiological capacity to function is significantly limited or impaired and results in one or more of the following: limited strength, vitality or alertness including a heightened alertness to environmental stimuli resulting in limited alertness with respect to the educational environment.

The term chronic shall include health impairments due to asthma, attention deficit disorder or attention deficit with hyperactivity disorder, diabetes, epilepsy, a heart condition, haemophilia, lead poisoning, leukaemia, nephritis, rheumatic fever, sickle cell anaemia, and Tourette syndrome, if such a health impairment adversely affects a learner's educational performance.

### 12.2 Objectives

By the end of this session, participants will be able to:

- describe learners with health impairments.
- identify different categories of learners with health impairments.
- identify the characteristics of learners with health impairments.
- list possible causes of health impairments.
- identify intervention measures for learners with health impairments.

## 12.3 Materials

Handouts, reference books, charts, pictures, video, markers, flipcharts

## 12.4 Activity 1

### 1. Brainstorming

Ask participants to talk about the different health impairments they know and how they affect learners.

### 2. Discussion

- i) Divide participants into groups of five members and allocate a health impairment to each group. Ask them to discuss the characteristics of the health impairment assigned to them.
- ii) Ask each group to present their findings in a plenary.
- iii) After presentation, groups critique each group findings
- iv) Compare the results with the facilitator notes.

## 12.5 Facilitator Notes

### Types of Chronic Illness

#### 1. Asthma

This is a pulmonary disease-causing laboured breathing that is sometimes accompanied by shortness of breath, wheezing and coughing. A combination of three events causes the wheezing: (1) tightening of the muscles around the bronchial tubes, (2) swelling of the tissues in these tubes, and (3) an increase of secretions in these tubes.

Many factors, such as chalk dust, dirt in the environment, dust mites, and pollen can trigger an asthma attack, as can physical activity or exertion.

#### 2. Diabetes

This is the loss of ability of the pancreas to produce enough insulin, resulting in problems of sugar metabolism.

### **3. Cystic fibrosis**

This is a genetic birth defect that results in chronic lung infections and digestive difficulties due to an abnormal amount of mucus throughout the body.

### **4. Tuberculosis**

This is a disease caused by bacterial infection. Often the bacteria remain harmless until late adulthood, or when the body immune system fails.

### **5. Childhood cancer**

This is an abnormal growth of cells that can affect any organ. Most types of cancer in children are leukaemia and lymphomas. Leukaemia causes abnormal increase in the white blood cells, which are important in the body's defences against infection. It often results in anaemia and lymph glands, spleen and liver. Lymphomas are malignant and cause enlargement of lymph nodes.

### **6. Blood disorder or sickle cell**

This is a hereditary disorder, which causes a distortion in the red blood cells that restricts their passage through the blood vessels.

### **Types of Infectious Diseases**

Human Immunodeficiency Virus (HIV) is a potentially fatal viral infection that is transmitted primarily through the exchange of bodily fluids in unprotected sex or by contaminated needles. Before blood-screening procedures were instituted, the virus was also transmitted in blood transfusions.

HIV is the virus responsible for Acquired Immunodeficiency Syndrome (AIDS), a deadly disease that destroys the immune system and can be communicated to an unborn child by an infected mother.

The effects of the infection in children include central nervous system damage, developmental delay, motor problems, psychosocial stresses and death. HIV/AIDS is an infectious disease, but unlike most others, such as flu and the common cold, it can be fatal and life-threatening.

2. **STORCH** is an acronym for a group of congenital infections that have the potential of causing severe, multiple impairments. It stands for syphilis, toxoplasmosis, other, rubella, cytomegalovirus and herpes.

3. **Hepatitis B** is an infectious viral disease which causes inflammation of the liver. It is characterized by jaundice and fever.

## Characteristics of Learners with Health Impairments

The characteristics of learners with health impairments are as unique to the individuals as the conditions that created their special needs.

We will discuss three of the more common conditions seen at schools.

- Epilepsy
- Sickle cell anaemia
- Asthma

## Characteristics Learners with Epilepsy

Seizures may involve the entire brain (generalized seizures) or only a portion of the brain (partial seizures). The frequency of seizures may vary from a single isolated incident to hundreds in a day.

### Four Main Types of Seizures

**Absence seizures** or petit mal seizures are characterized by short lapses in consciousness, sometimes accompanied by movements of the face or arms.

**Simple partial seizures**, consciousness is not lost but the individual is unable to control body movements and experiences feelings, visions and sounds that are not real.

**Complex partial seizures** (also called psychomotor or focal seizures) are short in duration, and the individual returns to normal activities quickly. It is characterized by sleep-wake appearance, unresponsive to instruction, inappropriate and undirected behaviours, prolonged confusion after the episode and no recall of the seizure.

**Generalized tonic-clonic seizures** (formerly referred to as grand mal seizures) are the most serious type of seizure and result in convulsions and loss of consciousness. The body stiffens and jerks, may fall and lose consciousness, lose bladder control, have erratic breathing, lasts several minutes. The person can be confused, weary and belligerent afterwards.

### **Characteristics of Sickle Cell Anaemia**

This condition causes red blood cells to become rigid and take on a crescent, sickle shape.

During what is called a 'sickling crisis' the rigid and crescent shape of the cell do not allow blood to flow through the vessels, depriving some tissues of oxygen, and resulting in extreme pain, swollen joints, high fever and even strokes.

### **Characteristics of Asthmatic Learners**

Learners with asthma may have these features in any combination—most of the time, or only during an asthma attack.

- Wheezing—is a high-pitched noise that comes from the chest, usually as the child breathes out.
- Cough
- Chest tightness, or shortness of breath, or trouble breathing.

### **Causes of Health Disability**

There are as many different causes as are different illnesses, diseases and conditions that result in disabilities. These include:

- Infections and allergies
- Heredity
- Multiple factors

## **12.6 Activity 2**

### **1. Case studies**

- Ask participants to share case studies.
- Where possible show a film on role models.
- Show a documentary of one of the categories.
- Ask participants to read a text on a case study.

### **2. Discussion**

Ask participants to suggest possible intervention measure teachers can use to support learners with health impairment.



## Intervention Measures to Support Learners with Health Impairments

### *(See the handout)*

- Modify physical environment of the classroom
- Apply features of universal design of learning
- Improve classroom space
- Remove hazards
- Create flexible sitting arrangements
- Incorporate technology into instruction
- Record important lessons
- Utilize distance education technology
- Allow high-tech assistive technology devices
- Substitute word processing for handwriting
- Have learners use adapted keyboards
- Allow voice option
- Make accommodations for learning
- Provide extended time
- Give abbreviated assignments
- Offer flexible due dates
- Assign note-takers
- Support neighbourhood classmates as peer tutors

### **Asthma**

- Ensure the learner has proper medications that are taken at the appropriate times.
- Allow the learner to rest when needed, as he/she often tires easily.
- Eliminate any known allergens found in the classroom.

### **Cerebral Palsy**

- Create a supportive classroom environment that encourages participation in every aspect of the school day.
- Allow extra time for the learner to move from one location to another.
- Provide many real-life activities.

### **Cystic Fibrosis**

- Prepare the learner in class for the realities of this disease (e.g., coughing, non-contagious sputum etc.
- Know the medications and be able to administer them.
- Consider restricting certain physical activities.
- Ensure the learner is included in all possible class activities.
- Prepare the learner for eventual outcomes of the disease by discussing them

### **Energizer**

Tide's in/tide's out

Group: Any number of participants

Equipment: None

Instructions:

- Draw a line representing the seashore and ask participants to stand behind the line.
- When the facilitator shouts "Tide's out!", everyone jumps forward over the line.
- When the leader /facilitator shouts "Tide's in!", everyone jumps backwards over the line.
- If the facilitator shouts "Tide's out!" twice in a row, participants who move have to drop out of the game.
- Continue the game for a few more times.

## 13.0 Session 12: Roles and Responsibilities of Stakeholders in Special Needs and Inclusive Education

**Duration: 1 Hour**

### 13.1 Introduction

Collaboration is the practice where stakeholders work together to achieve a defined and common goal. The key stakeholders include learners, teachers, parents and other family members, head teachers, organisation of and for persons with disabilities, psychologists, rehabilitation officers etc. The aim of this session is to enable teachers acquire knowledge on collaborative strategies of working with stakeholders in implementing inclusive education in schools.

### 13.2 Objectives

By the end of this session, participants will be able to:

- identify stakeholders in Special Needs and Inclusive Education.
- describe the roles and responsibilities of different stakeholders in Special Needs and Inclusive Education.

### 13.3 Materials

Handouts, flipcharts, markers, videos, pictures etc.

### 13.4 Activity 1

- a. Ask participants to mention the stakeholders in Special Needs and Inclusive Education.
- b. In small groups of five participants, assign each group two stakeholders for them to identify their roles and responsibilities in the education of learners with special needs.
- c. Ask each group to present in a plenary.
- d. Compare their findings with the facilitator notes.

## **13.5 Facilitator Notes**

### **Stakeholders in the Education of Learners with Special Needs**

#### **a) Learners**

Learners with special needs can benefit in a number of ways in collaboration with other learners. These may include:

- Learning by being together/interacting with each other. It provides a nurturing learning environment which helps all learners to learn and benefit from one another and from their teacher's support. Learners learn using their individual learning style(s) and at their own pace. This helps them to develop their potentials.
- Develop a positive understanding of themselves and others: When learners of different abilities, cultural backgrounds, and social status play and learn together, they develop positive self-esteem and confidence, appreciation of the differences they have, and acceptance of one another.
- Develop friendships: As learners with special needs learn and interact with one another, they develop social skills and friendships. They also develop different ways of supporting those among them who need help.
- Learning academic and practical skills: With appropriate support and instruction, learners with special needs learn to read, write, draw, do mathematics, crafts and other subjects in an inclusive classroom setting. They learn the importance of collaborating in the classroom and out of school activities.
- Develop leadership skills: learners with special educational contest in leadership posts to lead in different roles. This builds their self-esteem and an opportune time to develop their leadership skills

#### **b) Parents and other family members**

Parents and other family members of learners with special needs are primary stakeholders because their needs must be taken into account, and their involvement is crucial in the provision of education to their children. Parents are crucial members of the team because they have unique knowledge of their children's' strengths and needs. Parents have the right to be involved in meetings that discuss the identification, evaluation, Individualized Educational Program (IEP), developments and educational placement of their children.

Parents and other family members can play many important roles in ensuring that their children access education. These roles include:

- Enrolling children in schools within reach to enable them (the parents) monitor and regularly support the children's learning.
- Discussing with teachers and head teachers their (parents') goals, expectations and preferences for the children.
- Encouraging their children to participate in all learning activities and to make friendship with classmates.
- Knowing and advocating for the rights of their children, and the services and support the children require.
- Raising awareness among teachers, their children's classmates and the school management about their children's potential and needs.
- Providing learning materials for their children and taking part in some classroom and school activities.
- Assisting teachers in some curriculum adaptations based on the needs of their children.
- Supporting schools in environmental modifications to ease accessibility for their children.
- Facilitating resource persons (other professionals) to sensitize or support teachers in specialized areas of need for the children.
- Promoting respect, discipline, harmony, and cooperation among teachers and all children in school.
- Taking part in mobilizing resources for the school.
- Ensuring continuity of learning processes at home-school programmes.

### c) **Teachers**

Teachers are certainly primary stakeholders to collaborate with. This is because they are the principal implementers of educational provision. A teacher should be able to fulfil the following responsibilities:

- i) Be expert in his/her subject and have good communication skills.
- ii) Be enthusiastic about teaching all learners with various learning needs.
- iii) Encourage co-curricular activities like debate, quiz writing etc.
- iv) Encourage initiatives and creativity among the learners.
- v) Train the learners in the art of answering questions satisfactorily.
- vi) Be available to the learners even outside class hours.
- vii) Show concern for all learners by being a parent, friend, mentor and guide.

- viii) Sensitize other learners about special needs and ensure that those with special needs are not stigmatized.
- ix) Identify learners with special needs and provide remedial teaching and other forms of support.
- x) Be expert in differentiated teaching so that each learner in the class benefits.

d) **Head teacher**

As the most senior teacher and leader of a school, he/she is responsible for the education of all learners, the management of staff, and for making school policy. The head teacher leads, motivates and manages staff by delegating responsibility, setting expectations and targets, and evaluating staff performance towards promoting learning of all those with various learning needs.

The head teacher's main responsibilities in supporting learners with special needs include:

- Formulating overall aims and objectives of the school and policies for their implementation.
- Working with the board of governors and senior colleagues to deploy staff effectively and recruit new staff.
- Meeting with other education professionals, and representing the school at conferences and other events outside the school, in the local community and nationwide.
- Motivating, training and supervising staff.
- Ensuring the motivation of the learners including those with special needs.
- Ensuring an enabling infrastructure, particularly disability friendly infrastructure.
- Ensuring good financial management of the school.
- Ensuring the school is up-to-date with innovations in teaching practices using technologies.
- Reporting on the school performance to a range of audiences.
- Managing accommodations, adaptations, and modifications for learners with special needs.
- Assuming responsibility for other legal matters in the day-to-day running of the school.
- Assuming responsibility for pastoral care of learners with special needs where necessary.

- Resolving major disciplinary issues with learners with special needs.
- Establishing and maintaining links and partnerships with stakeholders in the promotion of learning for learners with special needs.

e) **Physiotherapists**

If the learner's special need is associated with injury, illness, or disability through movement and exercises, a physiotherapist provides manual therapy, education and advice.

f) **Psychiatry**

The psychiatrist's role is to diagnose, prevent, study, and treat the effects of the learners' special needs.

g) **Speech therapists/pathologist**

The role of speech therapists is to help learners with speech and language problems to minimize speech and language deficiencies.

h) **Psychologists**

The role of the psychologist is to deal with issues pertaining assessment, mental health, home-school collaboration and school-agency collaboration. He/she also advises in the management of academic progress and career of learners with special needs, and provides a complete picture and action plan that will address the learners' needs.

i) **Rehabilitation officers**

Community Development Officers (rehabilitation officers) have a role of improving the quality of life for various groups in the community. They work with different departments such as parks, health care, community learning, housing, and social services to help those who are marginalized and excluded from society gain self-confidence and join others.

j) **Departments/Organizations of and for Persons with Special Needs**

The departments include government departments such as MoE-SNE department, UNEB-SNE department, NCDC-SNE department, DEO-SNE department, NCHE-SNE department.

Non-government organisations include NUDIPU (National Union of Persons with Disabilities in Uganda), USDC, UPPID, Sight-savers International etc.

Educational institutions include universities and colleges.

Their major role is to ensure that all learners with special needs are placed in schools for educational services through advocacy and sensitization.

## 14.0 Session 13: Schools and Districts Responsibilities to Learners with Special Needs

Duration: 1 Hour

### 14.1 Introduction

Schools and districts play key roles in promoting inclusive education. They are responsible for ensuring that all learners access, participate and progress in education. Therefore, schools and districts should develop strategies for creating an inclusive culture, developing inclusive practices, ensuring inclusive environment and delivering quality inclusive education.

### 14.2 Objectives

By the end of this session, participants will be able:

- mention the four domains in ensuring access, participation, and achievement of learners with special needs.
- identify stakeholders' responsibilities under each domain.

### 14.3 Materials

Handouts, reference books, flipcharts, markers, resource persons etc.

### 14.4 Activity 1

In groups, ask participants to discuss how stakeholders can ensure access, participation and achievement of all learners under four domains:

- Creating an inclusive culture
- Developing Inclusive Practices
- Ensuring an inclusive environment
- Delivering quality inclusive education

Let each group present in a plenary.

After presentation, take them through the stakeholders' responsibilities under each of these domains.



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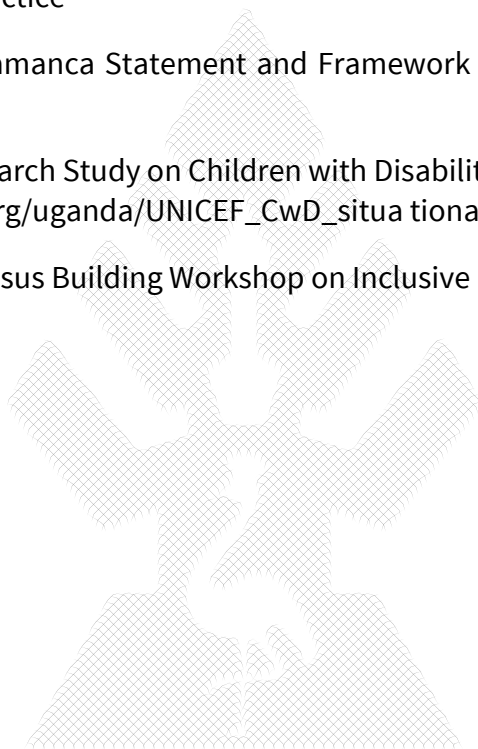
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# Appendices

## 1.1 Appendix I

Responsibilities of schools and districts to ensure the full participation and achievement of all learners:

### 1. Creating an Inclusive Culture

- a) Ensure education is regarded as a right for all learners, including girls and boys of all backgrounds, abilities and physical characteristics by providing advocacy and awareness raising:
  - i) with parents and stakeholders to respect and support the rights of all learners to equal opportunities to education.
  - ii) to reduce stigma and discrimination against the marginalized groups in the community, including those with disabilities.
- b) Ensure there is an agreed recognition among all stakeholders that inclusion in education is one aspect of inclusion in society.
- c) Ensure the admission of all learners including those with disabilities and other marginalized groups.
- d) Ensure a recognition and acceptance of different levels of achievement within the school and wider community, while maintaining a high level of expectation and continuous improvement in teaching and learning.
- e) Develop strong links and collaboration between the community and the school which it serves. Ensure the participation of representatives from all groups within the community, including CBOs, in supporting schools to best meet the needs of the community which it serves.
- f) Ensure representation from all groups within the community, including those with disabilities or from other marginalized groups, on the Board of Governors, Parent/Teacher Associations etc. and provide awareness training for them to assess levels of inclusion within the school.
- g) Provide learners with 'a voice' in decision-making processes, including on school rules and practices.
- h) Ensure the development of a holistic system to ensure identification of learners with special educational needs, and that all learners are

included in the learning process (**see** Section D below on delivering quality inclusive education).

- i) Ensure parents are informed and involved in their children’s learning and progress.
- j) Encourage parents of learners with disabilities to assist in their children’s learning.
- k) Encourage parents of learners with disabilities to raise awareness about disability issues within the school and in the wider community.
- l) Ensure issues of inclusion are considered in the school and district development planning.
- m) Provide all learners with regular health screening, including for vision and hearing.

## **2. Developing Inclusive Practices**

- a) Appoint a qualified officer at district level responsible for Special Needs Education.
- b) Ensure all stakeholders provide support and strategies to promote inclusive education in schools.
- c) Organize short orientation training modules on the principles of inclusive education for in-service teachers and officials throughout the system.
- d) Ensure pre-service and in-service teacher training
- e) Provide orientation to inclusive education and inclusive practice to be integrated and reinforced in all activities.
- f) Learner-centred methodologies must be used in all teacher training to reflect the expected practice in the classroom.
- g) Provide all teachers opportunities to reflect and share best practices with each other.
- h) Identify one teacher at school level to be responsible for learning support and special needs education.
- i) Identify one teacher with special educational needs qualification responsible for providing advice on learning support and special needs education to a cluster of 10–12 schools.

- j) Ensure all teachers and learners have access to a wide variety of locally sourced materials that can support practical rather than abstract learning.
- k) Ensure all teaching and learning materials promote positive representation of all groups with respect to gender, disability, different tribal groups, different languages and culture.
- l) All stakeholders should recognize efforts, progress and levels achievement of all learners.
- m) Establish linkages and ensure collaboration, coordination and dissemination of inclusive practices between relevant departments and other sub-sectors including primary, tertiary and higher education.
- n) Identify and empower existing special schools and units to act as a resource to draw on their expertise and advise mainstream teachers to identify and support learners within their specialism as required.
- o) Review data and information being collected for learners with special needs to ensure that sufficient and reliable data is available to inform planning and provide for systemic development especially regarding learners with learning difficulties.
- p) Ensure SNE officers are qualified, experienced and empowered to support teachers to devise strategies and interventions to reduce barriers for learners with difficulties in schools.
- q) Identify teachers with special needs training and experience and ensure their skills are utilized to the best advantage. Allow for specialist teachers of both the visually and hearing impaired to support teachers to include these learners in mainstream schools.
- r) Develop systems for monitoring and evaluating inclusive practices.

### **3. Ensuring an inclusive environment**

- a) Encourage all stakeholders to actively participate and ensure they identify positively with the school.
- b) The school should provide a friendly environment to all learners and their parents.

- c) The school should provide a safe and secure learning environment, and also ensure that learners do not live under fear of punishment, humiliation or sexual exploitation.
- d) Classrooms should be learner-friendly and promote fruitful and active participation of all learners.
- e) Discipline should be maintained by all teachers through mutual respect.
- f) Ensure all learners feel free to express themselves, ask questions and respond to the teacher's questions.
- g) Existing buildings and their facilities should be user-friendly and well-maintained.
- h) Provide resources equitably among schools to counter disadvantage.
- i) Ensure provision of gender-segregated toilets with clean water supply, and that they are accessible, safe and hygienic for all learners.
- j) Ensure all new buildings and their facilities in all institutions are accessible to all learners and that they meet the standards for accessibility as stated in those approved by the Ministry of Gender, Labour and Social Development; are developed in collaboration with Uganda National Action on Physical Disability (UNAPD).
- k) On the basis of learners with special needs, adapt existing buildings to ensure inclusion of all learners within the community including those with disabilities. Explore low-cost adaptations such as seating arrangements, widening windows, using larger print on blackboards, ensuring walkways are not obstructed etc. so that learners with disabilities can access and participate in the learning process.
- l) Ensure learners with disabilities are provided appropriate assistive devices and auxiliary support, such as sign language interpreters, if required.
- m) Provide access, necessary equipment or support and time to learners with special needs during the teaching and learning process and all examinations.
- n) Develop an ethos of continual improvement in performance for all learners and teachers.

- o) Praise and encourage the efforts of teachers and learners to develop higher levels of motivation and self-esteem. Learners should be encouraged to appreciate achievement in terms of their own effort and not their grade.
- p) Provide resources for repair and maintenance of any specialist, essential equipment or aids such as Braille machines, including the means to use them e.g., paper for Braille machines.
- q) Explore new technologies especially for learners with visual impairments and hearing impairments e.g., computer packages and other appropriate resources and materials at school level.
- r) Where learners are placed in a special school or unit, ensure opportunities are provided to maximize integration. Encourage links between the segregated settings and mainstream schools.

#### **4. Delivering quality inclusive education**

- a) Ensure all learners are made to feel welcome in the class.
- b) The classroom should be vibrant and stimulating to reflect learning is going on.
- c) Every class should be allocated a teacher to ensure that teaching takes place in every lesson.
- d) Teachers should vary teaching methodologies to meet the needs of all learners.
- e) Opportunities should be given to all learners to work in different groupings: individually, in pairs, in small groups and as a whole class.
- f) All learners should be given opportunities to collaborate and discuss their work.
- g) Ensure all teachers encourage all learners to think and work things out for themselves.
- h) Ensure all learners are praised for their efforts rather than the level of output or grade.
- i) Ensure teaching is based on previous learning, with each new concept being introduced in staged incremental steps.

- j) All learners should have time to practise and apply learning in various situations.
- k) Ensure all learners are engaged and participating in the learning process.
- l) A wide variety of teaching and learning materials should be used during the lesson to stimulate learning and allow for the development of concrete rather than abstract learning.
- m) Ensure all teachers assess learners to identify different levels of ability.
- n) Ensure all teachers meet the needs of learners with different ability levels by modifying the content, methods of presentation, tasks or the expected outcome.
- o) Ensure all teachers monitor and regularly check all learners' levels of achievement and performance.
- p) Ensure teachers assess and monitor the learners' progress and use the evidence to plan the next stage of learning. All learners should be provided regular feedback on their progress and provided opportunities to discuss any concerns, targets etc.
- q) Records containing all the learners' personal information, their levels of achievement and specific difficulties or special needs should be maintained. These should be started on the learners' enrolment into the education system and passed to the receiving school on transfer to another school or transition to the next stage of schooling.
- r) All teachers should keep parents regularly informed and also provide them with opportunities to discuss their children's progress.

### **Other key players**

Special Needs Education Desks have been established to promote quality education for learners with special educational needs. These include:

- A department of Special Needs in the Ministry of Education & Sports
- A section at the Uganda National Examination Board
- A section at Directorate of Education Standards
- A department at National Curriculum Development Centre
- Other representatives are at different managerial boards



## Roles of each department

### 1. A department of Special Needs in the Ministry of Education & Sports

- Guiding and steering stakeholders in the implementation of the policy in line with government regulations and standards.
- Organizing and conducting advocacy campaigns on special needs and inclusive education (SN&IE).
- Coordinating stakeholders in the implementation of advocacy campaigns on SN&IE.
- Setting and reviewing regulations and standards in the provision of SN&IE.
- Providing technical guidance on all matters pertaining to SN&IE policy implementation.
- Providing adequate special instructional materials and equipment.
- Conducting regular updates on the best practices for managing/implementing SN&IE, upgrading of equipment and materials to meet the prevailing standards of teaching and learning for children with special needs.
- Licensing and registering SN&IE institutions.
- Ensuring timely release of funds for SN&IE programmes.
- Ensuring appropriate allocation of funds for SN&IE programmes.
- Ensuring adequate recruitment and deployment of SN&IE personnel in consultation with the relevant bodies.
- Providing guidance for adequate infrastructure/facilities for SN&IE.
- Establishing appropriate structures and systems for SN&IE.
- Ensuring that affirmative action for learners with special needs is implemented in education institutions.
- Monitoring and evaluating SN&IE programmes.

### 2. A department at National Curriculum Development Centre

- Designing and reviewing the curricular to suit Special Needs Education.
- Adapting the existing curriculum materials into the mode that is relevant for different users in order to support learners with special educational needs.
- Orienting teachers on curriculum adaptation and implementation.
- Developing and orienting teachers on the design and use of special instructional materials and equipment in SNE.
- Carrying out research in the area of special needs.

- Organizing and conducting instructional material writing workshops.
- Preparing teachers' manuals/resource books/supplementary guides.
- Writing, co-coordinating and editing curriculum units developed by teachers or other stakeholders.
- Orientating key stakeholders on the developed materials.

### **3. Kyambogo University**

The Faculty of Special Needs Education (SNE) and Rehabilitation of Kyambogo University under the Department of Special Needs Studies offers programmes that prepare individuals to be teachers of the blind and low vision (visual impairment), deaf and hard of hearing (hearing impairment) and of children with autism, down syndrome) and other forms of neurological difficulties (intellectual Impairment).

### **4. A section at the Uganda National Examination Board**

This is concerned with registration of candidates with Special Educational Needs in schools sitting UNEB Examinations. It:

- identifies and registers SEN candidates.
- updates UNEB on emerging matters related to special needs candidates even after registration.
- prepares a comprehensive list of all declared SEN candidates for all levels, and conducts Psycho-Educational Assessment (PEA) to ascertain the nature of their special needs versus their examination related needs.
- collects stationery and other related SNE examination materials. For example, stationery specifically for the blind, tape recorded for the Dyslexic etc.
- arranges examination and the marking guide strategies for candidates with special needs.

## 1.1 Appendix II: Orientation program

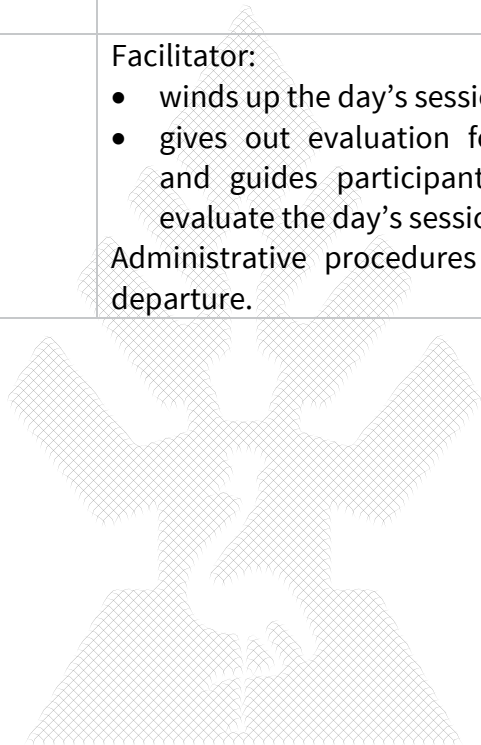
Day	Period	Activity	Responsible person
1	8:30 am–9:00 am	<b>Arrival</b>	<b>Secretary</b>
	9:00 am–9:30 am	<ul style="list-style-type: none"> <li>• Discuss the topic and session objectives</li> <li>• Introductions and climate setting</li> <li>• Introductions</li> <li>• Sharing expectations and norms</li> <li>• Electing helping hands</li> <li>• Orientation of participants to the training environment and administrative issues</li> </ul>	<b>Coordinator</b>
	9:30 am–10:30 am	<b>Session Two</b> <b>Background to Special Needs Education</b>	
	<b>Activity 1</b> <b>15 min</b>	Participants: <ul style="list-style-type: none"> <li>• discuss the topic and session objectives.</li> <li>• brainstorm what they perceive of persons with disabilities.</li> </ul> Facilitator summarizes the discussion.	<b>Facilitator</b>
<b>Activity 2</b> <b>15 min</b>	<ul style="list-style-type: none"> <li>• Participants brainstorm factors and experiences that affect the learning and development of children with learning difficulties.</li> <li>• Facilitator summarizes the discussion.</li> </ul>		
<b>Activity 3</b> <b>15 min</b>	<ul style="list-style-type: none"> <li>• Participants individually define the concepts.</li> <li>• Facilitator gives handouts and guides participants to compare their definitions.</li> </ul>		

Day	Period	Activity	Responsible person
		<b>Activity 4</b> <b>10 min</b>	Energizer: participants are taken through an energizer (Badu Badu).
		<b>5 min</b>	Winding up the session
	<b>10:30 am</b>	<b>am-11:00</b>	<b>Break</b>
	<b>11:00 am</b>	<b>am-12:00</b>	<b>Session Three</b> <b>Gifted and Talented</b>
	<b>Activity 1</b> <b>15 min</b>	Participants: <ul style="list-style-type: none"> <li>• discuss the topic and session objectives.</li> <li>• brainstorm what they know about the gifted and talented.</li> </ul>	
	<b>Activity 2</b> <b>15 min</b>	Participants: <ul style="list-style-type: none"> <li>• share case studies on the gifted and talented learners.</li> <li>• read Mugisha’s case study to discuss the following questions: <ol style="list-style-type: none"> <li>i) Why did Mugisha fail P.L.E?</li> <li>ii) Why did Mugisha drop out of school?</li> <li>iii) As a teacher how would you have helped Mugisha to succeed in his studies?</li> </ol> </li> </ul>	
	<b>Activity 3</b> <b>30 min</b>	Participants:	

Day	Period	Activity	Responsible person
		<ul style="list-style-type: none"> <li>in groups, discuss measures that can be taken to support gifted and talented learners.</li> <li>present and discuss in plenary.</li> </ul> <p>Facilitator winds up the discussion.</p>	
	<b>12:00pm–1:00 pm</b>	<b>Session Four Specific Learning Difficulties</b>	
	<b>Activity 1 30 min</b>	<p>Participants:</p> <ul style="list-style-type: none"> <li>discuss the topic and session objectives.</li> <li>brainstorm what they know about learners with specific learning difficulties.</li> <li>in groups, discuss the characteristics of each type of learners with the following specific learning difficulties:               <ol style="list-style-type: none"> <li>Dyslexia</li> <li>Dyscalculia</li> <li>Dysgraphia</li> </ol> </li> </ul>	
	<b>Activity 2 20 min</b>	<ul style="list-style-type: none"> <li>Participants make group presentations of their findings in a plenary.</li> <li>Facilitator summaries the group presentations.</li> </ul>	
	<b>Activity 3 10 min</b>	Participants read handout or the resource book and discuss the strategies.	
	<b>1:00 pm–2:00 pm</b>	<b>Lunch Break</b>	
	<b>2:00 pm–3:00 pm</b>	<b>Session Five</b>	

Day	Period	Activity	Responsible person	
		<b>Autism Spectrum Disorder (ASD)</b>		
		<b>Activity 1</b> <b>30 min</b>	Participants: <ul style="list-style-type: none"> <li>• discuss the topic and session objectives.</li> <li>• read Allan’s case study and discuss in groups:               <ol style="list-style-type: none"> <li>Possible causes of Allan’s problem.</li> <li>Challenges teachers face in teaching Allan.</li> <li>How to help Allan’s teacher to support him better.</li> </ol> </li> </ul>	
		<b>Activity 2</b> <b>20 min</b>	<ul style="list-style-type: none"> <li>• Participants read the handout on the strategies to support learners with ASD and discuss.</li> <li>• Facilitator guide the discussion.</li> </ul>	
	<b>3:00 pm–4:00 pm</b>	<b>Session Six</b> <b>Intellectual Disability</b>		
		<b>Activity 1</b> <b>20 min</b>	Participants: <ul style="list-style-type: none"> <li>• discuss the topic and session objectives.</li> <li>• in pairs, discuss the characteristics of learners with intellectual disability.</li> <li>• present their findings.</li> </ul>	
		<b>Activity 2</b> <b>30 min</b>	In groups, ask participants to discuss the possible intervention measures for supporting learners with intellectual disability.	
		<b>Activity 3</b> <b>10 min</b>	Participants: <ul style="list-style-type: none"> <li>• read Opolot’s case study.</li> </ul>	

Day	Period	Activity	Responsible person
		<ul style="list-style-type: none"> <li>• in groups, discuss the question: As Opolot’s class teacher, how would you train him to learn to dress up?</li> <li>• present and discuss their findings.</li> </ul>	
	<p><b>Activity 1</b> <b>4:00 pm</b></p>	<p>Facilitator:</p> <ul style="list-style-type: none"> <li>• winds up the day’s sessions.</li> <li>• gives out evaluation forms and guides participants to evaluate the day’s sessions.</li> </ul> <p>Administrative procedures and departure.</p>	



Day	Period	Activity
2	8:30 am–9:00 am	<b>Arrival and Registration</b>
	9:00 am–10:00 am	<b>Session Seven Learners with Visual Impairment</b>
	<b>Activity 1. 15 min</b>	<p>Participants:</p> <ul style="list-style-type: none"> <li>• discuss the topic and session objectives.</li> <li>• brainstorm characteristics and the causes of visual impairment.</li> </ul>
	<b>Activity 2 45 min</b>	<p><b>Simulation Exercise</b></p> <p>Facilitator:</p> <ul style="list-style-type: none"> <li>• takes participants outside and lets some act as the blind using blindfolds while the sighted as guides.</li> <li>• guides participants in sorting materials of different textures, sizes, shapes for the blindfolded.</li> <li>• guides participants in the discussion on possible measures/approaches that can be used to teach learners with visual impairment.</li> <li>• distributes handouts and allows participants to read and discuss.</li> </ul>
	10:00 am–11:00 am	<b>Session Eight Learners with Hearing Impairment</b>
	<b>Activity 1. 15 min</b>	<p>Participants:</p> <ul style="list-style-type: none"> <li>• discuss the topic and session objectives.</li> </ul>



Day	Period	Activity
		<ul style="list-style-type: none"> <li>brainstorm the causes and characteristics of hearing impairment.</li> </ul>
	<b>Activity 2. 45 min</b>	<p>Participants:</p> <ul style="list-style-type: none"> <li>in groups, discuss the intervention measures to support learners with hearing impairment.</li> <li>present their findings in a plenary.</li> </ul> <p>Facilitator guides the discussions and winds up by giving participants a handout.</p>
	<b>11:00 am–11:30 am</b>	<b>Break</b>
	<b>11:30 am–12:30 pm</b>	<b>Session Nine Learners Living under Difficult Circumstances</b>
	<b>Activity 1 30min</b>	<p>Participants:</p> <ul style="list-style-type: none"> <li>discuss the topic and session objectives.</li> <li>in groups, are allocate a category of learners living under difficult circumstances.</li> <li>discuss the general characteristics of learners living under difficult circumstances.</li> <li>compare their findings with the handout.</li> </ul>
	<b>Activity 2 30 min</b>	<p><b>compare notes</b></p> <p>Participants:</p> <ul style="list-style-type: none"> <li>share their experiences.</li> <li>watch a documentary on one of the categories.</li> </ul>

Day	Period	Activity
	12:30 pm–2:00 pm	<b>Lunch Break</b>
	2:00 pm–3:00 pm	<b>Session Nine Learners Living under Difficult Circumstances</b>
	<b>Activity 1. 40 min</b>	In groups, participant suggest possible intervention measure to support learners living under difficult circumstances.
	<b>Activity 2.  20 min</b>	<ul style="list-style-type: none"> <li>• Participants present in a plenary.</li> <li>• Facilitator guides the discussions and winds up the session.</li> </ul>
	3:00 pm–4:00 pm	<b>Session Ten Learners with Physical Impairments</b>
	<b>Activity 1 20 min</b>	Participants: <ul style="list-style-type: none"> <li>• discuss the topic and session objectives.</li> <li>• brainstorm the causes and characteristics of learners with physical impairment.</li> </ul>
	<b>Activity 2  40 min</b>	Participants: <ul style="list-style-type: none"> <li>• watch a documentary of learners with physical impairment.</li> <li>• observe and discuss possible intervention measures identified in the documentary.</li> </ul>
	<b>Activity 1 4:00 pm–4:00 pm</b>	<ul style="list-style-type: none"> <li>• Evaluation of the day’s sessions</li> <li>• Departure</li> </ul>

Day	Period	Activity	Responsible person
3	8:30 am– 9:00 am	<b>Arrival and Registration</b>	
	9:00 am–10:00 am	<b>Session Eleven Learners with Health Impairments</b>	
	<b>Activity 1</b>  15 min	Participants: <ul style="list-style-type: none"> <li>• discuss the topic and session objectives.</li> <li>• brainstorm different health impairments they know and how they affect learners.</li> </ul>	
	<b>Activity 2</b>  20 min	Facilitator divides participants into groups of five and allocate to each a health impairment to discuss its characteristics.	
	<b>Activity 3</b> 15 min	Participants: <ul style="list-style-type: none"> <li>• in each group, present their findings in a plenary.</li> <li>• compare the results with the facilitator notes.</li> </ul>	
	10:00 am–11:00 am	<b>Session Twelve Roles and Responsibilities of Stakeholders in Special Needs and Inclusive Education</b>	
	<b>Activity 1</b>  10 min	Participants: <ul style="list-style-type: none"> <li>• discuss the topic and session objectives.</li> <li>• discuss the stakeholders in Special Needs and Inclusive Education.</li> </ul>	

<b>Day</b>	<b>Period</b>	<b>Activity</b>	<b>Responsible person</b>
	<b>Activity 2</b> 30 min	Facilitator divides participants in groups of five members and assign to each group two stakeholders to identify their roles and responsibilities in the education of learners with special needs.	
	20 <b>Activity 3</b> min	Participants: <ul style="list-style-type: none"> <li>• present their group findings in a plenary.</li> <li>• compare their findings with the handout.</li> </ul>	
	<b>11:00 am-11:30 am</b>	<b>Break</b>	
	<b>11:30 am-12:30 pm</b>	<b>Session Thirteen Responsibilities of Schools and Districts to Learners with Special Needs</b>	
	<b>Activity 1</b> 15 min	Participants: <ul style="list-style-type: none"> <li>• discuss the topic and session objectives.</li> <li>• discuss the four domains (creating an inclusive culture, developing inclusive practices, ensuring an inclusive environment and delivering quality inclusive education).</li> </ul>	
	<b>Activity 2</b> 30 min	In groups, participants discuss how stakeholders can ensure access, participation and achievement of all learners under four domain and present:	

Day	Period	Activity	Responsible person
		a) Creating an inclusive culture b) Developing inclusive practices c) Ensuring an inclusive environment d) Delivering quality inclusive education	
	<b>Activity 3</b> 15 min	After presentation, the facilitator takes participants through the stakeholders' responsibilities under each of these domains.	
	<b>12:30–2:00 pm</b>	<b>Lunch Break</b>	
	<b>Activity 1</b> 2:00 pm	<ul style="list-style-type: none"> <li>• Evaluation of the workshop</li> <li>• Administrative issues</li> <li>• Departure</li> </ul>	

## **1.1 Appendix III: Hand-out on Hearing Impairment**

You can make use of the following procedures to enable learners with hearing impairments benefit in the school settings.

- **Use of total communication**

This is an approach for teaching learners with hearing impairment that blends oral and manual techniques.

- **Auditory-verbal approach**

Is part of the oral approach which stresses teaching a person how to use his or her remaining senses as much as possible. It heavily emphasises the use of application and teaching speech.

- **Auditory habilitation**

It is part of the auditory-verbal approach which stresses developing children's residual hearing to the maximum.

- **Speech reading**

A method that involves teaching children to use visual information from a number of sources to understand what is being said to them. It goes beyond just lip reading which uses only visual cues arising from the movement of the mouth in speaking.

- **Cued speech**

This is a method to aid speech reading: the speaker uses hand shapes to represent sounds.

Below are approaches that can address the needs of deaf learners too.

1. **Modification of the classroom environment**

- Place learners who use amplification devices away from distracting background noise, such as doors or windows.
- Provide ample lighting, particularly on instructional visual aids.

2. **Creating “visual” instruction**

- Use sign or fingerspelling, or promote speech reading when instructing.
- Use as many visual supports as possible (computer, televisions, pictures, graphs, graphic organizers, films with captions, artefacts etc.).
- Face learners when addressing them. Avoid writing on the chalkboard while talking.

- Use non-verbal cues to emphasize verbal directions (e.g., gesturing, facial expressions).
  - Avoid note-taking: learners who are looking at their desk while writing notes will not be able to see an interpreter, or read lips.
  - Repeat questions and answers provided by other learners.
3. **Support their communication**
- Provide access to learner's dominant mode of communication (e.g., manual, cued or oral).
  - Set up effective communication practices among learners. When working in pairs or small groups, learners should face each other or have rules for communication, which may include signalling before speaking. Communication can also be supported by use of mimes, writing, pictures and drawings and speech.
  - Pair figurative language with concrete or familiar examples.
  - Moderate volume, rate and complexity of speech.

**You can as well make teaching more effective and relevant to learners with hearing impairment through the use of the following techniques:**

- Make greater use of visual methods of presenting information whenever possible.
- Use clear and simple language when explaining new concepts. Do not be afraid to introduce new terminologies but teach the new words thoroughly.
- Write unfamiliar vocabulary on the blackboard. Ensure the learner with hearing impairment hears the words, sees the word, and says the word. Revise unfamiliar vocabulary regularly. Revise new language patterns (e.g., 'Twice the size...', 'mix the ingredients...', 'invert and multiply ...').
- Repeat instructions clearly while facing the learner with impaired hearing.
- Do not give instructions while there is noise in the classroom.
- Where possible, write instructions in short statements on the blackboard.
- Attract the learner's attention when you are about to ask a question or give information.

- Where possible, provide the learner the printed notes to ensure that key lesson content is available (it may not have been heard during the lesson).
- When group discussion is taking place, make sure the deaf learner can see the other learner who is speaking or answering questions.
- Repeat the answer that another learner has given if you think the deaf learner may not have heard it.
- Make sure you involve the deaf learner in the lesson as much as possible.
- Ensure that the learner has a partner for group or pair activities and assignments.
- Encourage other learners when necessary to assist the deaf learner to complete any work that is set—without doing the work for the learner.
- Do not talk while facing the blackboard. The deaf learner needs to see your mouth and facial expressions. When explaining while using overhead projectors, face the class and not the screen.
- Do not walk to the back of the room while talking and giving out important information.
- Try to reduce background noise when listening activities are being conducted.
- Do not seat the learner with impaired hearing near the source of noise (e.g., fan, open window, generator).
- Seat the learner when he/she can see you easily, can see the blackboard and can observe the other learners.
- Make sure that you know how to check the learner's hearing aid, and do this on a regular basis. The learner will not always tell you when a battery needs replacing or a connection is broken.



## 1.1 Appendix IV: Intervention Measures to Support Learners with Intellectual Disabilities

It is important to note that despite difficulties in a learning environment, learners with intellectual disability can and do have the capacity to acquire and use new information. There is a range of inclusive teaching strategies that can assist all students to learn, but there are some specific strategies that are useful in teaching a group which includes learners with intellectual disability.

- Provide an outline of what will be taught—highlight key concepts and provide opportunities to practise new skills and concepts.
- Provide reading lists well before the start of a course so that reading can begin early.
- Consider tailoring reading lists and provide guidance to key texts. Allow work to be completed on an in-depth study of a few texts rather than a broad study of many.
- Whenever you are introducing procedures or processes or giving directions; for example, in a laboratory, or computing exercise, ensure that stages or sequences are made clear and are explained in verbal and written form.
- Learners may benefit from using assistive technology.
- Use as many verbal descriptions as possible to supplement material presented on blackboard or overhead
- Use clear, succinct and straightforward language.
- Reinforce learning by using real-life examples and environments.
- Present information in a range of formats—handouts, worksheets, overheads, videos—to meet a diversity of learning styles.
- Use a variety of teaching methods so that learners are not constrained by the need to acquire information by reading only. Where possible, present material diagrammatically—in lists, flow charts, concept maps etc.
- Keep diagrams uncluttered and use colour wherever appropriate to distinguish and highlight diagrams.
- Ensure that lists of technical/professional jargon which learners will need to learn are available early in the course.

- Recording lectures will assist those learners who have handwriting or coordination problems, and those who write slowly and who have a tendency to mishear or misquote.
- Learner will be more likely to follow correctly the sequence of material in a lecture, if they are able to listen to the material more than once.
- Wherever possible, ensure that key statements and instructions are repeated or highlighted in some way.
- One-to-one tutoring in subjects may be important; this can include peer tutoring.
- Learner may benefit from having oral rather than written feedback on their written assignments.
- It may be helpful for learners with intellectual disability to have an individual orientation to laboratory equipment or computers to minimise anxiety.

### **What can a parent do to help his/ her intellectually disabled child?**

Steps to help an intellectually disabled child include:

- Learn everything you can about intellectual disabilities. The more you know, the better advocate you can be for your child.
- Encourage your child's independence. Let your child try new things and encourage him/her to do things by himself or herself. Provide guidance when it is needed and give positive feedback when he/she does something well or masters something new.
- Let your child get involved in group activities. Taking an art class or participating in scouts will help your child build social skills.
- Stay involved: By keeping in touch with your child's teachers, will enable you to follow his or her progress and reinforce what he/she is learning at school through practice at home.

It is important to know other parents of intellectually disabled children. They can be a great source of advice and emotional support.

## 1.1 Appendix V: Intervention Measures in Handling Learners with Physical Impairments

### Teaching Strategies

There is a range of inclusive teaching strategies that can assist all schoolchildren to learn, but there are some specific strategies that are useful in teaching a group which includes schoolchild with physical impairment.

The fact that learners have a mobility disability may not always be immediately apparent. Needs will vary, and difficulties may fluctuate. Some learners will choose to disclose their disability; others will not. At your first lesson, you might invite any learner who has a disability to contact you for a confidential discussion of their specific learning needs. You might also ask learners what, if any, information would need to be shared with other members of staff, or with other learners in the class. Below are some further suggestions:

- Learners who use wheelchairs, callipers or crutches, or who tire easily, may find it difficult moving about within the constraints of lecture timetables. Absence or lateness may be a result of the distance between teaching venues, so at the end of a lesson you may need to recap any information given at the beginning.
- Check that academic activities which take place off-campus (such as industry visits, interviews or fieldwork) are accessible to people with a mobility disability. Consider supplementary laboratory practical, films or videos as alternative options to field trips.
- Learners with a mobility disability may sometimes wish to use their own furniture, such as ergonomic chairs or sloped writing tables. Extra space may need to be created in teaching rooms, but this should be done unobtrusively.
- Some learners with back problems may prefer to stand in lectures or classes, rather than sit.
- Some learners may need to use a tape recorder or note-taker in lessons. Extra time is involved in processing information acquired in this way. It is common practice in some departments to routinely tape all lessons. This

is a practice which will assist a variety of learners, including those who may be absent from time to time because of their disability.

- Learners may need extensions to deadlines for work involving locating and using library resources. Provide reading lists well before the start of a course so that reading can begin early.
- Academic isolation may be an issue for learners who are unable to participate in some class activities. One-to-one sessions with a tutor/teacher may help fill this gap in participation.

### **Assessment Strategies**

In considering alternative forms of assessment, equal opportunity, not a guaranteed outcome, is the objective. You are not expected to lower standards to accommodate learners with a disability, but you are required to give them a reasonable opportunity to demonstrate what they have learned.

Learners with a mobility disability may need particular adjustments to assessment tasks. Once you have a clear picture of how the disability impacts on performance, you can consider alternative assessment strategies, such as those suggested below:

- A reader or an oral examination (either presenting answers on tape or participating in a viva) are alternatives to the conventional written paper. An oral examination is not an easy option for learners. Give the same time for an oral examination as for a written exam, but allow extra time for the learner to listen to and refine or edit responses. In your assessment, allowance should be made for the fact that spoken answers are likely to be less coherent than the written ones.
- For some learners, a combination of written and oral examination will be most appropriate. Allow them to write answer plans or make outline notes, but then to answer the question orally. Your assessment should be based on both the notes and the spoken presentation.
- Learners may need to use personal computers or personal assistants in an examination. If so, it may be necessary to provide extra space for equipment, or a separate examination venue if the noise from equipment (e.g., a voice synthesizer) is likely to distract other learners.
- Provide extra time in examinations for learners who have reduced writing speed. Some learners with a mobility disability may need rest breaks.

Take-home examinations and split papers may be the options, given that some learners may need double time to complete examinations.

- Allow extensions to assignment deadlines if extensive research involving physical activity (e.g., frequent trips to the library or collection of data from dispersed locations) is required.
- Use drawings and real-life examples such as lunch counts and class lists.
- Individuals with physical disabilities use both low-tech assistive devices (Example: adapted eating utensils) and high-tech devices (Example: computerized synthetic speech devices).
- Some learners cannot move freely from place to place without the assistance of a mobility device.
- Adapted bicycles enable children with disabilities to enjoy riding a bicycle and also reap its health benefits.
- Advances in wheelchair design have made manual chairs lighter and stronger.
- Before purchasing and training a child to use any assistive technology device, the IEP team should carefully consider certain characteristics of the child and the potential technologies that might be selected and the impact of using those technologies on the his/her family.
- By performing an assessment of child's academic skills, social skills, and physical capabilities, the IEP team can identify the goals and objectives for the technology and narrow down to the kinds of devices that may be effective.
- The team should also determine the child's preferences for certain types of technology.
- The team should consider the characteristics of potentially appropriate technologies, including availability, simplicity of operation, initial and ongoing cost, adaptability to meet the child's changing needs, plus the reliability and repair record of the device.

## **1.1 Appendix VI: Intervention Measures to Support Learners with Health Impairments**

- Modify classroom's physical environment
- Apply features of universal design of learning
- Improve classroom space
- Remove hazards
- Create flexible sitting arrangements
- Incorporate use of technology in teaching and learning instructions
- Record important lessons
- Utilize distance education technology
- Allow high-tech assistive technology devices
- Substitute word processing for handwriting
- Have learners use adapted keyboards
- Allow voice option
- Make accommodations for learning
- Provide extended time
- Give abbreviated assignments
- Offer flexible due dates
- Assign note-takers
- Support neighbourhood classmates as peer tutors

### **Asthma**

- Ensure the learner has proper medications and that they are taken at the appropriate times
- Allow the learner to rest when needed as they often tire easily
- Eliminate any known allergens found in the classroom

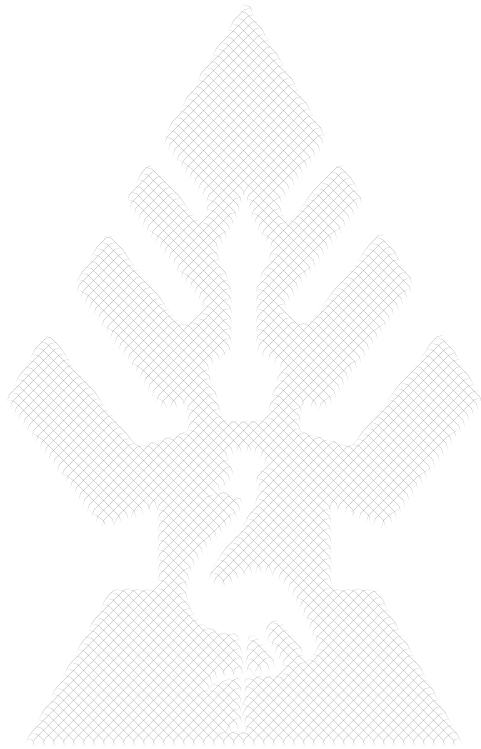
## Cerebral Palsy

- Create a supportive classroom environment that encourages participation in every aspect of the school day
- Allow extra time for learners to move from one location to another
- Provide many real-life activities

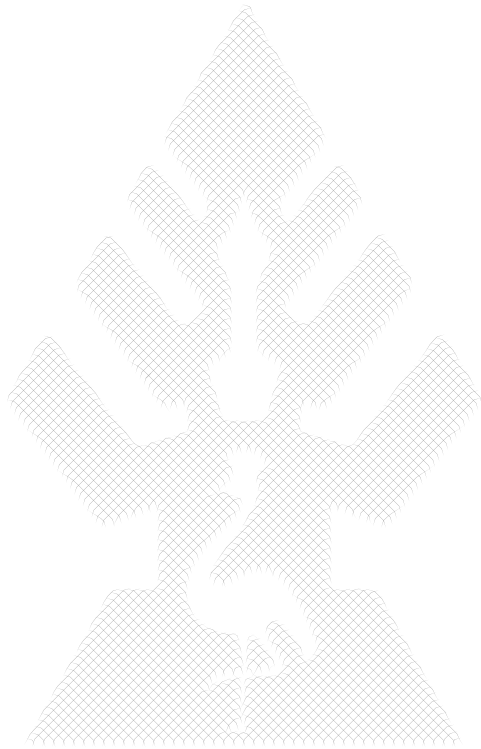
## Cystic Fibrosis

- Prepare learners in class for the realities of this disease (e.g., coughing, non-contagious sputum etc.)
- Know the medications and how to administer them
- Consider restricting certain physical activities
- Ensure the learner is included in all possible class activities
- Prepare learners for eventual outcomes of the disease by discussing them





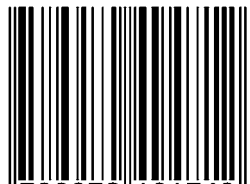






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National Curriculum  
Development Centre ,  
P.O. Box 7002,  
Kampala.  
[www.ncdc.go.ug](http://www.ncdc.go.ug)